

UG 2019





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# Welcome to University of Ghana

We're proud to be able to say that UG is one of the best Universities in Africa, and below are just a few reasons why we hope you'll consider applying to us.

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## No.1

Times Higher Education (THE) ranked University of Ghana as number 1 in the West Africa sub-region in 2016

## 4

UG is one of only four universities in sub-Saharan Africa ranked in the QS World Universities ranking Table.

## Ranked#7

Times Higher Education (THE) ranked University of Ghana Number 7 in Africa in 2016.

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“Whether you are an undergraduate or graduate student, the possibilities you have here are endless. Our core values of respect, commitment, integrity and loyalty remain our cardinal hallmark.”

# Welcome

It is indeed a great time to be part of our community here at the University of Ghana. A warm welcome awaits you as you make the decision to join our University acclaimed as one of the reputable institutions in the Global Academic Community.

At the University of Ghana, world-class research and high quality teaching and learning takes place across a wide range of disciplines. From the Humanities to Basic and Applied Sciences, Health Sciences and to Education, this is an institution that has, for many years, set the pace for its peers in Ghana, in the sub-region, and at the continental level.

As Vice-Chancellor, I am determined to build on our well-established position as a highly-sought after university to become one of the very best centres of teaching and research. We have a bold strategy amplified in our Strategic Plan, based on a re-defined vision to become a world-class research-intensive university over the next decade, to take us to 2024. We are committed to providing strategic leadership and guidance to maintain our academic excellence, while contributing towards national development efforts.

Whether you are an undergraduate or graduate student, the possibilities you have here are endless. Our core values of respect, commitment, integrity and loyalty remain our cardinal hallmark. Our multi-disciplinary academic environment

enables us to stand out not only as the premier university in Ghana, but as an institution which continues to compete in global rankings. In gaining the enviable rank of the seventh (7th) best university in Africa in the Times Higher Education World University Rankings in 2016, we know we have demonstrated that we are indeed expanding the frontiers of higher education.

We have succeeded in creating a multi-cultural environment which is enhanced by the variety of social activities and our practical learning environment especially in the Arts. This is further enriched by the presence of a growing international student enrolment. I encourage you to take the bold step towards a life changing higher education here at University of Ghana.

**Akwaaba**

**Vice-Chancellor**

**Professor Ebenezer Oduro Owusu**

BA (Ghana), MSc. (KOCHI), EMBA (Ghana), PhD (EHIME)

# Leadership & Governance

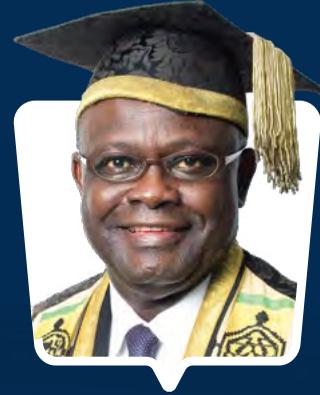
## PRINCIPAL OFFICERS



**CHANCELLOR**  
Mrs. Mary Chinery-Hesse



**CHAIRMAN, UNIVERSITY COUNCIL**  
Professor Yaw Twumasi  
B.A. (Ghana), MSc. (London), PhD (Oxford)



**VICE- CHANCELLOR**  
Professor Ebenezer Oduro Owusu  
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**PRO VICE-CHANCELLOR**  
(Academic & Student Affairs)  
Professor S.K. Offei  
BSc. (Ghana) MPhil (Lond), PhD (Lond) DIC



**PRO VICE-CHANCELLOR**  
(Research, Innovation & Development)  
Professor Francis Dodoo  
B.A., M.A.(Washington), PhD (Pennsylvania)



**REGISTRAR**  
Mrs. Mercy Haizel-Ashia  
BA, EMBA (Ghana)

## SOME KEY SENIOR ADMINISTRATORS



**PROF. GODFRED ALUFAR BOKPIN**

AG. DEAN OF STUDENT AFFAIRS  
BSc Admin, MPhil (Ghana), PhD (Osaka)



**PROF. AMA DE-GRAFT AIKINS**

DEAN, INTERNATIONAL PROGRAMMES  
B.Sc. (Manchester), Ph.D (London)



**MRS. CHRISTY BADU**

AG. DIRECTOR, ACADEMIC AFFAIRS  
BA (Ghana), Grad Dip (HRM), MSc (Sheffield)



**MR. RICHARD O. BOAPEA**

DIRECTOR, FINANCE  
B.Sc. (Hons) (Ghana), EMBA (PM) (Ghana)  
CA (Ghana)



**MRS. STELLA A. AMOA**

DIRECTOR, PUBLIC AFFAIRS  
B.A., M.A (Int. Affairs), M.A (Comm. Studies)  
(Ghana), APR (Ghana)



**MR. LUCAS Y. CHIGABATIA**

CHIEF INFORMATION TECHNOLOGY OFFICER  
M.Sc. (Ukraine), M.BA (Ghana)



**MR. CHARLES A. KOFINTI**

DIRECTOR, OF PHYSICAL DEVELOPMENT & MUNICIPAL SERVICES  
B.Sc. (Ghana), P.G.Dip (Ghana), M.Sc. (Coventry) IFMA, AGIA



**DR. BELLA BELLO BITUGU**

DIRECTOR, SPORTS  
Dip Ed., B.A (Ghana), MPhil, Ph.D (Austria)



**MRS. JOCELENE BUCKMAN**

DIRECTOR, CAREERS AND COUNSELLING CENTRE  
BA (Ghana) MSc (London) ICSA(UK), CIM (UK)

# Accra, The Host City

## A MODERN CITY WITH A RICH HISTORY

### LOCATION & HISTORY

Accra is the capital city of Ghana and it is located at 5°30' North and 0°10' West. Its architectural landscape is a mix of colonial designs, modern African perspectives and some European minimalist influences. Originally settled by the Ga people in the 15th century, Accra became a strategic trade post, first in gold and later in slave trade. For some 250 years, the Portuguese, Dutch, British, Danish and Germans competed in the slave trade exporting about 10,000 slaves annually.

In 1877, Accra became the capital of the then British colony of Gold Coast and has served as Ghana's capital after independence in 1957. Accra's influence in Pan-Africanism, African politics, Education and the Arts contributes to Ghana's status as a bastion of good governance and democracy in Africa.

### THE NATIONAL MUSEUM

The National Museum houses a fascinating collection of historical treasures of Ghana and neighbouring West African countries. Its collection includes objects of archeology, ethnography and fine art. The ethnography collection includes traditional chiefs regalia, indigenous Ghanaian musical instruments, gold-weights, beads, traditional textiles, stools and pottery. The archeological section houses objects dating from the Stone Age to recent times.

### KWAME NKRUMAH MEMORIAL PARK (KNMP)

The Kwame Nkrumah Memorial Park houses the mausoleum of Osagyefo Dr. Kwame Nkrumah, the first President of Ghana and a famous Pan-Africanist. The Park which used to be called Polo Grounds also has a statue and a museum of the life and work of Dr. Kwame Nkrumah. It was on this spot that Dr. Kwame Nkrumah declared independence for Ghana on 6th March 1957.

### ACCRA CENTRAL

Accra Central is the busiest section of Accra where many national monuments, headquarters of public and corporate organisations are located. The famous Makola Market is located here. One can bargain for local and foreign merchandise at lower prices at this market. Close to Makola is the effigy of Tackie Tawiah I, the twentieth King of the Ga State. It presents a panoramic view of the Rawlings Park.

The Accra High Street, which connects the Independence Arch through the Supreme Court, Kwame Nkrumah Memorial Park and the Bank of Ghana to Ga Mashie and the older parts of the city is within walking distance from the Makola Market.

### NATIONAL THEATRE

Inaugurated in 1992, the architecture of the National Theatre is akin to a grandiose ship with open sails. It houses the National Symphony Orchestra, National Dance and National Drama Companies. The contemporary design of the theatre includes a Chinese-style garden, open air theatre and exhibition hall where important corporate and social events are often held.

### GEORGE PADMORE RESEARCH LIBRARY ON AFRICAN AFFAIRS

Named after George Padmore (1902-1959), the library, research and educational centre houses materials relating to the black community of Caribbean, African and Asian descents in Britain and continental Europe. George Padmore, a Trinidadian writer and a dedicated Pan-Africanist, was one of the influential figures of the anti-colonialism and independence struggles of the 20th Century.



# The University Campuses

The University of Ghana is a centre of academic excellence recognised worldwide for the academic excellence of its faculty and student body and for the professional success of its alumni.

The University's distinctive specialised teaching and impactful research is carried across three campus communities – Legon Campus, Accra City Campus and Korle-Bu Campus.

## Legon Campus

Legon comes from two indigenous Ga words: “ni-le” which is translated “knowledge” and “gon” which is translated as “hill”; thus Legon is the rendering of “nile-gon” - “hill of knowledge”; aptly describing the 121 metre altitude of the Legon Campus.

Located 13 kilometers northeast of Accra, Legon Campus is recognised as the nerve-centre of Ghana's premier

academic resource. It houses the central administration and the five traditional Halls of the University - Legon, Volta, Commonwealth, Akuafio and Mensah Sarbah. Many of the academic, residence and support service facilities which were commissioned in the 1960s and 1970s have undergone renovation and expansion. Recent projects include VALCO Trust Hostel (1997) Jubilee Hall (1998), International Students Hostels (1999) and Hilla Limann, Alexander Adum Kwapong, Jean Nelson Aka (2010) and Elizabeth Frances B. Sey Halls (2012).





### **Korle Bu Campus**

The Korle Bu Campus is located 3 kilometres from Accra's Central Business District. It houses the College of Health Sciences comprising the School of Medicine and Dentistry, School of Public Health, Noguchi Memorial Institute for Medical Research, the School of Allied Health Sciences, the School of Nursing and the School of Pharmacy.

Affiliated with the College of Health Sciences is the Korle Bu Teaching Hospital, the largest teaching hospital in Ghana. The stimulating academic experience at the Korle Bu Campus is further enriched by three centres of excellence: National Cardiothoracic Centre, National Plastic and Reconstructive Surgery Centre and Radiotherapy Centre

### **Accra City Campus**

The Accra City Campus was originally established during the 1963/1964 Academic Session as the External Degree Centre. Until it was restructured into the Accra City Campus in 2002, it was known as the Accra Workers College.

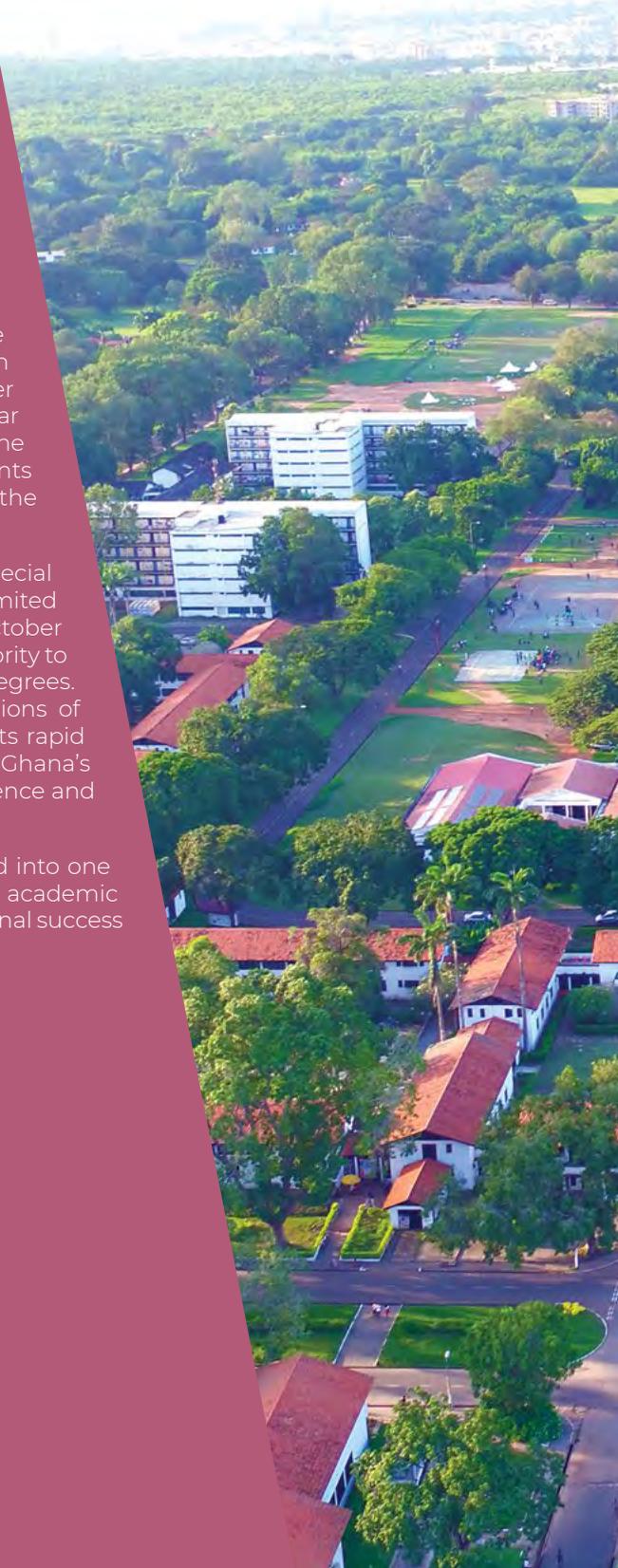
The City Campus offers mature persons and persons who prefer not to study full time with access to many of the degree programmes available on the main Legon Campus. It is located within the Central Business District of Accra.

# Overview of The University

The University of Ghana was founded in 1948 as the University College of Gold Coast upon the recommendation of the Asquith Commission on Higher Education in the then British colonies. Informed by colonial policies, access to higher education by Africans was limited until the end of World War II. The founding of the University of Ghana was therefore the culmination of struggles and protests of nationalist movements which advocated for an African system of higher education in the former Gold Coast.

Between 1948 and 1961, the University entered into a special relationship with the University of London to offer limited programmes of study. However, by an Act of Parliament on October 1st 1961, the University attained sovereign status with the authority to offer more comprehensive programmes and award its own degrees. The University's sovereign status together with the aspirations of the new independent state of Ghana formed a catalyst for its rapid growth in the 1960's and the emergence of the University of Ghana's distinctive identity as a world class centre of academic excellence and a leader in career training and professional development.

Thus in over six decades, the University of Ghana has evolved into one of Africa's leading universities, recognised worldwide for the academic excellence of its faculty and student body and for the professional success of its alumni.





# University of Ghana

## A HISTORICAL PERSPECTIVE



### 1943

- The Asquith Commission is appointed by the British Government to investigate Higher Education in British colonies. It recommends among other things the setting up of University Colleges in association with the University of London.
- A number of separate Commissions are set up in different regions as a sequel to the Asquith Commission.

### 1945

- Rt. Hon. Walter Elliot chairs the commission for Higher Education in West Africa.
- The Elliot Commission publishes two reports: whereas a Majority Report recommends the establishment of two University Colleges, one each in Ghana (Gold Coast) and Nigeria; a Minority Report considers that only one University College for the whole of British West Africa is feasible.
- The British Government accepts the Minority Report and decides that a University College for the whole of British West Africa shall be established at Ibadan in Nigeria. This decision is rejected by the people of the Gold Coast.
- The Gold Coast people are led by a scholar and a politician, Dr. J.B. Danquah. They urge the Gold Coast Government to inform the British Government that the Gold Coast can support a University College.
- The British Government reviews its decision and agrees to the establishment of the University College of the Gold Coast.

### 1948

- The University College of the Gold Coast is founded by Ordinance on 11 August for the purpose of providing for and promoting university education, learning and research. Its first Principal is Mr. David Mowbray Balme.
- The Institute of Continuing & Distance Education is established as the Department of Extra Mural Studies later to be named as the Institute of Adult Education. The Institute is to provide university- based adult education through its branches and workers' colleges throughout the country.

## 1951

· The foundation tablet for Legon Hall is laid during the Michaelmas Term of 1951 making it the premier hall of the University. In September 1952, the first undergraduates are accepted into residence.

## 1953

· Akuafio Hall is established with the appointment of Professor D.A. Taylor, a Master-designate and a Hall Council in 1953. The Hall Council in 1954 decides to name the Hall Akuafio to commemorate the generous gesture of the farmers of Ghana in contributing money for the foundation of the University College.

## 1956

· The first batch of students is admitted into residence in Commonwealth Hall at the beginning of the 1956-1957 academic year. In the Lent Term of that academic year, Ghana attains its independence from Great Britain, and the Hall, hitherto known as the Third Hall, is officially christened Commonwealth Hall to commemorate Ghana's admission into the Commonwealth of Nations.

## 1961

· Volta Hall starts as the Fourth Hall in the 1959-60 academic year, on 16 November, 1960. The University College Council, on the recommendation of the Hall Council, names it Volta Hall. The Hall consists of the main hall designed to accommodate 82 students and an annex with a capacity for accommodating 198 students.

· The Fifth Hall of the University is named after the famous Ghanaian jurist, writer and statesman, John Mensah Sarbah of Cape Coast. At this time, Mensah Sarbah Hall is the only co-educational Hall of Residence in the University.

· The Business School is established by statutory instrument in January 1960 as the College of Administration at Achimota. It had begun as the Department of Commerce in the Kumasi College of Technology (later to be known as the Kwame Nkrumah University of Science and Technology); this Department was transferred to the Western Compound of Achimota to form the nucleus of the College of Administration

## 1961

· The University College Council makes a request to the Government of Ghana for legislation to constitute the University College into a University with the power to award its own degrees. The Government appoints an International Commission to examine the request.

· On the recommendations of that Commission, the University of Ghana is set up by an Act of Parliament on October 1, 1961 (Act 79). The President of the Republic of Ghana, Dr. Kwame Nkrumah, becomes its first Chancellor, with Nana Kobina Nketsia IV, Omanhene of Essikado, as the (Interim) Vice Chancellor.

· The Institute of African Studies is established to conduct fundamental research in areas of African Languages, history and culture and to run interdisciplinary courses leading to MPhil and PhD degrees in African Studies.

## 1962

· The School of Performing Arts is established as the School of Music and Drama under the Institute of African Studies. It comprises the Department of Dance Studies, the Department of Music and the Department of Theatre Arts.

## 1964

· The Ghana Medical School is established by Command of Government under the Ministry of Health as an autonomous institution in a special relationship with the University of Ghana. Arrangements are finalised in 1969 to integrate the medical school formally into the University of Ghana which becomes the University of Ghana Medical School

## 1966

· The Institute of Statistical, Social and Economic Research (ISSER) is established as the Institute of Statistics. In addition to its original concern with problems related to statistics, the Institute is later to expand into the field of social and economic studies; offering Certificate and Diploma courses in Statistics as well as a Master of Arts degree in Development Studies.

· The Institute of African Studies is established to conduct fundamental research in areas of African Languages, history and culture and to run interdisciplinary courses leading to MPhil and PhD degrees in African Studies.

## 1972

· The Regional Institute for Population is established jointly by the United Nations Organisation and the Government of Ghana to promote and strengthen research and training in demography for students from English-speaking countries in Africa.

## 1973

· The School of Communication Studies is established as the Institute of Journalism and Mass Communication to provide future journalists and media practitioners with the theoretical understanding and the professional skills and techniques required in the mass media.

## 1979

· Noguchi Memorial Institute for Medical Research is established in a building funded by the Government of Japan to serve as a monument in memory of Dr. Hideyo Noguchi, a Japanese medical scientist who died in Accra in May, 1928 while investigating yellow fever. The Institute is to provide a base for medical co-operation programmes between Ghanaian and Japanese scientists and a centre for conducting medical research relevant to Ghana's needs.

## 1994

· The School of Public Health is established through collaboration between the Ministry of Health in Ghana and the University of Ghana, primarily to train public health workers to enable them perform effectively at District, Regional and National levels within governmental, quasi-governmental, non-governmental and private organisations.

## 1995

· The University of Ghana Dental School is established, even though basic dental training of dentists locally had been in place as far back as 1972.

## 1997

· The Valco Trust Hostel, a block of purpose-built, self-contained flats for 190 students is donated to the University by the Valco Trust Fund to ease pressure on student accommodation. The Valco Trust Hostel is the University's first hostel for graduate students.

## 1998

· The University inaugurates Jubilee Hall to commemorate the University's Golden Jubilee. Modelled after Akafo Hall and funded mainly by alumni of the University, the Hall is a group of 4 (four) multi-purpose blocks containing single study bedrooms, self-contained flats and double rooms.

## 1999

· The Academic Board and the University Council approves a proposal initiated by the Ghana Ministry of Health in 1998 for the establishment of a School of Allied Health Sciences. The School is to train medical and dental technical graduates through the Medical School.

· The University inaugurates the first phase of International Students Hostels. The hostels are co-educational and each has 43 single rooms and 85 double rooms. The inauguration of the hostels is to create and strengthen links with other universities in order to enhance the international student presence on campus.

## 2002

· The Academic Board approves an arrangement to transform the External Degree Centre into the Accra City Campus of the University of Ghana, to offer part-time degree programmes in Bachelor of Arts (BA) and Bachelor of Science in Administration (BSc Admin). Admission is on fee-paying basis and lecture periods are made flexible so as to accommodate the needs of workers. Nevertheless, entry requirements remain the same as for admission to the main University.

## 2003

· The University Council approves the conversion of the Department of Nursing in the Faculties of Science and Social Studies into the School of Nursing. The School is to offer undergraduate and graduate programmes in Community Health Nursing, Maternal and Child Nursing, Mental Health Nursing, Adult Health Nursing and Research, Education and Administration.

## 2007

· The School of Graduate Studies is established to coordinate and provide a more effective and efficient governance structure for graduate studies. The School is headed by a Dean and deals with all matters relating to registration and records, official correspondence and

welfare of graduate students.

- The University Council appoints a Visitation Panel to review the University's academic programmes, infrastructure, resources, administrative and governance structures. The Panel is mandated to submit a comprehensive report with recommendations on ways in which the structures of the University can be improved, with a view to enhancing efficiency.

## 2008

- The Office of Research, Innovation & Development (ORID) is established to promote, coordinate and facilitate the University's research enterprise. The Office, headed by a Pro Vice-Chancellor seeks to raise the leadership profile of the University's research enterprise; create an enabling environment for building the portfolio of contract research; raise the level of research income and to commercialize the huge intellectual resources available to the University.

- The Government of Ghana pledges an amount of 60 million Cedis to University of Ghana to commemorate 60 years of existence of UG.

## 2009

- The university ICT-based Distance Education project, sponsored by the government of Ghana through a concessionary loan from the Peoples' Republic of China is launched. The project is geared towards improving upon the quality of teaching, learning and research through the introduction of an E-learning system.

## 2010

- The University inaugurates Hilla Limann, Alexander Adum Kwapong and Jean Nelson Aka Halls. The new hall complex houses 7,120 students and is ready for occupancy at the beginning of the 2010/2011 academic year.

- The University makes changes to the requirement for graduation in content and structure introducing critical thinking, logic and behaviourism.

## 2011

- A state of the art multi-purpose building complex is inaugurated by the University for the Law Faculty. The building comprises of offices, a well-stocked law library

and an auditorium.

- The International House (formerly, the International Programmes Office) is commissioned. The modern office complex is mainly occupied by the International Programmes Office. It also hosts the United Nations University, the Institute for Migration Studies, the Institute for Environment and Sanitation Studies amongst others.

## 2012

- Elizabeth Frances Baaba Sey Hall is inaugurated.

- The pioneer class of the Distance Education Programme graduates.

- University approves a new structure for PhD programmes in line with international best practices. The new structure will allow the admission of first degree holders into the MPhil/PhD programmes, the introduction of comprehensive examinations, the introduction of compulsory course work and the formal defence of research proposals.

- Inauguration of Carnegie-sponsored Research Commons at the Balme Library.

## 2013

- In line with the programme to enhance teaching and research, the university acquires scientific equipment such as smart X2S automated system for the department of chemistry; an X-ray diffractometer for the department of physics; a High Performance Liquid Chromatograph (HPLC) for the Department of Biochemistry Cell and Molecular Biology.

## 2014

- The University of Ghana establishes a Technology Development and Transfer Centre (TDTC) within the Office of Research, Innovation and Development. This is in line with UG's goal of repositioning itself as a world-class research institution where the impact of research output is considered essential in solving key problems in industry and local communities.

- The University Council approves a collegiate system of administering the university. It is inaugurated after the appointment of substantive Provosts who are tasked to implement the set objectives of their respective colleges.

· The University launches a ten (10) year strategic plan with a purpose to create a vibrant intellectual climate that stimulates relevant cutting edge research and community engagement.

## 2016

The first phase of a 217 million US Dollar 650-bed medical centre at Legon is inaugurated. It is equipped with state-of-the-art facilities for trauma and emergency services with a heliport and internal medicine including Surgery, Obstetrics and gynaecology, pediatrics, cardiology, heart surgery and medicinal imaging. It would also

provide opportunities for inter-disciplinary research and teaching which will ultimately enhance the quality of facilities available for modern medical and health science education at UG.

Construction begun on the 1st of April, 2013 with a loan facility from The Israeli Government through The Government of Ghana.



# In Focus

## Integri Procedamus

### THE ARMS OF THE UNIVERSITY

Prior to its attainment of a sovereign university status, the motto of the University of Ghana, then known as the University College of Gold Coast was “vigil evocat auroram” symbolised by a cockerel - the watchful bird calling forth the dawn, i.e. keeping vigil to protect its academic freedom from being eroded through political intervention in its affairs.

In 1961, the University attained a sovereign status and by 1963, it was felt that inspiration for its growth could best be drawn from Ghana's cultural roots preserved in a new motto and a new crest. To this end, Professor A.A Kwapong, the first Ghanaian Pro-Vice Chancellor, tasked Professor Manwere Opoku of the Institute of African Studies (IAS) to design the crest.

Professor Opoku chose the symbol of three straight ferns (aya in Twi), which because of their quality of always growing straight up in the forest represent, in traditional thought, straightness, truthfulness, integrity. He also took the symbol of two interlocking ram horns (in Twi - guahini mmen toa so) which never stop growing therefore depicting progress. Professor Kwapong then provided the Latin rendering of the motto “integri procedamus” progress with integrity, inscribed beneath the symbols.

### VISION

To develop world-class human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research and knowledge dissemination.

### MISSION

To develop world-class human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research and knowledge dissemination.



Three “AYA” standing upright in top half



“DWINIMENTOASO” in middle of bottom half

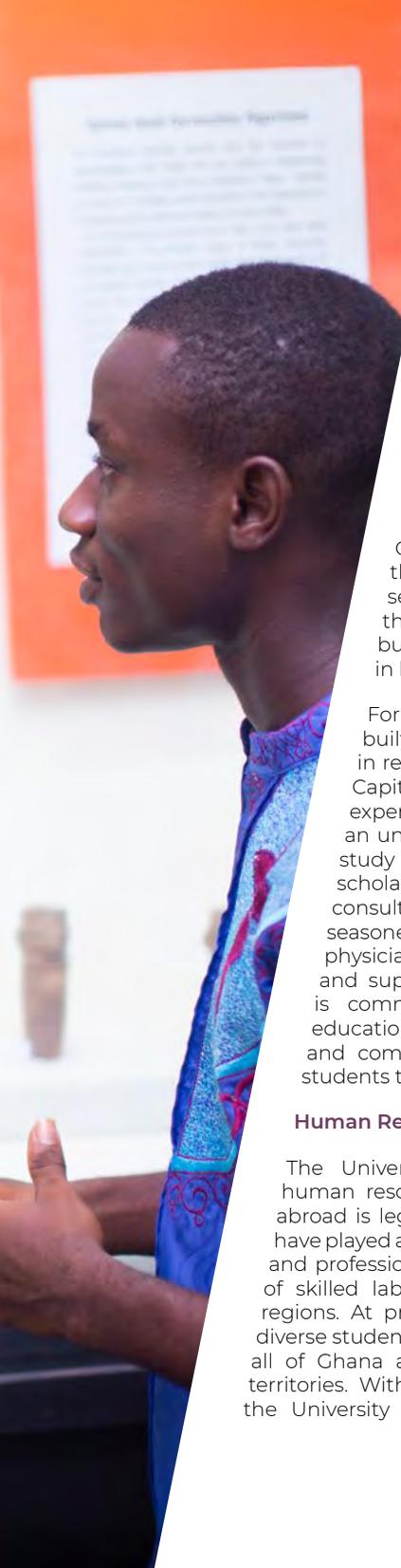


MOTTO - Progress with Integrity

# Why Choose The University Of Ghana?



**Teaching and Learning:**  
A World Class Provision



The University of Ghana is an outstanding place to be as a student who is confident and determined to succeed in this fast paced and increasingly competitive world. We provide excellent career prospects at the graduate and postgraduate levels as a result of our commitment to quality teaching, learning and the pursuit of relevant research.

### **Seven Decades of Research, Teaching & Learning**

From its origins as a University College with strong academic rigour that prepared graduates to man sensitive positions in the Gold Coast, the University of Ghana continues to build a fine reputation for excellence in higher education.

For seven decades, the University has built significant strengths and expertise in research and teaching and outreach. Capitalising on these strengths and expertise, the University has provided an unparalleled platform for students to study and work with renowned authors, scholars with outstanding credentials, consultants to the corporate world, seasoned technocrats and outstanding physicians. Through its Colleges, Schools and support infrastructure, the University is committed to providing world class education to promote economic innovation and community advancement by training students to excel anywhere on the globe.

### **Human Resource Development**

The University of Ghana's contribution to human resource development in Ghana and abroad is legendary. The University's resources have played a fundamental role in career training and professional development – a major source of skilled labour to Ghana and neighbouring regions. At present, the University welcomes a diverse student body of nearly 45,000 from across all of Ghana and more than 70 countries and territories. With over 200 programmes of study, the University attracts high achieving students

from diverse educational and social backgrounds. Recognising the importance of educating students with a broad mindset shaped by local and global perspectives, the University introduced a unique general education programme- University of Ghana Required Courses (UGRC) in the 2010/2011 Academic Year.

The UGRC, which is a blend of interdisciplinary courses, is intended to foster broad student familiarity with key advances in the humanities, science and technology. Together with a healthy array of co-curricular and extra-curricular programmes, the University offers students with ample opportunities to hone their skills in order to excel either on the job market, self-employment or further studies.

### **Technology Development and Transfer Centre**

The University of Ghana has established a Technology Development and Transfer Centre (TDTC) within the Office of Research, Innovation and Development. This is in line with UG's goal of repositioning itself as a world-class research institution where the impact of research output is considered essential in solving key problems in industry and local communities.

The establishment of the Centre has been made possible with financial support of USD500,000 from the World Bank under Component 2 of the Ghana Skills and Technology Development Project, through the Ministry of Environment, Science, Technology and Innovation (MESTI) and the Council for Tertiary, Vocational Education and Training (COTVET).

The University of Ghana's Technology Development and Transfer Centre is expected to play a leading role in spearheading Ghana's economic growth by identifying and nurturing early-stage technologies and facilitating their transition into the development of new products for the benefit of society.

This collaboration would initially be in the area of information communication technology, horticulture and livestock, and would be extended to other disciplines within the University in the future. The Centre also serves as a licensing office for commercialising market-oriented research output or technologies generated by researchers and inventors of the University. In addition, it would promote proactive liaison to parties interested in leveraging UG's research for academic, societal and corporate endeavours.



# Academia

The University of Ghana's reputation as a centre of academic excellence is underpinned by its historic commitment to academic rigour, the exceptional accomplishment of its faculty and impactful research. Consistent with its mission of "providing world class human resources and capabilities", the University's Faculty work at the forefront of academia, industry and governance providing the needed leadership in research, technology, policy and advocacy. The University's academic engagement is diverse and enriching. As of the 2013/2014 Academic Year, the University managed Memoranda of Understanding, Staff/Student Exchange Protocols, and Project Agreements with over 180 Universities, Partner Institutions and Foundations across the globe. In that same Academic Year, the University published 1,070 publications and 1,300 research projects. So much of what the University stands for lies in its ability to fashion strategies and solutions to address the broader intractable socio-economic challenges facing the world. Using its range of expertise, the University is actively engaging intellectual and social communities in seeking actionable solutions to these challenges.



## AT A GLANCE THE NEW UG REQUIRED COURSES

- Academic Writing
- Numeracy Skills
- Understanding Human Societies
- Science and Technology in our Lives
- Critical Thinking and Practical Reasoning
- Liberal and African Studies

# Socio-Political

The University of Ghana has consistently taken the lead on socio-political issues that affect the greater well-being of society.

Through the sustained attention of specialised institutes and centres, topical and sometimes controversial issues are studied, analysed and brought to the attention of sector stakeholders and the public domain for debate and redress.

The Institute for Statistical, Social & Economic Research (ISSER) and Legon Centre for International Affairs and Diplomacy (LECIAD) are just two of the several institutes and centres that are at the frontier of socio-political leadership. Whereas ISSER is recognised for its authoritative socio-economic analysis and reports, LECIAD has built an international reputation for the depth and relevance of its timely contribution to contemporary discourse, particularly those pertaining to Africa. The University also serves as an incubator for major associations, clubs, political parties, lecture series, symposia and workshops. The Annual “New Year’s School” and “Aggrey-Fraser-Guggisberg Memorial Lectures”, for instance have attracted eminent personalities from diverse backgrounds discussing teething issues in leadership and governance.



## INSTITUTES & CENTRES AT THE FRONTIER OF SOCIO-POLITICAL LEADERSHIP

- School of Continuing and Distance Education
- Institute of African Studies
- Institute of Statistical, Social and Economic Research
- Regional Institute for Population Studies
- Legon Centre for International Affairs and Diplomacy
- UG Language Centre
- Centre for Social Policy Studies
- Centre for Gender Studies and Advocacy

- Centre for Migration Studies
- International Centre for African Music & Dance



**Prof Emmanuel K. Akyeampong, Ph.D,**  
2018 Aggrey-Fraser-Guggisberg Memorial Lectures

# Industry & Educational Partnerships

Characteristic of many developing economies, low level of industrialisation and lack of access to productive work opportunities for graduates pose a challenge to the design of higher education curricula. The University has intervened by aligning academic curricula to the needs of industry, developing coordinated partnerships with industry and providing leadership on trends and alternatives in industry advancement and technology. By means of this approach, the University's faculty and students have made major contributions to knowledge

creation, technologies and policies related to agriculture, healthcare, engineering and the arts & entertainment.

The breadth of the University's industry collaboration and research enterprise continues to expand with a focus on pressing local and global issues that have a wider impact on the performance of industry. On-going industrial collaborations and partnerships include: Ghana Cocoa Board, SIDALCO, Accra Brewery, Toyota (Ghana) Limited and many others.

## INDUSTRY PARTNERS

- AGRA
- Ajinomoto Company Incorporated
- Alliance for Green Revolution
- Bank of Ghana
- Bill and Melinda Gates Foundation
- Carnegie Corporation
- Cornell University
- DANIDA
- DFID
- EcoBank
- FAO
- Finatrade Foundation
- Ghana Cocoa Board
- Ghana Cyberspace Technologies
- Ghana Museums and Monuments Board
- Global Development Network
- GTZ
- IDRC
- International Atomic Energy Agency
- Int. Institute for Pharmacovigilance
- Kabawil
- Kasapreko Company
- Leverhulme-Royal Society
- Makerere University
- MEDIWISE International
- Ministry of Food & Agriculture
- Ricerca e Cooperazione
- Rockefeller Foundation
- Standard Chartered Bank
- Toyota (Ghana) Limited
- United Nations Development Programme
- USAID
- World Health Organisation

## INSTITUTIONAL PARTNERS

- Washington University
- West Africa College of Surgeons
- Yale University
- Yanbian University of Science & Technology
- Zhejiang University of Technology
- Aga Khan University
- Nagoya University
- Ecole Superiere de Commence de Dakar
- North West University
- Princeton University
- Sokoine University of Agriculture
- Tufts University
- Universite de Strasbourg
- University of Aarhus
- University of Aberdeen
- University of Antwerp
- University of Bonn
- University of Cambridge
- University of Ibadan
- University of Pavia
- University of Pretoria
- University of Sheffield
- University of Umea

# Science & Technology

The University, through its researchers and support staff seek to find practical solutions to scientific, technological, social and economic challenges affecting society. The diversity of research initiatives dedicated to technological efforts brings together the various institutes and centres focusing on the role of science and technology in an ever-changing world. In medicine, agriculture, environment and energy, the University's presence is felt. The Noguchi Memorial Institute for Medical Research, Centre for Tropical Clinical Pharmacology & Therapeutics, West Africa Centre for Crop Improvement and the West Africa Centre for Cell Biology and infectious pathogens. Research are a few of the pioneering institutions acclaimed internationally for their innovative technology in medicine and agriculture.

## INSTITUTES & CENTRES AT THE FRONTIER OF TECHNOLOGICAL INNOVATION

- Noguchi Memorial Institute for Medical Research
- Centre for Tropical Clinical Pharmacology & Therapeutics
- West Africa Centre for Crop Improvement
- West Africa Centre for Cell Biology and Infectious Pathogens f
- Legon Seismological Observatory
- Centre for Remote Sensing & Geographic Information Services
- Ecology Laboratory Centre
- Institute for Environment & Sanitation Studies
- Legon Botanical Gardens
- Technology Development and Transfer Centre



# Alumni

One area where the University of Ghana has excelled time after time is the professional achievements of its alumni. This is deeply rooted in the University's curricular and extracurricular programmes which prepare students from diverse backgrounds to be leaders and productive members of society.

The University's alumni are leaders in Agriculture, Business, Healthcare, Manufacturing, Service, Media, Politics and Education sectors and play critical roles in socio-economic development of Ghana. Many of the University's alumni are also known globally for their contribution to the advancement of the human society.



**Prof. Mike Oquaye**

Rt. Hon. Speaker of Parliament

Name	Year Group	Status
<b>Justice Sophia Abena Boafo Akuffo</b>	1972	Chief Justice, The Republic of Ghana
<b>Justice Georgina Wood</b>	1970	Former Chief Justice/Member, Council of State
<b>Rtd. Hon. Prof. Aaron Mike Oquaye</b>		Speaker of Parliament
<b>Prof. Kwabena Frimpong Boateng</b>	1975	Minister of Environment, Science & Technology
<b>Prof. Agyemang Badu Akosa (Daasebre Mampong Adjai II)</b>	1979	Former Director General, Ghana Health Services/ Chief of Kwahu Abene
<b>Jude Kofi Arthur</b>	1976	Board Chair,GCB
<b>Ambassador Afare Donkor</b>	1971	Chairman, Summit Industries
<b>Richard Obeng Okrah</b>	1969	Board Member, VRA
<b>Mrs. Dufie Agyarko Kusi</b>	1972	Ghana's Ambassador to South Korea
<b>Ms. Anna Bossman</b>	1980	Ghana's Ambassador to France
<b>Dr. (Mrs.) Sylvia A.M. Boye</b>	1962	Former Chair, West Africa Examinations Council
<b>Mrs. Adelaide Mary Benneh</b>	1968	Retired Banker, Former Principal, National Banking College
<b>Nana Osae Otwasuom Nyampong VI</b>	1974	Kamenahene of Akwamu Traditional Area, Board Chair, Genser Energy
<b>Dr. Ernest Addison</b>	1986	Governor, Bank of Ghana
<b>Ms. Phyllis Christian</b>	1977	CEO, ShawBell Consul
<b>Baffour Dokyi Amoah</b>	1974	Chair, Advisory Board, International Action Network on Small Arms/Member,Ghana National Commission on Small Arms
<b>Kwesi Eduafo Yankey</b>	1974	Immediate Chair, University of Ghana Alumn Council/University of Ghana Alumni Association, Board Chair Equity Assurance/ Board Chair, CWSA

# Campus Experience

## CONTACTS

### OFFICE OF THE DEAN OF STUDENTS AFFAIRS

#### Ag. Dean:

Prof. Godfred Bokpin

#### Location:

Opp. the University Post Office

#### Working Hours:

8am- 5pm

#### Telephone:

028 910 9099/030 250 0788

#### Postal Address:

Box LG 256, Legon, Accra



Campus experience is an integral part of the University of Ghana's educational experience. It is enriched by the diversity of students and faculty across the globe, engaging academic and practical assignments, recreation and socialisation, vibrant student governance and creative networking.

Residential and non-residential students have ample access to the University's academic resources – colleges & schools, lecture halls, libraries and research facilities. Students also benefit from an array of non-academic resources such as the University Hospital, Postal & banking services, eateries, shops, copy centres, sports facilities, free wireless internet and many more.

### OFFICE OF THE DEAN OF STUDENTS AFFAIRS

This unit works closely with other departments within the university to ensure that students derive maximum academic and personal success from the University's life-changing experience.

By working with Heads of Halls, the SRC, the Sports Directorate, the Careers & Counselling Centre and the University's Public Affairs Directorate, the Office of the Dean of Students' Affairs assists students by:

- Providing counselling and information services for students.
- Administering non-academic student disciplinary system and student grievance procedure.
- Assisting in non-academic programme development.



# International Students

## A Global Community

The University of Ghana has a rich history of providing exceptional, cross-cultural learning experience for international students.

With the first enrolment of 86 International Students in the 1961/62 Academic Year, enrolments of International Students have grown considerably spanning the African continent, Europe, Asia and Americas. At present, International students number close to 1,500 students drawn from over 71 countries.

The University through the Office of International Programmes encourages participation of International Students through direct enrolment and exchange programmes. The Office also promotes and co-ordinates all the University's external relations, including international students, scholars on various exchange programmes, staff on exchange and external staff training programmes.

### CONTACTS INTERNATIONAL PROGRAMMES OFFICE (IPO)

**Dean:**  
Prof. Ama de-Graft Aikins

**Location:**  
International House, opposite the School of Law, Legon

**Working Hours:**  
8am- 5pm

**Telephone:**  
+233-303937244, +233-289601828

**Email:** [info.ip@ug.edu.gh](mailto:info.ip@ug.edu.gh)

# Clubs and Societies

The University of Ghana encourages and supports student participation in a wide variety of co-curricular and extra-curricular activities designed to complement the classroom experience.

Clubs and Societies revolve around academic disciplines, social programmes, religious affiliations, professional careers, international issues and philanthropic gestures. Every student is encouraged to join and have a meaningful experience in the activities of a club or a society.

## A SAMPLING OF CLUBS AND SOCIETIES

- Presbyterian Students' Union
- Pentecostal Students' Union
- Pax Romana
- Ghana Muslim Students Association
- Ahmaddiya Muslim Students' Union
- Methodist Students' Union
- Anglican Society

- University Christian Fellowship
- Nichiren Shoshu
- The Political Science Students' Association
- Law Students' Union
- National Association of Science Students
- Medical School Writers Club
- Ghana Association of Medical Students
- Agricultural Science Students' Association
- Ghana National Association of Teachers
- Disabled Students' Association
- Child Survival Club
- Rotaract Club
- Student Services Organisation
- International Students Association
- Association Of Students Of Social Work

# Creative Networking

Creative networking and team building skills are invaluable to any goal oriented person wishing to advance personally and professionally. In recognition of this, the University of Ghana provides students with the platforms to learn from and alongside the exceptionally accomplished to advance society. Through annual events and special activities organised by the various Colleges, Schools and Departments, the University serve to connect students with distinguished leaders, leading edge experts and organisations involved in service projects, research activities and programmes related to academic specialisations, as well as a wide variety of special interests.

## RECREATION & SOCIALIZATION

Regardless of a student's social background and interests, there is so much to do at the University of Ghana. A student can join a club or association, run for student office, participate in an outreach programme, write for a journal, share in a sports activity or tour an off-

beaten track.



# Food & Nutrition

All the three campuses of the University offer a wide variety of food and numerous eateries serving both local and continental dishes.

Most restaurants, fast foods joint, bars and outdoor dining places are located within or close to the halls of residence, hostels colleges and schools. The variety of food choices in the University community allow for different tastes and needs.

The various halls of residence and hostels have kitchens and cooking space for students who wish to cook their own meals.

Shops and groceries are conveniently located near halls of residence and hostels.

EATERIES	CUISINE (Speciality)	LOCATION
Tasty Treats	Fufu	Behind Nouguchi And Inside Int. Students Hostel (ISH)
Basement Plans	Banku With Tilapia and Hot Pepper, Assorted Buffet	Central Cafeteria
Central Cuisine	Jollof Rice	Central Cafeteria
Tyme Out	Special Fried Rice	Inside Legon Hall(Main)
Tacobel	Rice Dishes	Inside Akuafu Hall(Main)
Night Market	A bit of Everything	Beside All Needs Supermarket
Ensalada	Salads, Sandwiches and Smoothies	Volta Hall JCR Gardens
Alvaros	Burgers, Fried Rice and French Fries	African Union Hall (Block A)
Bevels	Continental Dishes,Banku & Fufu	Alex Kwapong Hall
Food Setting	Banku, Waakye, Fries	Jean Nelson Aka Hall
Coffee Cue	All types of Breakfast	Akuafu Hall
Rowies	All types of Breakfast	African Union Hall (Block Hall)
Campus Hub	Variety of Dishes	Commonwealth hall

# Health Service

Since its inception in October 1951, the University Hospital continues to meet most health care needs of students, staff and the general public.

The facility, which is located at the southern part of Legon Campus consists of an Out Patient Department (OPD), Emergency Unit, Operating Theatre, Dental Clinic, X-Ray Department, Laboratory & Ward Section and Paediatric Ward.

Clinical services offered include:

- Pharmacy
- Emergency care
- Testing and immunisation
- Care for pre-existing conditions
- Physical examinations.

Both newly enrolled students and new staff appointees are given a thorough medical examination by the University Hospital.

## THE UNIVERSITY OF GHANA HOSPITAL

### Director

Dr. Christian K. Amenuveve

### Location

Near Legon Police Station

### Working Hours

24hrs Telephone  
0302 050 052 / 0302 500 052

### Postal address

P.O. Box LG 79  
University of Ghana, Legon

**Email:** [ughosp@ug.edu.gh](mailto:ughosp@ug.edu.gh)



# Financial Aid

## A Supportive Environment

Through the Students Financial Aid Office (SFAO), the University of Ghana makes every effort to provide financial aid to qualified Ghanaian applicants of limited finances. The SFAO handles limited financial aid intended to pay for academic user fees. Financial Aid may be in the form of full scholarship, partial scholarship and on-campus work-study or part-time job opportunities for students.

### Who Qualifies?

Applicant seeking financial aid must meet all the under listed criteria:

- Be a Ghanaian citizen
- Be enrolled as a student in a full-time programme of study at UG.
- Be able to demonstrate financial need
- Must Be brilliant
- Must be making excellent academic progress as determined by the University.

Applicants seeking financial assistance are advised to contact the SFAO at the Alumni Centre, Legon Campus or through e-mail, [finaid@ug.edu.gh](mailto:finaid@ug.edu.gh) for available packages and deadlines for application.

### CONTACTS

#### STUDENTS FINANCIAL AID OFFICE

##### Head:

Mrs. Christine Baniog

##### Location:

11 East Legon Rd near School of Agriculture

##### Working Hours:

8am-5pm

##### Telephone:

0302 285312

##### Postal Address:

Student Financial Aid Office, University of Ghana, Legon

**Email:** [finaid@ug.edu.gh](mailto:finaid@ug.edu.gh)

**Website:** [www.ug.edu.gh/sfao.php](http://www.ug.edu.gh/sfao.php)





## Students with Special Needs

Consistent with the University's policy of equal opportunity in education and to ensuring that students with disabilities have as complete and equitable access to all facets of University life as can be reasonably provided, the Office of Students with Special Needs (OSSN) assists students with special needs with appropriate provisions throughout their stay at the University.

Students with any form of disability may find the OSSN helpful. In addition to identifying their personal needs, the OSSN endeavours to provide support in the form of brailers, readers, interpreters, enlarged prints, note-takers and alternative examination arrangements. These support services are not preferential treatments, but are aimed at ensuring equal opportunity and access for students with disability to achieve optimum academic outcomes. Students with the under listed categories of physical/health challenges or any other special needs are encouraged to register with the OSSN.

- Hearing Impairment/Deafness
- Visual Impairment/Blindness
  - Specific Learning Difficulties
  - Physical Disability
  - Medical Disability
  - Mental Health Difficulties

### OFFICE OF STUDENTS WITH SPECIAL NEEDS

**Dean:**  
Dr. Awo Mana Asiedu

**Location:**  
11 East Legon Link, Main Campus Near School of Agriculture

**Working Hours:**  
8am - 5pm

**Telephone:**  
0302998686

**Postal address:**  
P.O.Box 25 , Legon

# Careers & Counselling Centre

The Careers and Counseling Centre (CCC) provides comprehensive, professional counselling as well as a career and placement services to individuals and groups. The Centre also sponsors various programmes to help students and staff manage personal concerns ranging from short-term academic, social, personal and family concerns to longer-term emotional and psychological problems. Career events are organised annually by the Centre to enhance CV writing skills, interview techniques and career exploration. All the services of the CCC are confidential and free to students and staff.

The CCC's services to students and alumni include:

- Assisting students with self-assessment, career choice, and self-penetration, including writing of applications and resumé, and performance at interviews;
- Organising annual colloquia between students and representatives of major employment organisations at which students learn about the functions and operations of major establishments in the country, the range of jobs offered to university graduates, and the corresponding qualifications and personal attributes required;
- Students and alumni are assisted to get placement on jobs through introductory letters, direct canvassing by the Centre and liaison with employers for campus interviews.

## CONTACTS CAREERS AND COUNSELLING CENTRE

**Dean:**

Mrs. Jocelene Buckman

**Location:**

Behind the Dept. of Linguistics, Adjacent the Sociology Department

**Working Hours:**

8am - 5pm

**Telephone:**

0302 507 147

Email: [counsel@ug.edu.gh](mailto:counsel@ug.edu.gh)





## Campus Facilities & Residence

The University provides student accommodation for most undergraduates for at least four years.

When you live in any of our Residence Halls, you have the freedom to make it a real home away from home. If you have little or no knowledge about our traditional halls of residence, you would find the following information very useful.

### MENSAH SARBAH HALL

John Mensah Sarbah (1864-1910) was an illustrious jurist, writer, statesman and the first Gold Coast barrister to be called to the English Bar in 1887. He used his legal acumen to check the excesses of British colonial rule; in particular land appropriations, arguing that land in Africa belonged to the natives and therefore appropriation by the British was illegal.

In recognition of championing the course of natives and his contributions towards education, the University named the fifth hall of residence after him in 1960. Until 1991, it was the only mixed hall of residence on Legon campus.

### KEY FACTS

Established: 1960

Nickname: Vikings

Number of students: 1,400

Major Annual Events: Sarbah Day, Celebrity Alumni Platform

Motto: Truth, Honour, Service

### Hall Master:

Prof. Dan Bright Dzorgbo



## JUBILEE HALL

Jubilee Hall was inaugurated in 1998 to commemorate the University's Golden Jubilee. Modelled after Akuafo Hall and funded mainly by alumni of the University, the Hall is a group of four multi-purpose blocks containing single study bedrooms, self-contained flats and double rooms.

Jubilee Hall also has rooms suitable for students with disabilities.

### KEY FACTS

Established: 1998

Number of students: 550

Amenities: Kitchenette, Washrooms, Studyrooms.

Tel: +233 302 517143

Email: [ughostels@ug.edu.gh](mailto:ughostels@ug.edu.gh)

### Hall Master

Dr. Patrick Asamoah Sakyi

## COMMONWEALTH HALL

Originally known as the Third Hall, Commonwealth Hall was officially commissioned in March 1957 to commemorate Ghana's admission into the Commonwealth of Nations. Prior to the official commissioning, the Hall had previously admitted its first batch of students into residence at the beginning of the 1956/1957 academic year. At present, Commonwealth Hall is the only all-male hall of the University.

### KEY FACTS

Established: 1957

Nickname: VANDAL (Vivacious, Affable, Neighbourly, Devoted/Dedicated,

Altruistic and Loyal)

Number of students: 800

Major Annual Events: Hall week, Minimpenim

Motto: Truth Stands

### Hall Master



Prof. Frank K. Nyame

### **VOLTA HALL**

Volta Hall is the fourth hall of residence to be built by the University of Ghana. Construction of the hall commenced in the 1959-1960 Academic Year and officially inaugurated on 16 November 1960. The original design of the hall incorporated a main hall and an annex with rooming capacity of 82 and 198 students respectively but has since been expanded to accommodate more students. Volta Hall is the only all-female hall of residence of the University.

#### **KEY FACTS**

Established: 1960

Nickname: Ladies with Vision & Style

Number of students: 600

Major Annual Events: Hall Week Celebration

Motto: Akokobere Nso Nyim Adekyee

#### **Hall Master**

Dr. Eureka Ahadjie Adomako

### **ELIZABETH FRANCES B. SEY**

The Fourth new Hall of Residence is named after Mrs. Elizabeth Frances Baaba Sey. This is a deliberate decision by the Management of the University to immortalise the name of the first Ghanaian woman graduate of this University.

#### **KEY FACTS**

Elizabeth Frances B. Sey Established: 2010

Number of students: 1800

#### **Hall Master**

Prof. Francis Gbogbo

### **JEAN NELSON AKA**

Jean Nelson Aka Hall was inaugurated in 2010 in honour of Dr. Jean Nelson Aka, a distinguished alumnus of the University. He was passionate and admirably committed in his service to the University of Ghana. So devoted was he to the interests and progress of his alma mater

that he played an active role towards the University's 50th anniversary in 1998. He was also one of the main drivers behind the construction of the Jubilee Hostel, an initiative of the Alumni Association. In 1999, at a Special Congregation, the University conferred upon him the Doctor of Laws (Honoris Causa) in the category of "Alumni who have made the University proud". Dr. Aka was a former Managing Director of Ecobank Ghana Ltd. He obtained both BSc. (Administration) Degree and Master of Business Administration (MBA) Degree in Finance from the School of Administration (now University of Ghana Business School) in 1972 and 1976 respectively.

#### **KEY FACTS**

Jean Nelson Aka Hall Established: 2010

Number of students: 1800

#### **Hall Master**

Dr. Thomas Aquinas Adjadeh

### **ALEXANDER A. KWAPONG HALL**

Alexander Adum Kwapong Hall was inaugurated in 2010 in recognition of the excelling virtues of Professor Alexander Adum Kwapong; an exceptionally accomplished classicist and an authority on higher education development, he participated in shaping the University of Ghana in its early years. Professor Kwapong was educated at Achimota College in Ghana and Cambridge University, UK, where he graduated with First Class Honours in Classics in 1951. He joined the faculty of the University of Ghana in 1953, received his PhD in Classics in 1957 and became a full professor in 1962.

He taught Greek, Latin and Ancient History at the University for more than a decade and served as Pro-Vice Chancellor, working alongside Connor Cruise O' Brien, the then Vice Chancellor. In 1966, he became the first Ghanaian appointed as a Vice-Chancellor of the University of Ghana and ended his tenure in 1975

#### **KEY FACTS**

Alexander A. Kwapong Hall Established: 2010

Number of students: 1700

#### **Hall Master**

Dr. Stephen Afranie

## HILLA LIMANN HALL

Hilla Limann Hall was inaugurated by the University in honour of the third President of Ghana, Dr. Hilla Limann a former president of the Republic of Ghana from 1979-1981. Dr. Hilla Limann, a distinguished diplomat and academic, is recognised in Ghana and abroad for his zeal for multi-party democracy, statesmanship and intellectual integrity.

In recognition of his significant contribution to national development, particularly promoting education, the University decided to immortalise the virtues and principles Dr. Hilla Limann stood for by commissioning a new hall of residence in his honour. Dr. Limann studied political science at the London School of Economics and obtained a diploma in French at Sorbonne University, France in 1960. He also obtained a BA (Hons) degree in History at the University of London and a PhD in Political Science and Constitutional Law at the University of Paris.

### KEY FACTS

Established: 2010

Number of students: 1700 **Hall Master**

Dr. Akwasi Mensah-Bonsu

## LEGON HALL

Legon Hall is the premier hall of the University of Ghana. Construction commenced in the Michaelmas Term of 1951 as an all-male hall. The first batch of undergraduate students was accepted into residence in September 1952. In October 1991, the hall was converted into a mixed hall of residence.

### KEY FACTS

Established: 1951

Nickname: Hall of Ladies and Gentlemen

Number of students: 1,200

Major Annual Events: Trinity Sunday

Motto: Cui Multum Datum "To whom much is given..."

### Hall Master

Mr. Alfred Quartey

## AKUAFO HALL

Originally established with the appointment of Professor

D. A. Taylor in 1953, the second hall of residence of the University was renamed Akuafo in appreciation of the financial contributions by the farmers of Ghana towards the establishment of the University College.

Akuafo Hall was officially inaugurated in 17 February 1956 even though it had admitted its first batch of students numbering 131 into residence on 5 October, 1955. The Hall was converted into a mixed hall of residence in October, 1991.

### KEY FACTS

Established: 1953 Nickname: The Farmers

Number of students: 1200

Major Annual Events: Farmers Hall Week

Motto: Laboremus et Sapiamus

### Hall Master

Dr George Akanlig-Pare

# International Students' Hostel

The International Students Hostels were established to create and strengthen links with other universities in order to enhance the international student presence on UG campus.

The first phase of the International Students Hostels project was inaugurated in June 1999 and the second phase in January 2006. The hostels are co-educational and each has 43 single rooms and 85 double rooms. The facility also has a well-fortified security system, kitchenettes and restaurants.

## POSTAL SERVICES

Located in the University's Commercial Area (opposite Legon

Hall), the University Post Office is responsible for the mailing needs of the University community. The Post Office which is a branch of the Ghana Post provides express, registered and special delivery mail services. It also stocks stationery and souvenirs.

## BANKING FACILITIES

Most banks in Ghana have branches or Automated Teller Machines (ATM) located at the University of Ghana campuses. Students will find it convenient to use any of the campus banks. Many banks on campus offer special student banking services aimed at their specific needs.

## BOOKSHOP

The University of Ghana Bookshop is located within the University Square on the Legon Campus. It is close to the Standard Chartered Bank and Barclays

Bank, on the same block with the African Virtual University.

The Bookshop stocks a wide range of prescribed and recommended textbooks and reading materials.

## CONTACTS

### INTERNATIONAL STUDENTS' HOSTEL

Telephone:  
0302 517 143

Email: [ughostels@ug.edu.gh](mailto:ughostels@ug.edu.gh)



# The Balme Library

Established in 1948, the Balme Library, named after the first Principal, David Mowbray Balme, is the main library of the University of Ghana. In addition to the Balme Library, there are other libraries in the various Schools, Institutes, Departments, Halls of Residence and the Accra City Campus which form the University of Ghana Library System.

The central location of the Balme Library, its facilities and the scope of coverage of the collection make it a very important and vital part of academic life on campus. The collection which consists of both electronic and print resources provides essential background reading for courses taught at the University.

The Library provides excellent facilities and products. Products include reference materials, text books, journal databases, study carrels, library instructions. Facilities include the 24 hour reading room, Research Commons (RC), Knowledge Commons (KC), printing and binding services, photocopy services and a networked environment with computers.

The Reference Department consists of Special Collections such as the Africana Library, Arabic Library, UN Library, World Bank Collection, Students Reference Collection. There is a special library for the visually and hearing impaired.

## **CONTACTS**

THE BALME LIBRARY

Prof. Perpetua Sekyiwa Dadzie

## **LOCATION**

University Square

## **WORKING HOURS**

Monday - Sunday, 8am - 10pm

## **TELEPHONE**

0302 512 407(8)

**EMAIL:** [admin@libr.ug.edu.gh](mailto:admin@libr.ug.edu.gh)



# Sports for Academic Credit

UG encourages and supports its students who spend their time, energy and resources to train and compete for honours for the University in particular and the nation as a whole.

The university has therefore initiated a Sports for Academic Credit Programme. This is intended to integrate sports into the academic programme of the University to enable eligible students earn credits for sports and sport-related courses, which would count towards their total credits earned. Students can be considered for sports credit from their second year based on their previous sports performance in the University. Enrolment is on the basis of application to and recommendation from the Sports Directorate and approved by the appropriate Dean.

Sports performers can earn a maximum of 3 credits per year on the programme, with a maximum of 6 credits during their course of study in the University. Courses under the programme will be graded in accordance with the University of Ghana's grading system. Practical and theory sections will take 50% each of the final grade.





SPAC 281-295 Sports Specific Events/ Disciplines  
(Practicals)

CODE	COURSE TITLE	CREDITS
SPAC 281	Athletics	1
SPAC 282	Badminton	1
SPAC 283	Basketball	1
SPAC 284	Boxing	1
SPAC 285	Cricket	1
SPAC 286	Goalball	1
SPAC 287	Handball	1
SPAC 288	Hockey	1
SPAC 289	Martial Art	1
SPAC 291	Soccer	1
SPAC 292	Swimming	1
SPAC 293	Table Tennis	1
SPAC 294	Tennis	1
SPAC 295	Volleyball	1

**TOTAL** 14

CODE	COURSE TITLE	CREDITS
SPAC 210	Basic Anatomy	2
SPAC 220	Sociology Sports	2
SPAC 230	Sports Physiology	2
SPAC 240	Sports Physiology	2
SPAC 250	History & Philosophy of sports	2
SPAC 260	Elements of Sports Fitness	2
SPAC 310P	Sports Injuries	2
SPAC 320	Sports Psychology	2
SPAC 330	Economic of Sports	2
SPAC 340	Sports: Law and Practice	2
SPAC 350	Sports Nutrition	2
SPAC 360	Principles of Sports Performance	2
SPAC 370	Sports Management	2
SPAC 295	Sport Communication	2

**TOTAL** 28



# University of Ghana

## Required Courses

The University of Ghana's Required Courses (UGRCs) are a unique general education programme which is intended to provide a rewarding experience for all students who undertake undergraduate studies in the University. The interdisciplinary courses in the programme are intended to foster broad student familiarity with key advances in the humanities, science and technology. It is expected that these compulsory courses will, in combination with students' main areas of study, produce students who are equipped to meet the development needs of Ghana and Africa and equip graduates of the University of Ghana to be confident, rounded scholars capable of holding their own with graduates from any part of the world.

NOTE: Details of the semesters in which students of various colleges are expected to take University Required Courses may be found in the programme structure for each Department/School.

### **UGRC 110: ACADEMIC WRITING I**

The main objective of Academic Writing I is to equip students with the language skills that will enable them to read and write effectively. Students will be taken initially through fundamental issues in grammar and composition in order to consolidate their language skills in these areas. Subsequently, reading and writing skills relevant to university work will be introduced. These will include the structure of the essay, unity, completeness and coherence in essay writing; summarising as a skill basic to exposition, writing from sources, referencing skills and avoiding plagiarism. The course will be taught in small groups and class activities are characterised by group work, oral presentations and extensive practical assignments.

### **UGRC 120: NUMERACY SKILLS**

This course is designed for students to acquire basic numeracy skills needed for solving real life problems. It involves the following: review of basic algebraic skills; rates (fractions, proportions and percentages); approximating numbers (rounding up of numbers and significant numbers); mathematical reasoning, (deductive and inductive reasoning); statements; truth tables; necessary and sufficient conditions; basic set theory; nature and uses of statistics; sources of data; data types and measurement scales; methods of data manipulation (aggregation and interpretation); basic probability with illustrations from

various disciplines; establishing relationships between variables, and the use of basic computer packages such as Excel in analysing data.

### **UGRC 130: UNDERSTANDING HUMAN SOCIETIES**

The course is designed for students pursuing science-related programmes at the undergraduate level. The aim of the course is to introduce students to the broad array of issues that shape human societies. The course is divided into two main parts. Part I seeks to introduce students to the evolution of human societies, the economic basis of human societies, and governance in societies. It covers the first three weeks of lectures and it is compulsory for all students. Part II covers 10 weeks, and aims to ground students' understanding of human societies on six selected areas, each constituting a module: the economy and business; culture and development; governance in the information society; human behaviour and the social environment; religion and societies; and language in society. Students are expected to select one out of the six modules provided.

### **UGRC 130: UNDERSTANDING HUMAN SOCIETIES**

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COURSE CODE	COURSE TITLE	TARGET GROUP
UGRC 110	Academic Writing I	All students entering the University of Ghana at Level 100
UGRC 120	Numeracy Skills	Students in the Humanities except those offering Economics, Computer Science, Mathematics and Statistics
UGRC 130	Understanding Human Societies	Students in Basic and Applied Sciences
UGRC 140	Science and Technology in our Lives	Students in the Humanities
UGRC 150	Critical Thinking and Practical Reasoning	All First Year Students of the University
UGRC 210	Academic Writing II	All students who have completed Academic Writing I at Level 100
UGRC 220	Liberal and African Studies	All students

## CULTURE AND DEVELOPMENT

This module introduces students to culture-development linkages. It delineates the basic concepts of culture, resources and development and how these concepts holistically constitute the basis of human society. Approaches to understanding human society, both past and present, form the foundation for understanding cultural formations and the diverse resource usages.

## GOVERNANCE IN THE INFORMATION SOCIETY

This exposes students to the concepts of good governance and the information society, and the relationship between information and the key elements of good governance such as the rule of law, transparency and accountability. The module further examines the nature, scope and importance of governance and the relationship between the various institutions of governance in a modern society. The way public services ethics promotes good governance is also explored. Finally, the module takes a look at information literacy and sources of official information.

## HUMAN BEHAVIOUR AND THE SOCIAL ENVIRONMENT

This module is designed to introduce students to human behaviour and the social environment. There are various dimensions to social issues and it is useful for students to get to know a wide range of these issues that concern them and the people around them. It also adds to their existing stock of knowledge.

## DESCRIPTION OF MODULES (PART I) THE ECONOMY AND BUSINESS IN GHANA

This module is designed to offer students the opportunity of understanding the environment within which business operates in Ghana. The module places emphasis on the extent to which geographical, political, socio-cultural, economic and international forces have shaped the growth and practice of business and management in Ghana over time. It is also designed to help students to understand some macroeconomics issues with particular reference to the Ghanaian economy. More specifically, macroeconomics issues such as inflation, unemployment, poverty, exchange rate and economic growth will be discussed

## LANGUAGE IN SOCIETY

This module is aimed at giving students a basic understanding of what language is and how it works in every human society. The course will help students to appreciate how language is used as a tool for doing things in the world. It shows how the study of language is at the intersection of the humanities and the social and natural sciences and how linguists conduct the business of studying language. Some of the topics to be covered are: the nature and functions of language, the language situation in Ghana, language, power and gender, as well

as levels of linguistic analysis.

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University of Ghana is one of the world's top universities, which means we can offer you a world-class tertiary education. And with a fantastic range of subjects, you should be able to find a programme that matches your interests.





# COLLEGE OF HUMANITIES

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## OBJECTIVES

The College of Humanities shall advance the objectives of each of its constituent Units and by these specific objectives to:

(a) Create synergy for interdisciplinary teaching, learning and research in the Arts, Social Sciences, Business and Law;

(b) Provide faculty and students with skills in its various fields to contribute to the development needs of the country;

(c) Establish and promote international networks of Arts, Social Sciences, Business and Law;

(d) Enhance the sharing of human, financial and material resources.

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## CONTACTS

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**PROFESSOR  
SAMUEL AGYEI-MENSAH**

BA (Ghana), M.Sc. PhD. (Trondheim)  
Provost, College of Humanities

## UNITS UNDER THE COLLEGE OF HUMANITIES

### SCHOOL OF ARTS

- Department of Archaeology and Heritage Studies
- Department of History
- Department of Philosophy and Classics
- Department the study of Religions

### BUSINESS SCHOOL

- Department of Accounting
- Department of Finance
- Department of Marketing & Entrepreneurship
- Department of Organisation and Human Resource Management
- Department of Public Administration and Health Services Management

### SCHOOL OF LANGUAGES

- Department of English
- Department of French
- Department of Linguistics
- Department of Modern Languages

### SCHOOL OF LAW

### SCHOOL OF PERFORMING ARTS

- Department of Dance Studies
- Department of Music
- Department of Theatre Arts

### SCHOOL OF SOCIAL SCIENCES

- Department of Economics
- Department of Geography and Resource Development
- Department of Political Science
- Department of Psychology
- Department of Social Work
- Department of Sociology

### INSTITUTES

- Institute of African Studies
- Regional Institute for Population Studies
- Institute of Statistical, Social and Economic Research

### CENTRES

- Centre for Social Policy Studies
- Centre for Migration Studies
- Legon Centre for International Affairs and Diplomacy
- Centre for Gender Studies and Advocacy
- Centre for Ageing Studies
- Centre for Asian Studies
- Centre for European Studies
- Centre for Latin American Studies
- Centre for Urban Management Studies
- Language Centre
- Accra City Campus



# Business School

## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- B.Sc Admin. (Accounting)
- B.Sc Admin. (Banking & Finance)
- B.Sc Admin. (Health Service Management)
- B.Sc Admin. (Human Resource Management)
- B.Sc Admin. (Insurance)
- B.Sc Admin. (Marketing)
- B.Sc Admin. (Public Administration)

# B.Sc Administration Banking & Finance

## OVERVIEW

Banking mainly deals with accepting and safeguarding money and providing loans, credit and payment services. Finance focuses on the study of funds management which is broadly categorised into three: Business Finance, Public Finance and Personal or Private Finance. The Banking & Finance sector

is indispensable to the proper functioning of any modern economy.

The reason is that, the sector plays a key role in financial intermediation – borrowing from one source and lending to individuals and entities that need funding, investment or resources. Without an efficient financial

intermediation, lending can be very expensive and equally risky. As a discipline, Banking and Finance examines the theory and practice of financial services and financial markets, as well as analysis of the broader role of the financial sector in national and global economies.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate an all-rounded understanding of the theoretical foundations of financial services and analysis of financial problems.
- Receive a sound foundation which prepare graduates for entry into professional and managerial positions in the Banking & Finance sector or for further studies.
- Be able to evaluate financial analysis and the context in which financial decisions are made.
- Have a working knowledge of the quantitative research methods and the ability to communicate financial data to applicable audience.
- Demonstrate key employability skills such as communication, collaboration, problem solving, self-direction and leadership, necessary for both teamwork and independent assignments.

## INDUSTRY/GLOBAL TRENDS

Banking and Finance is a very competitive and dynamic sector. Globalisation, technological innovation and deregulation are the key drivers of change in the sector. In the wake of the global financial crisis, many countries are re-regulating the sector with heavier involvement. Investor scrutiny is also rising strongly. Nevertheless, the Banking & Finance sector is using technological innovation to reduce costs and carve new market niches. Some of these include the use of smart cards, internet banking and mobile banking to cater for specific needs of customers.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

- PowerPoint Presentation

- Case Analysis
- Simulations
- Class Discussion

## CAREER PROSPECTS

Work opportunities for holders of BSc Admin (Banking & Finance) are found in the private and public financial sectors including:

- Cash and Credit Management
- Financial Reporting
- Investment Management
- Loan officers
- Personal Financial Advisors
- Budget, Payroll, Real Estate Analysts

# B.Sc Administration Public Administration

## OVERVIEW

Public Administration focuses on the systematic study of executive organisation and management. It combines the theory and practice of public administration, public policy, public resources, human resources, constitutional law, administrative law and public sector management. Across the globe, there is

an appreciable demand for visionary and competent leaders to manage public resources. Because of this need, career options in Public Administration are wide-ranging including; central and local government, national and international Non-Governmental Organisations (NGOs) and Non-Profit

Organisations (NPOs). Experts in the Public Administration discipline are required to utilise public resources to achieve public goals be it through public policy formulation, advocacy, new programme development or public- private sector partnership (PPI).

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate an all-rounded understanding of the theoretical foundations of financial services and analysis of financial problems.
- Receive a sound foundation which prepare graduates for entry into professional and managerial positions in the Banking & Finance sector or for further studies.
- Be able to evaluate financial analysis and the context in which financial decisions are made.
- Have a working knowledge of the quantitative research methods and the ability to communicate financial data to applicable audience.
- Demonstrate key employability skills such as communication, collaboration, problem solving, self-direction and leadership, necessary for both teamwork and independent assignments.

## INDUSTRY/GLOBAL TRENDS

Public Administration has undergone changes of epic proportions in the last two decades. These changes are often as a result of technological innovation and issues of leadership and governance. Recent trends in public administration include; visioning approaches to leadership, succession planning, strategic management, innovation, e-government and entrepreneurial approaches that focus more on results than process. Globalisation and ICT is making the “public” think more in global terms and understandably, a higher expectation of public administrators.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

- PowerPoint Presentation
- Case Analysis

- Simulations
- Class Discussion

## CAREER PROSPECTS

Work opportunities for holders of BSc Admin (Banking & Finance) are found in the private and public financial sectors including:

- Cash and Credit Management
- Financial Reporting
- Investment Management
- Loan officers
- Personal Financial Advisors
- Budget, Payroll, Real Estate Analysts



### OVERVIEW

Health Services Management deals with the expertise required to supervise, direct, plan, and coordinate healthcare operations within healthcare facilities and across healthcare systems.

The programme includes instruction in Comparative

Health Systems, Health Planning, Public Sector Accounting, Health Law, Health Insurance, Applications of Epidemiology, Purchasing and Materials Management, Health Service Marketing, Principles of Healthcare Quality Assurance and

applications to specific health care systems.

A general health service manager supervises entire systems and facilities while a specialist manager supervises particular services or clinical departments.

### AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Be able to analyse the basic elements of health care systems and contemporary public health issues.
- Demonstrate an understanding of medico-legal issues and business law as applied to health services delivery.
- Possess a thorough understanding of the economic and political influences and their relationships to health policy.
- Develop the epidemiological and statistical skills necessary for evidence- based practice and quality improvement.
- Demonstrate the ability to analyse complex healthcare management problems and appropriate problem solving techniques.
- Be able to understand and develop skills in health care quality measurement, quality assurance, and quality improvement.

### INDUSTRY/GLOBAL TRENDS

Healthcare services management is a complex and ever-growing field. The range of managerial roles in health services is diverse. It includes clinical management, human resource management, materials and procurements, information management, facilities management and operations management. Due to this diversity, current training is focused on equipping professionals with the necessary business and management skills to handle general or specialised aspects of managing a healthcare facility.

### ASSESSMENT

S Students are assessed through a combination of assignments, examinations and projects

### ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

### TUITION METHODS

- PowerPoint Presentation
- Case Analysis

- Simulations
- Class Discussion

### CAREER PROSPECTS

With growing diversity and demand in health service delivery, health care service managers work in a variety of public and private healthcare settings including:

- Hospitals
- Clinics
- Consulting firms
- Health insurance organisations
- Nursing homes
- Public health departments  
Rehabilitation centres
- Universities and research institutions
- Non Governmental Organisations



# B.Sc Administration Insurance

## OVERVIEW

Insurance provides protection against financial losses resulting from a variety of hazards. Businesses and individuals who purchase insurance policies can receive reimbursement for losses due to car accidents, theft of property, and fire and storm damage; medical expenses; and loss of income due to disability or death. The insurance industry consists mainly of insurance

carriers and insurance agencies and brokerages. In general, insurance carriers are large companies that provide insurance and assume the risks covered by the policy. Insurance agencies and brokerages sell insurance policies for the carriers. The insurance industry also includes establishments that provide other insurance-related services, such as claims adjustment or third-party

administration of insurance and pension funds. UGBS's B.Sc Amin (Insurance) programme is a well-structured combination of insurance specific courses and broader business and financial services courses. The programme provides students with uniform training for entry and middle level positions or for further studies.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Be able to analyse the basic elements of risks and insurance, actuarial science and insurance management.
- Demonstrate an understanding of the theories of insurance and skills of professional transactions.
- Have a solid background of the functions of insurance companies, insurance inter-firms, financial organisations and enterprises covering the fields of insurance management, insurance financial planning and risk management.
- Develop the ability to assess business and personal insurance needs, underwrite matching insurance policies and ascertain tax implications.

## INDUSTRY/GLOBAL TRENDS

The African insurance market is dominated by life insurance segments while its distribution channels have also evolved in the region with new medium of bancassurance gaining more popularity. For instance, since 2000, the Life Insurance sector in Ghana has seen a growth of not less than 50% year after year. But the challenging reality is that insurance penetration still remains very low in such developing economies. Ghana's new oil and gas industry presents an enormous potential to local insurance firms. Recapitalisations and restructuring are seriously being pursued within many of such firms to put them in good stead to take full advantage of the situation. This development is expected to result in recruitments of qualified staff and improvement on their general output and service delivery.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission

Requirements and Procedures page

## TUITION METHODS

- PowerPoint Presentation
- Case Analysis
- Simulations
- Class Discussion

## CAREER PROSPECTS

Career options in the insurance industry are broad and include the following:

- Health and medical insurance
- Fire insurance
- Motor vehicle insurance
- Life insurance
- Disability, trauma and critical care insurance
- Agriculture and farm insurance
- Travel insurance
- Income, risk and financial insurance
- Pet insurance

# B.Sc Administration Accounting

## OVERVIEW

This programme prepares students to occupy middle-level managerial and entrepreneurial roles in both the private and public sectors. The programme exposes students to all the courses required to train an accountant as required by the International Accounting Education Standard Board (IAESB). Students are trained to prepare financial statements in compliance to the reporting framework,

compute and provide tax advice, conducts audit, cost and provide management reports as well as use design and use accounting software. The programme trains students to undertake research, write reports and appraise investment alternatives within the micro and macro-economic environments. Students can appreciate the human relations, and effects of public administration and strategic planning on

accounting and organisations. The programme has been accredited by the major accounting bodies in the world and graduates earn maximum exemptions. The programme is competitive, challenging and offers majority of interns to the Big4 and other employers in Ghana.

## AIMS AND OBJECTIVES

- Improve students' skills, and equip them with technical accounting information, analytical and generic skills for success in the accountancy field.
- Empower students to have professional accounting values including: integrity and stewardship.
- Inculcate in students through classroom and other experiences, the appropriate ethical and professional behaviour.
- Provide frequent and meaningful opportunities for faculty and students to interact with members of the professional accountancy bodies.
- Create an environment for students and graduates that is conducive to successful job placement and career development.

## INDUSTRY/GLOBAL TRENDS

In today's globalised world, the accounting profession is confronted with the challenge of coming out with measurement methods to quantify the economics of complex transactions associated with globalisation. Business activities continue to expand rapidly beyond national borders and have assumed global dimensions. The increasing internationalisation of businesses and the growth of international capital markets coupled with the demand for more comparable accounting information across countries, have necessitated the need to bring the reporting practices of different countries into closer harmony with one another. In response to these trends, there has been a massive drive for country-level adoption of International Financial Reporting Standards (IFRS) changing the landscape of reporting practices globally within the last decade.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages

## TUITION METHODS

Lectures, practice questions and assignments, student presentations, class discussion and tutorials .

## CAREER PROSPECTS

Wide range of job opportunities exist in both the private and public sector for holders of BSc Administration in Accounting including:

- Tax Practitioners
- Auditors
- Financial Accountants
- Cost and Management Accountants
- Maximum exemptions for the professional accounting examinations

# B.Sc Administration Marketing

## OVERVIEW

Marketing is an organisational function that focuses on understanding customer needs, developing products or services, creating and implementing marketing plans, monitoring customer responses, and projecting marketing activities for the future.

Worldwide, it is estimated that marketing accounts for over thirty percent of all the different careers and jobs that fall under the umbrella of marketing. Many marketing professionals work in advertising and promotion, marketing management, sales and retailing.

Apart from planning, directing, and coordinating marketing programmes; marketing executives and professionals also develop pricing strategies and monitor market trends.

## AIMS AND OBJECTIVES

- At the end of the programme, students are expected to:
- Develop a well-rounded understanding of the major functional areas of business including: the ability to prepare, read, analyse and communicate marketing-Centred processes, data, and findings.
- Develop the ability to apply marketing- based information in managerial decisions.
- Demonstrate fundamental competency in the areas of complex, specialize and often creative-based skill-sets specifically associated with marketing
- Show a solid understand of the responsibilities of a marketing manager's roles in the areas of planning, organising, directing, and controlling.
- Develop an understanding of the marketing mix in order to perform successfully in that competitive and complex environment.
- Acquire an understanding of fundamental legal concepts as applied to marketing and their

application to the business community.

- Class Discussion

## CAREER PROSPECTS

The BSc Admin (Marketing) degree offers diverse career opportunities to graduates in a number of closely-related and ever-expanding fields including:

- Marketing Research
- Professional selling
- Customer Service
- Marketing analysis
- Supply chain management
- Advertising
- Brand management
- E-commerce

## INDUSTRY/GLOBAL TRENDS

Recent marketing trends include, business/ industrial marketing with a focus on the organisation, social marketing with a focus on benefits to the needs of society and relationship marketing with a focus on the customer. New forms of marketing include internet marketing, also generally referred to as e-marketing, online marketing, search engine marketing, desktop advertising or affiliate marketing.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TEACHING METHODS

- PowerPoint Presentation
- Case Analysis
- Simulations



# Social Sciences

## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- B.A Social Work
- B.A Psychology
- B.A. Sociology
- B.A Economics
- B.A Political Science
- B.A Geography and Resource Development

# B.A Social Work

## OVERVIEW

Social Work is an interdisciplinary field that draws on principles of human development, social theory and social systems to analyse complex situations and to facilitate individual, organisational, social and cultural changes. Essentially, it seeks to improve upon the quality of life by helping individuals solve or cope with challenges in their daily lives and by diagnosing and treating mental, behavioural and emotional issues. Due to the complexity of society and

ever changing social and economic conditions, Social Work has a wide scope and applies concepts and principles from other disciplines including sociology, education, economics, medicine, philosophy, anthropology and psychology. Approaches and methods used in Social Work vary but Social Workers tend to examine issues within specified contexts upon which they employ research, direct practice, advocacy, policy, teaching and/ or mobilisation to address identified

challenges.

Despite the variation of issues treated in Social Work, principal research areas include Human Rights, Social Justice, Social Policy, Public Administration and Human Development. These areas often provide a broader logical framework for Social Workers to advocate or facilitate change on issues, needs and policies that affect individuals, families and organisations.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate a sound base of knowledge of the theoretical concepts and principles of Social Work and their related applications across and within individuals, families, communities and organisations.
- Demonstrate a familiarity with the historical perspectives of Social Work within the context of a discipline and a profession, its ethics, practices and standards.
- Demonstrate an understanding of the influence of social systems and bio-psychosocial factors on individuals, families and organisations and their implications for social and economic change.
- Be able to integrate both theoretical and empirical evidence to investigate a phenomenon, (such as social injustice, child abuse) and craft

strategies (such as advocacy, social change) to advance social justice.

- Be able to work with a diversity of populations without regard to ethnicity, disability, gender, age, socio-economic status and religious beliefs.

## INDUSTRY/GLOBAL TRENDS

In spite of the record scientific and technological achievements of the 21st century, there are equally record social challenges - poverty, crime, hunger, armed conflicts, unemployment and family breakdown among a host of social ills. While academics and practitioners debate the causes, many social challenges revolve around social inequality and injustice. As there is no convincing evidence that social equality has been achieved or is being achieved; Social Work is crucial to addressing the welfare of diverse populations affected by injustice, poverty, deprivation or rights violations. On the whole, there is a high demand for social workers in schools, healthcare, gerontological, hospice and palliative care but demand in childcare, family and

mental health is expected to be higher in the foreseeable future. This is because of the increasing spate of child abuse and spousal violence cases in addition to the high demand for treatment of mental illness and substance addiction.

## TUITION METHODS

Lectures, group assignments, case studies/ reviews, class presentations, project work, field visits and seminars.

## CAREER PROSPECTS

UG's BA Social Work programme provides a strong social science background for professional generalist social work across community based, public and private sector organisations. With specialist postgraduate training, students may find employment in healthcare, social/ child welfare, juvenile justice, nursing homes, mental health, family support centres, police service, military bases, universities and private practices.

# B.A. Psychology

## OVERVIEW

Psychology is dedicated to the scientific study of human behaviour and the mind from social, biological and developmental perspectives. The field of Psychology applies concepts, theories and strategies from Social Science, Natural Science and Humanities to explain human behaviour such as thought, feelings, emotions and actions. In order to understand and explain human behaviour and mental processes, specialists in

Psychology use techniques such as observation, interpretation and recording of how humans relate with other living organisms in their environment. Techniques for gathering information and studying human behaviour also include controlled laboratory experiments, psychotherapy or psychoanalysis. Sub-fields in Psychology include: Clinical Psychology- assessment, diagnosis & treatment of mental, emotional & behavioural disorders;

Developmental Psychology-psychological progress & development that occurs throughout life such as childhood & adolescence; Social Psychology- how peoples mind-set & behaviour are shaped by social interactions and Industrial/ Organisational Psychology- psychological principles/research methods that are applied to address problems & improve quality of life at the workplace.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate an understanding of the fundamental areas of Psychology with an appreciation of the basic principles in Social Sciences, Natural Sciences and Humanities upon which they are founded.
- Be able to generate primary data through observations, interviews, surveys, experiments and other applicable techniques to address a stated problem.
- Show considerable understanding of patterns of behaviour and cause-and-effect relationship between events with the ability to use such information to formulate hypothesis/theories.
- Be able to identify psychological principles that can be used to improve upon

behavioural, emotional and mental disorders.

- Be able to collaborate with physicians, caregivers and other teams to help treat patients and/or address psychology- related problems.

## INDUSTRY/GLOBAL TRENDS

Traditionally, Psychology has been used to develop the body of knowledge on human behaviour helping to demystify many of the superstitions and unfounded beliefs that surround human thoughts, perceptions, personalities and actions. Psychology today, however, focuses on the full range of concepts and applications that can be used to positively influence human behaviour and society. As a consequence, Psychology is ever-expanding to meet the wide-ranging demands from medical care, social work, rehabilitation centres, schools, workplaces, sports, entertainment and mental health facilities. Rapidly expanding sub-fields include Neuropsychology which studies the relation between brain & behaviour and Forensic Psychology which

applies psychological principles in legal and criminal justice system to assist judges and attorneys to understand psychological findings of cases.

## CAREER PROSPECTS

The BA Psychology programme opens up numerous career opportunities in business, human resources, community relations, social services, criminology, education and healthcare. It is also a fine foundation for further training as a psychologist, human resource specialist or professional counsellor at the postgraduate level.

## TUITION METHOD

Lectures, group assignments, case studies/ reviews, class presentations, project work, field visits and seminars.

\* Also Available on offer as a Bachelor of Science degree from the School of Biological Sciences.

# B.A Sociology

## OVERVIEW

Sociology is the scientific study of social life, social change, and the social causes and consequences of human behaviour. Sociologists investigate societies, the structure of groups, organizations, and social institutions and processes, and how people interact within these contexts. It provides various empirical tools and analysis of how and why society functions, the impact of social institutions on individuals/groups, and the challenges of social interaction among individuals and

within the larger social, political, religious and economic context in society. Since all human behaviour is social, sociology provides many distinctive perspectives on the world, generating new ideas and offering a range of research techniques that can be applied to practically any aspect of social life: socialisation and delinquency, unemployment, how people express emotions, education reform, how families differ and flourish, or problems of peace and war. Because sociology addresses

the most challenging issues of our time, it is rapidly expanding field with many specialty areas: Family, Community, Social Class, Education, Health, Religion, Medicine, Ageing, Industrial Relations, Work, Science/Technology, Ethnicity, Gender/Sex, Development, Sports, Culture, Politics, Chieftaincy, Law and Justice, Policing, Military and Migration.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate an all-rounded understanding of the concepts and theories of human groups, structures and process as well as their origins, development and organisations.
- Develop analytical skills with the ability to understand issues within a wider social structural perspective.
- Demonstrate an in-depth understanding of how and why social units (families, communities, organisations etc.) function and their interactions within the broader social, political and economic contexts.
- Be able to formulate sociological questions, design appropriate study to answer the questions, collect relevant data, analyse and interpret the findings relative to literature, community and/or organisational perspectives.

- Be able to collaborate with other social scientists, policymakers and interest groups to evaluate research findings and other sociological issues.

## INDUSTRY/GLOBAL TRENDS

Sociology is one of the cutting edge disciplines used for the holistic analysis of society and human interaction. As it examines human behaviour and interaction among groups, institutions and organisations, its applicability is expanding all the time. It is frequently applied to social, political and business organisations to address social challenges and policies. It is also widely used for interdisciplinary analysis and assessments. Sociology is applied to understand diverse issues related to marriage, labour relations, criminology, prostitution, drug addiction, and conflict resolutions. Collaborations in sociology have expanded rapidly in recent times. It is commonplace for sociologists to team up with other researchers to investigate, evaluate and address myriads of social issues

and challenges. Collaborations in Sociology have expanded markedly in recent times. It is commonplace for sociologists to team up with other social scientists such as economists, psychologists and political scientists to investigate, evaluate and address myriads of social issues and challenges.

## CAREER PROSPECTS

The BA Sociology programme gives students a wide range of career options in sociology related fields such as education, social services, public policy, welfare agencies and research institutions. Advanced studies open further career opportunities in sociology specialties [such as human ecology, industrial sociology, social psychology, medial sociology and family sociology] criminology, banking, media, business and industry

## TUITION METHODS

Lectures, group assignments, case studies/ reviews, class presentations, project work, field visits and seminars.

# B.A. Geography & Resource Development

## OVERVIEW

Geography and Resource Development (GRD) involves a holistic study of the interrelationships among the earth's biophysical systems and how these systems provide natural resource base for human communities. Bridging the social with natural sciences, it analyses the relationship between human activities and the natural & built environment; their existing impacts and implications for sustainable resource use.

GRD is rooted in Geography which examines the relationships between human society and the physical environment in two sub- fields: Human Geography - organisation of human activity or built environment & its relationship with the physical environment and Physical Geography - study of natural environment (landforms, climates, soils, water flora & fauna) and their production and interactions. Many of the earth's most pressing

challenges such as water, food and energy scarcity can be traced to declining productivity or quality of the natural resource base that support a habitable planet. The GRD programme therefore provides an integrated understanding of the theoretical, empirical and technological approaches for optimum resource development while addressing their inherent challenges and threats.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Develop a deep background in the geospatial science and earth system processes.
- Demonstrate an understanding of the theoretical principles, techniques and methods deployed in analysing the relationship between the human and the natural and built environment.
- Be able to gather geographic data by field observations, photographs, maps and satellites imagery.
- Demonstrate a comprehensive understanding of resource development theories and policies as well as their analytical dimensions.

- Ability to use geographic information system technology to collect, analyse and display data.

## INDUSTRY/GLOBAL TRENDS

Ever since the signing of the Kyoto Protocol (to the United Nations Framework Convention on Climate Change) in 1997, there has been a growing interest in environmental and sustainable practice. The realisation that human activities are adversely affecting the oceans, forests, agricultural lands, fresh water and atmosphere has resulted in a high demand for GRD specialists to assess human impacts on the environment. Such assessments are typically used to advise regulatory authorities and policy makers on sustainable practices. GRD is also the springboard for technologies such as Geographic Information System (GIS), Remote Sensing and Global Positioning Systems (GPS). Through representations, analysis and prediction of spatial relationships, these technologies provide detailed facts on how human activities (such as urbanisation, extractive mining, timber logging and nomadic

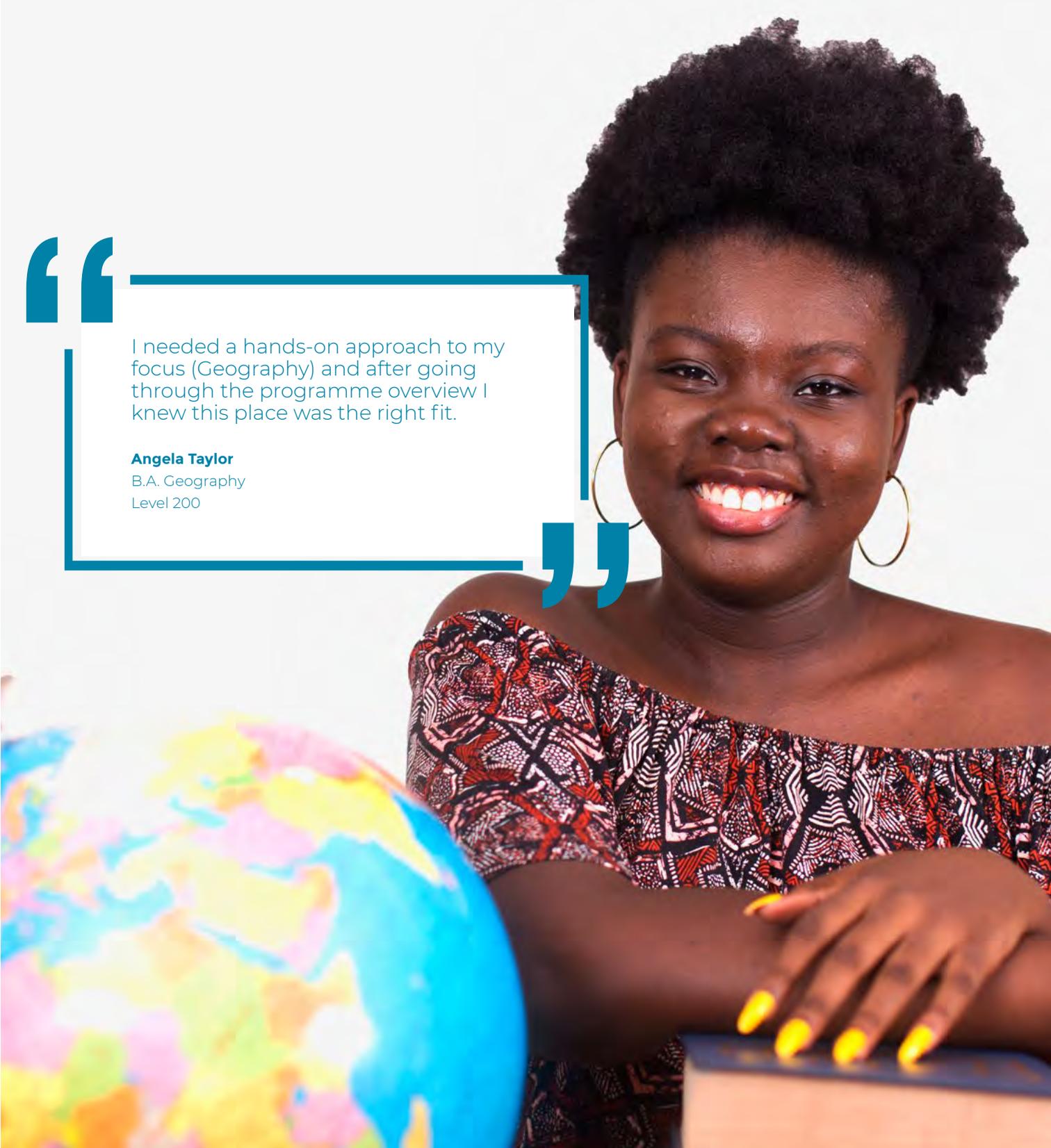
herding) affect natural process.

## CAREER PROSPECTS

The BA Geography & Resource Studies offers a wide variety of career opportunities in forestry, mining, climatology & meteorology, land surveying, urban/community planning, conservation science, natural resource management, geology, GIS/remote sensing, disaster & emergency planning and education. Postgraduate studies will open up further career opportunities in environmental research, management and consulting.

## TUITION METHOD

Lectures, group assignments, case studies/reviews, class presentations, project work, field visits and seminars.



I needed a hands-on approach to my focus (Geography) and after going through the programme overview I knew this place was the right fit.

**Angela Taylor**

B.A. Geography  
Level 200

# B.A Economics

## OVERVIEW

Economics is the scientific study, description and analysis of the production, distribution and consumption of goods and services. It is deeply rooted in what is termed as the “economic problem” that is; the problem of how to make the best use of limited or scarce resources. This problem exists because, whereas people’s needs and wants are endless, the resources available to satisfy them are limited. For this reason, Economics is often referred to as the “science of scarcity”.

As a Social Science, it uses scientific methods to build theories that can help explain the behaviour of individuals, groups and organisations which arise when scarce resources are exchanged. Though a broad discipline, Economics is primarily categorised into Microeconomics which focuses on the behaviour and interactions at the level of individuals, groups or firms and Macroeconomics which examines an entire economy and issues affecting it such as inflation and national

income.

Economists provide useful information and models (economic intelligence) upon which critical government, legal and business decisions are made. By means of research, data analysis and interpretations, Economists apply economic analysis to a wide variety of issues such as health, education, energy and business with their likely costs and benefits.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Be able to analyse data through observation, mathematical models and statistical techniques.
- Demonstrate a sound base of knowledge and skills in economic principles & theories and their application to pertinent issues within domestic and international environment.
- Demonstrate an understanding of the inputs and elements used in designing economic policies/programmes and their likely implications.
- Be able to design basic policies or make recommendations for addressing economic problems.
- Be adept at presenting economic issues and ideas in both speech and writing.

## INDUSTRY/GLOBAL TRENDS

The study of Economics has proven that economic phenomena do not occur at random but are determined by certain underlying causes. Economics is thus invaluable for analysing and predicting relationships in such varied areas as government, business, health, finance, law, conflict and education. Economics also provides a logical framework for understanding the present human condition - poverty, migration, unemployment, crime, globalisation and wealth. In today’s competitive world, Economics is the cornerstone for Planning & Strategy and no business, government or development plan can succeed without a strong basis in it. For example, by studying the supply and demand of workers by employees, Labour Economists can forecast future trends and the effect of labour-related issues such as pay, productivity, turnover and disputes. Without such vital information, solutions to address labour challenges will be arbitrary and may not be sustainable in the long term.

## CAREER PROSPECTS

Career opportunities for graduates of the BA Economics programme may be found in banking & financial services, export & import business, government & non-governmental services, diplomatic corps, journalism and entrepreneurial ventures. The undergraduate programme is also an excellent foundation for advanced study in Economics or related fields particularly Business Administration, International Relations and Law.

## TUITION METHODS

Lectures, group assignments, case studies/reviews, class presentations, project work, field visits and seminars.

# B.A. Political Science

## OVERVIEW

Throughout human existence, the subject of power, politics and government has been very contentious as it often has a bearing on the quality of life and people's hopes and aspirations. Fundamentally, then, Political Science examines the origin, development and operation of political systems using historical,

comparative, interpretative, critical, quantitative and qualitative methods. While it studies and analyses current political issues, Political Science dates back to the ancient world, having been shaped by the works of Plato, Aristotle, Machiavelli, Hobbes and Locke among others. Sub-disciplines in Political Science

include Political Theory, Political Ideology, Political Philosophy, Political Economy, Policy Study & Analysis, Comparative Politics and International Relations. Altogether, these sub-disciplines may be used to investigate or address issues such as executive power, human rights, elections, legislation, public opinion, foreign policy, propaganda and war.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate a comprehensive knowledge of the major concepts, theories and methods of political science.
- Demonstrate an in-depth understanding of the nature of government process, functions of political systems and structure and roles of institutions and constitution.
- Be able to apply fundamental principles and theories in political science to practical situations.
- Attain working knowledge of the research methods and techniques deployed by political scientists to analyse issues on politics and government.
- Develop critical thinking and communication skills with the ability to work in a team.

## INDUSTRY/GLOBAL TRENDS

Globally, there is deep mistrust and cynicism about politics and public leadership. Political Scientists ascribe this to the failure of governments to tackle critical issues such as healthcare, employment and fair allocation of public resources. Consequently, there is growing concern for Political Scientists to play a deeper watchdog role by assessing the impact of government policies, efficiency of public services and proposed alternatives.

Extensive knowledge of political systems, institutions and policies is also in high demand by civil society groups, media houses, think-tanks and labour unions. Besides, as the world becomes more interconnected through trade, tourism and migration, Political Scientists monitor and evaluate the likely effects of foreign policies and relations [such as those inherent to Middle East & North America] on local government, business and general population.

## TUITION METHOD

Lectures, group assignments, case studies/ reviews, class presentations, project work, field visits and seminars

## CAREER PROSPECTS

The BA Political Science Programme is highly valued in a wide spectrum of career areas including local and national government, non-governmental organisations, business, education, electoral politics, journalism, publishing, diplomatic corps, policy and advocacy. Postgraduate studies will lead to further career options in law, government, business and education.

# School of Performing Arts

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- Dance Studies
- Theatre Arts
- Music

# B.A Theatre Arts

## OVERVIEW

Theatre Arts is a collaborative form of fine art that uses live performers to present the experience of a real or imagined event before a live audience in a specific place. The performers may communicate this experience to the audience through combinations of gestures, speech,

song, music or dance. Elements of design and stagecraft are used to enhance the physicality, presence and immediacy of the experience. Careers in theatre arts share similar characteristics where skills are concerned. Skills include the ability to memorise

lines and blocking. The ability to speak clearly and the ability to observe are critical to the success of a theatre art profession.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

Demonstrate a sound base of The Theatre Arts Department at UG strives to help students acquire and develop the tools needed to succeed in their future pursuits by emphasising general training, which provides students with a broad background of programmes and practical experiences, plus advanced training in their emphases.

Some of the areas in which students are expected to gain experience are design, technical work, stage management, acting and directing. Students in the theatre arts major can earn either a BFA or a BA degree. The BFA is a professional art degree requiring above- average accomplishment in art.

## INDUSTRY/GLOBAL TRENDS

Improvements in education levels that have marked the past 30 years bodes well for the performing arts. In addition to these demographic changes, rising income levels and changing leisure patterns can also be expected to affect the demand

for the performing arts. Technology will also play a role in shaping future demand for the arts. Continued advances in e-commerce and digital technology seem likely to affect future demand in two ways. First, they will allow individuals to increasingly personalise their consumption so that they can experience the kinds of art they want, when they want, and where they want. This may well mean a more individualised and self-focused approach to arts consumption, and therefore an increase in demand for niche markets.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations, projects and performances

## TUITION METHODS

Lectures, stage productions (commercial/ academic) and class presentations.

## CAREER PROSPECTS

Theatre Arts graduates find employment in a variety of industries and firms. Graduates are normally employed as Stage Directors, Script writers, Producers, Actors, Choreographers, Production Managers, Stage Managers, Special Effect Designers. A lot more of such graduates are also owners of successful independent production firms.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives.



# B.A Dance

## OVERVIEW

There is nothing more fascinating than combining career with fun. BA in Dance provides a glowing opportunity to polish a natural talent, earn a decent career whilst having fun at the same time. The programme digs deep into

traditional Ghanaian, African and world culture and traditions; training students into performing traditional dance and choreography. For many, dance, speech or any other public performance before any crowd - small or big - is a task too

herculean to accomplish. This programme will shape you, build your confidence level and bring out the hidden talent in you.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Be conversant with the various Ghanaian traditional dance.
- Show deeper understanding of the Ghanaian, African culture and dance.
- Show a surge in confidence and be able to perform at all functions.

## INDUSTRY/GLOBAL TRENDS

Dance is a global language. It is an industry on its own. Each country has its own unique dance with its own meaning. Dancing is also a form of exercise to the human body. It is a form of arts and entertainment and has great tourism potential for every country. Dancing is an exciting career and it pays if you are passionate and good at it.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations, projects and performances

## TUITION METHODS

Lectures, class discussion and practical dance lessons.

## CAREER PROSPECTS

Theatre Arts graduates find employment in a variety of industries and firms. Graduates are normally employed as Stage Directors, Script writers, Producers, Actors, Choreographers, Production Managers, Stage Managers, Special Effect Designers. A lot more of such graduates are also owners of successful independent production firms.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives.



Duration: 4 Years | Campus: Legon Campus

# B.A. Music

## OVERVIEW

Music is an enthralling form of communication. It is used to express all kinds of emotions-love, hatred, betrayal, inspiration etc. With its rhythmic sound, music cuts across boundaries, transcends cultures of the world uniting people in unimaginable ways. It is a language on its own but needs translators for people to enjoy it. When well composed, music is

soothing to the ear but becomes a nuisance if done haphazardly. This programme seeks to broaden your understanding of music, train your voice, sharpen your creativity, teach you how to use key musical instruments and lead you into an exciting career path. It is best if you have a raw talent which would be nurtured. Because of its global nature, musicians are easily the

most recognisable, likeable and popular personalities across the world.

They are part of the rich few in the society, especially when you are seen as a global icon.

## AIMS AND OBJECTIVES

At the end of this programme, students must;

- Show a technical understanding and appreciation of music.
- Demonstrate an ability to compose good music.
- Develop a passion for singing and writing music.
- Know how to use key musical instruments.

## INDUSTRY/GLOBAL TRENDS

The music industry is multi-disciplinary and it is one of the most rewarding industries in the world. From this industry comes the pianist, guitarist, drummer, dancer, musician etc. Every country has its own genre but the beauty of music is that no matter the genre, the language in which it is sang, good music is loved by all. In Ghana for instance, there is the indigenous traditional music, high life, and the fine mix of high life and US based genre hip-hop commonly referred to as hip-life.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations, projects and performances.

## TUITION METHOD

Class discussion, Lectures and practical tutorials.

## CAREER PROSPECTS

Graduates of the programme may find employment in non-profit music and arts organisations, private music production facilities, and as self-employed, entrepreneurial artists and teachers

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives



**BIGROMMA**  
**UNIVERSITY OF GHANA**

# School of Law

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- Bachelor of Laws (LLB)

# LLB Programme

## OVERVIEW

Law basically describes the systems, methods and rules employed to administer justice, foster mutual relations and facilitate development in society. Law as a discipline equips individuals with the requisite skills to think critically and apply the appropriate rules and regulations for the benefit of society.

Law as a subject has numerous branches covering every conceivable facet of human life. The basic aspects

include Contract Law, Legal Systems and Method, Criminal Law, Law of Torts and Constitutional Law. Other aspects include Immovable Property Law, Commercial Law, Public International Law, Company Law and Alternative Dispute Resolution. In recent years, the area has expanded to include Oil and Gas Law, Gender and the Law, International Human Rights Law and Intellectual Property Law.

Future areas which promise interesting and interdisciplinary research include Cyber Law, Anti-Money Laundering and Patent Law. Students trained in law serve as lawyers, law lecturers, legislative drafters, law reporters, solicitors, research assistants and fellows, external board members of organizations and judges.

## AIMS AND OBJECTIVES

- To provide the education, training and knowledge resources for the preparation of the legal minds and professionals of tomorrow.
- To develop talented individuals with fully developed theoretical and practical knowledge of the law as well as excellent leadership capabilities to provide quality service to all, in all spheres of endeavour and in all circumstances.
- To contribute to the realization of the University's mission by creating a congenial environment in which scholarship, innovation, intellectual excellence and world class legal minds are developed to meet national global challenges

## ASSESSMENT

Students are assessed through a combination of assignments, examinations, projects and performances.

## TUITION METHOD

Lectures, class discussions, tutorials

## CAREER PROSPECTS

University of Ghana's LL.B holders serve effectively as professional lawyers upon completion of Ghana Law School. Besides, they could be Legal Research Assistants, or pursue a Master of Laws Programme in preparation for Academia. LL.B holders could also serve as Librarians in law schools. Furthermore, graduates could serve as Solicitors or Company Secretaries and offer Business Advisory Service to companies. They could also become Legislative Drafters in Parliament, work in the Judiciary and related public institutions.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in three (3) core subjects (English, Mathematics and Social Studies) and three (3) elective subjects shall not exceed 24.

Regarding eligibility for admission into the Post-First Degree LL.B Programme at Level 200, applicants are required to have at least a Second Lower Class from a recognized University, pass an entrance examination as well as an interview.

# School of Languages

## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- B.A. Russian
- B.A. Arabic
- B.A. Chinese
- B.A. English
- B.A. Spanish
- B.A. French
- B.A. Kiswahili
- B. A. Linguistics
- Certificate of English Proficiency

# B.A. Russian

## OVERVIEW

Spoken by over 285 million people across the world, the Russian language provides exciting new opportunities for a determined mind ready to take on new challenges. This

programme will groom you into a new culture; sharpen your tongue to understand and speak a uniquely new language considered official by the United Nations. Being a big

player in the global economy, Soviet countries and firms are in direct need of translators and interpreters.

## AIMS AND OBJECTIVES

At the end of this programme students must;

- Be proficient in writing, speaking and reading Russian.
- Demonstrate deeper insights into Russian culture, history and geography.
- Be able to translate and interpret to and from Russian.
- Be able to understand global politics tracing it from the history of the Soviet communist state into what is now modern day Russia.

## INDUSTRY/GLOBAL TRENDS

Russia has and will remain a powerful force in global politics. Russia is increasingly democratising and this means its businesses and institutions will open up and require people of diverse backgrounds with

the requisite knowledge and skills to play important roles in this process. Proficiency in Russian will therefore be opportune.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects

## TUITION METHODS

Class discussion, translation workshops, assignments, oral and written assessments.

## CAREER PROSPECTS

UG's B.A degree in Russian opens the door to a wide variety of careers. Many graduates have gone into teaching and translating. A lot more have also embarked upon successful careers in business and commerce, industry, the civil service, international relations and the media. The expected skills

gained with the study of modern languages - cultural awareness, communication, accuracy, planning and logical analysis - are highly valued by employers from all sectors of the economy.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives



# B.A. Arabic

## OVERVIEW

A pious language of the Quran, Arabic is spoken in more than 20 countries around the world. There is a high demand but low supply of Arabic speakers in the West, Asia, Africa and Latin America and in the United Nations which has classified Arabic as an official language. With topics like critical

thinking, academic writing and many others, this programme will broaden your insights into the religious, cultural and political values, and challenge you to reach global heights. It is a must if you are a Muslim, to read and speak Arabic, and it is even more exciting for the adventurous mind to be

able to read, write and speak in the poetic language of the Quran. Either way, the economic reward is tempting.

## AIMS AND OBJECTIVES

At the end of this programme students should;

- Be able to speak, write and read Arabic.
- Demonstrate deeper insights into Islam and its direct link with the Arabic language.
- Demonstrate an ability to translate and interpret to and from Arabic.
- Be able to understand Middle Eastern politics and economy.
- Demonstrate deeper insights into Arabian culture, history and geography

## INDUSTRY/GLOBAL TRENDS

With the Arab Spring bringing in its wake renewed hope and excitement, the importance of Arabs in global politics and business is set to rise to extraordinary heights. Given that a quarter of the world's seven billion people is Muslim, and they pray in the same language – Arabic, increasing influence in the world by Arabs and Muslims can only mean greater opportunities for those who speak Arabic in addition to other languages such as English, French,

etc.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## TUITION METHOD

Class discussion, Lectures and practical tutorials.

## CAREER PROSPECTS

UG's B.A degree in Arabic opens the door to a wide variety of careers. Many graduates have gone into teaching and translating. A lot more have also embarked upon successful careers in business and commerce, industry, the civil service, international relations and the media. The expected skills gained with the study of modern languages - cultural awareness, communication, and accuracy and planning and logical analysis - are highly valued by employers from all over the world.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective

subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives



# B.A Chinese

## OVERVIEW

This programme in many ways is exciting. Chinese is a tonal language; the meaning of each word changes with the tone used. Its writing is uniquely artistic; needs no letters but iconographic characters. Its learning curve is shallow; easy to speak within weeks, at worst months.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Be proficient in writing, speaking and reading Chinese.
- Demonstrate deeper insights into Chinese culture, history and geography.
- Show ability to translate and interpret to and from Chinese.
- Demonstrate an understanding in global politics, economy and the place of China in it.

## INDUSTRY/GLOBAL TRENDS

Knowledge and understanding of the Chinese language has become so imperative, not only because of the sheer number of people who speak the language, but also due to the fact that the relevance of China in global politics and economy is increasing phenomenally. China is now a powerhouse with a booming economy. The Chinese Language is no doubt an economically viable language.

The programme explores the world's most widely spoken language with over a billion speakers, treating Chinese politics, history, culture, geography and economy with so much finesse.

With the increasing importance of China in world politics and global

economy, a programme in Chinese can only be a gateway to economic freedom, with guaranteed careers in diplomacy, translation and interpreting, journalism, and many more.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## TUITION METHODS

Class discussion, translation workshops, assignments, oral and written assessments.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives.



# B.A. English

## OVERVIEW

It is not enough to speak and write English. Understanding the nuances of the English language and perfecting its grammar, pronunciation and other key elements of the language has become even more crucial in a globalised world controlled by the Western world and its media. English is by far one of the most popular languages in the world,

spoken by hundreds of millions of people in the continents around the world and used in international quarters for diplomatic, trade and business transactions, sports and entertainment. With the increasing hegemony of the US, and the UK, speaking and writing good English has become a great avenue to accumulate wealth. This programme ignites a great

passion and love for writing and reading in prospective students, preparing them for exciting and rewarding career opportunities in script writing, editing, journalism, law, public service, international diplomacy etc.

## AIMS AND OBJECTIVES

At the end of this programme, students must;

- Develop a great passion for reading and writing.
- Show greater understanding of global issues.
- Be proficient in speaking and writing the English language.
- Broaden their scope of knowledge on a wide range of issues.

## INDUSTRY/GLOBAL TRENDS

The world needs competent people with superior command over the English language to take up key positions of power and wealth. Be it media, education, law, writing, movies and general entertainment, civil and public service; understanding and speaking English has become a necessity. This programme prepares you for that exciting world, arming you with the key requirements in writing, imagination, critical thinking and practical reasoning.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## TUITION METHOD

Class discussion, lectures, assignments, oral and written assessments.

## CAREER PROSPECTS

UG's B.A degree in English opens the door to a wide variety of careers. Many graduates have gone into teaching and translating. A lot more have also embarked upon successful careers in business and commerce, industry, the civil service and the media. The expected skills gained with the study of modern languages - cultural awareness, communication, and accuracy and planning and logical analysis - are highly valued by employers from all sectors of the economy.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives



# B.A Spanish

## OVERVIEW

Spanish is the second most commonly spoken language in the world with an estimated 500 million speakers spread across Latin America, Spain and Africa. A constantly evolving language occupying a privileged position in the world, Spanish, is undoubtedly one of the languages that offer a wide array of opportunities to those

who speak it. It is also an official language of the United Nations and other affiliated international organisations. This programme will groom you in a rich Hispanic culture and tradition and add one more international language to your linguistic repertoire. Its career prospects are bright and with Spanish-speaking countries –

Spain and Argentina dominating world football, the study of Spanish has become even more rewarding. With the Spanish language classified as a preferred international language by the UN, career opportunities in diplomacy and politics are enormous.

## AIMS AND OBJECTIVES

At the end of this programme students will

- Be proficient in speaking, writing and reading Spanish.
- Be able to translate and interpret with an acceptable level of accuracy and adequacy to and from Spanish documents and texts culled from various domains.
- Demonstrate an understanding of Hispanic Literature and culture as well as its politics and economy.
- Demonstrate deeper insights into Hispanic culture, history and geography.

## INDUSTRY/GLOBAL TRENDS

Presently, football, Mexican and Venezuelan telenovelas as well as musical trends such as salsa have all contributed immensely in developing an interest for Spanish and the Spanish culture.

## ASSESSMENT

Students are assessed through a combination of in-class and take-home assignments, end-of-semester examinations and projects.

## TEACHING METHODS

Class discussion, translation workshops, assignments, oral and written assessments.

## CAREER PROSPECTS

UG's BA degree in Spanish opens the door to a wide variety of careers. Many graduates have gone into teaching and translating. A lot more have also embarked upon successful careers in business and commerce, industry, the civil service and the media. There are also internship opportunities available to students and graduates in Latin American embassies and non-governmental organizations. The expected skills gained with the study of modern languages – cultural awareness, communication, and accuracy and planning and logical analysis – are highly valued by employers from all sections of the economy.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives

# B.A. French

## OVERVIEW

French is an international language of business and tourism. A must-speak language, spoken on all continents across the world. Needed in international relations, media and the corporate world.

## AIMS AND OBJECTIVES

At the end of this programme, students must;

- Show a depth of knowledge of French and francophone culture and civilization
- Demonstrate the ability to speak, write and read and comprehend the French language with relative ease
- Demonstrate the ability to translate and interpret to and from French
- Demonstrate an understanding of global politics and economy from French and francophone perspectives.

## INDUSTRY/GLOBAL TRENDS

For many English speaking countries, French appears to be the second preferred international language for their citizens. While the career opportunities for Ghanaian French graduates have always been bright due to the fact that Ghana is surrounded by Francophone countries, considerable number of firms from these countries have shown interest in expanding their businesses beyond their borders in recent times. This is obviously due to the stable political environment in the country.

French provides an exciting opportunity for careers in the local and international job markets. The programme is comprehensively structured to respond to the global and career needs of students. It

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects. They are given in-class tests, Interim or Continuous Assessment (IA or CA) and end-of-semester written and oral examinations. The IA or CA is 30% of the overall mark while the end-of-semester examination constitutes 70%.

## TUITION METHOD

Undergraduate students are taught and trained by means of learner-Centred techniques as well as oral and power-point presentations. Problem-solving has been built into all French courses while the Year-Abroad programme, fun-based activities, simulation, role-play and class discussion also constitute efficient methods in providing results-oriented tuition.

## CAREER PROSPECTS

While some graduates work directly in 'language jobs', career possibilities for UG's French graduates are very diverse. Many French graduates enter careers which them offer ample opportunity to use their highly developed verbal, written and thinking skills as well as their cultural awareness and adaptability. Individuals with different interests have found employment in a variety of roles

explores romantic French culture and civilisation as well as its language and literatures in the best way possible.

such as administrator, salesperson, management trainee, bank officer, recruitment consultant, insurance advisor and conference organizer – in all these and many more, graduates in French easily becomes bilingual professionals and have greater advantage on the job market.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives including French
- Grade A1, or B2 in French at the WASSCE or equivalent

## MODE OF CERTIFICATION

Students are awarded a Bachelor of Arts Degree in French after the Academic Board of the University is satisfied that they have fulfilled all requirements, particularly passing a minimum of 120 credits for the entire programme

# B.A Kiswahili

## OVERVIEW

Easily the most important indigenous African language, Kiswahili is one of the two most widely spoken African languages, alongside Hausa.

With an estimated 50 million speakers (compared to Hausa's estimated 25 million), Kiswahili's significance on the African continent is impossible to underestimate. The development of the Kiswahili

language, with its powerful Arab and colonial influences, makes it an intriguing point of study for linguists, historians as well as Africa focused enterprises. Kiswahili is classified as a member of the Benue-Congo branch of the Niger-Congo subfamily of the African language family. An estimated 15 primary Kiswahili dialects are in existence (with disregard to its various pidgin forms).

There are three dominant dialects. The first, Kiunguja, is spoken on Zanzibar and mainland Tanzania. This serves as the basis for the standard Kiswahili language. The remaining two are Kimvita (which is spoken in Mombasa and Kenya) and Kiamu (which is spoken on the Kenyan island of Lamu and adjacent coastal areas).

## AIMS AND OBJECTIVES

At the end of this programme, students must:

- Show a depth of knowledge of Swahili culture and civilisation.
- Speak, write and read Kiswahili with relative ease.
- Demonstrate an ability to translate and interpret to and from Kiswahili.

## INDUSTRY/GLOBAL TRENDS

The oldest recorded evidence of written Kiswahili dates to the early 18th century. Efforts to standardise the Kiswahili language were undertaken by British colonial authorities in the 1930s. While working with local African scholars and writers, British authorities determined that the Kiunguja dialect of Zanzibar and Tanzania should serve as the basis for a standard Kiswahili, both spoken and written. Kiswahili is currently spoken on the eastern coast of Africa in an area ranging from the Lamu Island of Kenya in the north to southern Tanzania. It is predominantly found in Kenya, Tanzania, Congo and

Uganda.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects

## TEACHING METHODS

Class discussion, translation workshops, assignments, oral and written assessments.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies

## CAREER PROSPECTS

While some graduates work directly in 'language' jobs, career possibilities for the University of Ghana's BA Kiswahili graduates are very diverse. Many graduates enter careers that seek students of any discipline, but which offer ample opportunity to use their highly developed verbal, written and thinking skills and their cultural awareness and adaptability. Individuals with different interests have found employment in a variety of roles such as administrators, salespersons, management trainees, bank officers, recruitment consultants, insurance advisors and corporate and social events organisers.

# B.A. Linguistics

## OVERVIEW

Learning a language at birth comes naturally but scientifically understanding the structure of that language and why it is similar to or different from another is learnt consciously. UG's Bachelor of Arts in Linguistics gives insight into one of the most intriguing aspects of human knowledge. It provides a scientific perspective of languages and how one language

differs from another and from one society to another. Whilst the programme will not necessarily turn a student into a polyglot (it could if you are a genius), it provides the prospective student with an exciting cross language perspective. It studies scientifically the structure of languages, intonations, and how words make meaning. The programme

will provide students with great intellectual skills, analytic reasoning and argumentation. The career opportunities are immense and cut across other professions as well. Education, consulting, translation and interpretation are just a gist of the career opportunities available to a Linguistics Professional.

## AIMS AND OBJECTIVES

At the end of this programme, students must;

- Understand the structure of major languages
- Appreciate the roles that language plays in society through studying such courses as Sociolinguistics, Language and Politics, Language and Business, Language and Law, Language and Gender and Language Planning and Development.
- Be analytic and enthusiastic in learning about different languages.

they are used in various social contexts. Linguists are needed in the computer industries for speech recognition; needed in the universities to impart intellectual knowledge; needed as translators and interpreters in the media, government establishments, law firms etc.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects

## TUITION METHOD

Lectures, class discussion and tutorials.

## CAREER PROSPECTS

Professionals with linguistics degrees are in high demand by technology companies. Linguists who design and implement products for international use, such as general software, voice recognition software, and web design, will enjoy strong job prospects over the next decade.

Employment opportunities in linguistics are found in such fields as programme administration, international affairs, consultation, research, technology, education, translation, and speech and language therapy. Positions for people with linguistics degrees are available in both the private and public sectors.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives

## INDUSTRY/GLOBAL TRENDS

If communication is key in any human endeavour, then the role of linguistics cannot be underestimated. It provides clearer understanding of the structure of languages, how languages are different from one society to another and how



# B.A. Translation & Interpretation

## OVERVIEW

The world is replete with thousands of languages. No human can claim to be proficient in all. What it means is that, opportunities exist for those who are able to speak and write more than one international language. This programme involves the training of prospective students to be proficient in the transfer of one written message from

one language to another. The messages which are normally translated or interpreted includes treaties, press releases, laws, hand written letters etc. The emphasis here is English, French and Arabic. Prospective Students will have their linguistic prowess in the three languages sharpened to prepare them for an exciting career in translation

and interpreting. Now more than ever, the world requires skilled professional interpreters and translators to play useful roles in international diplomacy, law, politics and many others.

## AIMS AND OBJECTIVES

At the end of this programme, students must;

- Be proficient in writing, speaking and reading of French
- Be proficient in writing, speaking and reading Arabic
- Be proficient in writing, speaking and reading English
- Demonstrate ability to translate and interpret to and from any of the three languages in consideration

## INDUSTRY/GLOBAL TRENDS

The skills of Translators and Interpreters are needed every where in the world and in international organisations. Translators and interpreters bring meaning to a group of people- friends, business associates, lovers, diplomats, social workers and facilitate many business transactions across the world. They work as full-time employees or as freelancers. Freelancing is the new trend in the field of language,

promising irresistible financial rewards.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects

## TUITION METHOD

Lectures, class discussion and tutorials.

## CAREER PROSPECTS

A graduate of this programme can become a teacher, translator or a freelancer. There are various types of jobs available for interpreters, such as consecutive interpreter, general interpreter and liaison interpreter. Translators also work in fields such as scientific literary, technical or business. Freelancers can join research firms, translation bureaus, publishing houses, international organisations, hotel industries, travel and tourism sectors and many other industries.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives

# English Proficiency (Certificate)

## OVERVIEW

The Certificate of English Proficiency programme comprises five distinct courses at the intermediate level. These courses are all tailored to the needs of students with low to higher intermediate levels of proficiency. The curriculum and instructional materials follow a pre-determined

progression from a lower intermediate to higher intermediate level of proficiency between the first and second semester versions of the courses. Students are predominantly drawn from Francophone West Africa, China and Korea, with occasional representation from

Europe, South America and Japan. The courses taught in the Certificate of English Proficiency programme are Writing Skills, Reading & Comprehension, Listening & Speaking Skills, Structure of the English Language, and Literature in English.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to be able to:

- Engage in conversations in English dealing with problem solving
- Understand and respond appropriately to English speakers with different accents
- Deliver short presentations
- Use higher-level persuasive arguments in English in support of a position they have taken in a discussion or debate
- Understand the application of various rhetorical functions in written English, including description, definition, exemplification and classification
- Produce coherently written paragraphs and short essays
- Exhibit consciousness of the varieties of style of academic writing
- Skim and scan a text for main ideas and specific information
- Make informed guesses of the meanings of unfamiliar words with the help of context
- Take notes of the salient points of relevant paragraphs in a text as a means of achieving comprehension
- Recognize incorrect grammar and word choice in sentences and

paragraphs

- Demonstrate improved grammatical accuracy of their spoken and written sentences
- Demonstrate an awareness of the functions and correct use of modals, interrogatives, negation and passive structures in the English language
- Demonstrate an appropriate and expanded use of English vocabulary and idioms
- Understand the cultures of English speakers, as represented in their reading.

## INDUSTRY/GLOBAL TRENDS

The English language is now not just an international language, but rather a global language, by all standards. A congregation of global trends brought on by a wider availability of the Internet, near-universality of mobile telephony, free international trade, research publications, a vast stock of texts published in English, inter-governmental relations, international banking, global travel and navigation, global migration, and multinational business, has imposed the English language on both willing and reluctant speakers of other languages. This situation has created a huge demand for English language instruction for speakers of other languages, particularly in countries that had previously been almost exclusively dependent on international languages like French, Spanish, Arabic, Chinese, or Russian, for example. The Language Centre's certificate course in English

proficiency taps into this demand at the West African level, by satisfying the needs of the Francophone family and students

from the Far-East with business or academic interests in Ghana.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects

## TUITION METHODS

Class discussion, translation workshops, assignments, oral and written assessments.

## CAREER PROSPECTS

Whereas the Certificate of English Proficiency programme is not an end in itself, it is a veritable means to an end in academia and industry. It satisfies the language requirement of students who wish to study for undergraduate and postgraduate degrees in Ghanaian universities. It also fulfils the language requirements of employees of companies and organisations that operate in an English medium in West Africa, including some in the Francophone countries ample opportunity to use their highly developed verbal, written and thinking skills and their cultural awareness and adaptability. Individuals with different interests have found employment in a variety of roles such as administrators, salespersons, management trainees, bank officers, recruitment consultants, insurance advisors and corporate and social events organisers.

# School of Arts

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- B.A History
- B.A Philosophy and Classics
- B.A Religion
- B.A Archaeology

# B.A. History

## OVERVIEW

History is the field of knowledge that deals with the investigation, analysis, interpretation and presentation of the past by studying a variety of historical documents and sources. It provides interpretive tools for the discovery, collection, organisation and presentation of information about past and present events. History offers many distinctive perspectives on key facts, ideas and values that have shaped civilisations as well as the evolution

of today's complex and rapidly evolving technological society. It combines a range of research and analytical techniques that can be used to address defined needs of governments, businesses, Non-Governmental Organisations and historical associations. Historians are adept at using not only written documents but oral communication and objects such as buildings, artefacts, paintings and photographs to establish, interpret or dispute

historical phenomena. History is very wide-ranging and spans the study of specific geographic regions, topical and thematic elements of historical investigation. Popular specialty areas include: Ancient History, Art History, Comparative History, Cultural History, Economic History, Modern History, Natural History, Psychohistory, Social History and World History.

## AIMS AND OBJECTIVES

At the end of this programme students must;

- At the end of the programme, students are expected to:
- Demonstrate a deep knowledge of the key historical facts, values and ideas that have shaped civilisations.
- Demonstrate understanding of how to identify, analyse, synthesize and evaluate historical information from a wide variety of sources.
- Develop familiarity with the wide range of techniques and methods used in acquiring historical knowledge.
- Be able to construct historical arguments based on primary sources and the historical method.
- Be able to conduct an independent historical research work that takes into account relevant primary data sources and secondary literature.

## INDUSTRY/GLOBAL TRENDS

For centuries, History has been the preserve of academics not only due to their training, but also due to the fact that historical knowledge is the starting point for understanding other disciplines. With the advent of the Information Age however, it has ceased to be the sole preserve of academics. Led by historians, its present focus is to offer a deeper understanding of how society functions through past experiences. In this vein, access to historical information is increasing through books, articles, reports, exhibits and websites. The significance of History as *magistra vitae* (teacher of life) is being taken to other domains in business, communications, healthcare, law, journalism, policy and research. Practical examples include the use of historical evidence in legal cases or arbitration and review of historical contexts (such as land appropriation by colonialists or government compensation and resettlement schemes) for better policy formulation and regulation.

## CAREER PROSPECTS

Graduates with background in BA History usually work in education, business, media, publishing and journalism. The programme is also an excellent preparation for advanced study in History and related fields which may open up further career opportunities in local and national government, business administration, law, museum work and other areas of communication and journalism.

## TUITION METHODS

Lectures, class discussion and tutorials

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and project.

# B.A. Philosophy & Classics

## OVERVIEW

Philosophy is love of wisdom. It enables us to develop a reflective and critical attitude to life by shaping our world-view and our relations with others and by furnishing us with adequate reasons in support of opinions, judgements and decisions. Philosophy is also an interdisciplinary method which enables us to produce knowledge and truth in all fields of study by critically examining the meaning and clarity of concepts,

the probative value of evidence or information, the logical adequacy of assumptions, inferences and the methods of investigation. Classics studies the historical and cultural foundations of the institutions, principles, and values of contemporary civilisations through studies in the language, literature, philosophy, governance, arts and architecture of Graeco-Roman antiquity. Classics employs

interdisciplinary methods for producing knowledge and truth in the various sub-fields of study and for developing historically and critically informed perspective on issues of human and contemporary experience.

## AIMS AND OBJECTIVES

The objectives of the Philosophy and Classics programmes include:

- Cultivating historical and critical literacy, by nurturing the ability to search for and interpret information;
- Developing analytic and constructive approaches in tackling and solving problems both in life and in the workplace;
- Nurturing clear, informed and effective communicative skills in speech and writing; and
- Enhancing competitiveness for high profile jobs by developing skills in identifying and solving problems with competence.

## INDUSTRY/GLOBAL TRENDS

Philosophy and Classics are needed for innovation and creativity everywhere. The complexities of a globalised society require persons with deep insights and creative

solutions to intractable problems in such diverse fields as law, politics, industry, education, management, community engagement, and the media.

## TUITION METHOD

Lectures, discussions, individual and group presentations in class, and research assignments.

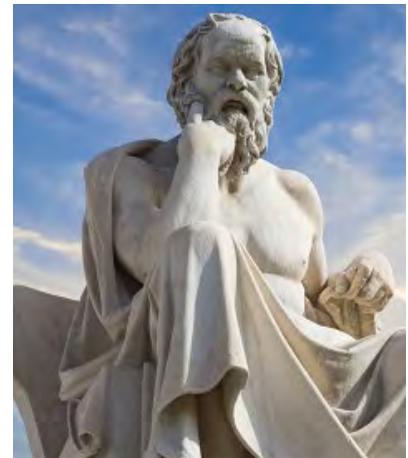
## CAREER PROSPECTS

The graduates of Philosophy and Classics are prepared for several careers and can be found in banking, finance, law, architecture, journalism, teaching, public relations and human resource management, media and advertising, creative arts and community engagement (including NGO and humanitarian work), tourism and hospitality.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives



# B.A. Religion

## OVERVIEW

If there is anything that is divisive, explosive and sometimes deadly, it is religion. Yet the same religion is the harbinger for peace and tranquillity. People kill and maim en masse in the name of religion and so are people comforted and even galvanized to fight injustice using

religion and morality. This programme is designed to help you appreciate why religion is so deadly and yet so crucial for the survival of mankind. It will explore the teachings and beliefs of the major religions of the world, remove the scales from your eyes and help

you see the beauty of religion and the contribution the major religions – Christianity, Islam, Judaism, etc – have made to not only the peace and security of the world but also the problems created by religious zealots.

## AIMS AND OBJECTIVES

At the end of this programme students will be able to;

- Identify the causes of religious extremism.
- Appreciate the historical antecedents of the world's greatest religions.
- Explain some of the deepest questions of humanity.
- Understand the synergy between global politics and religion and the reason why religion will continue to be used to galvanise people for political aims.
- Explain why despite the tremendous achievement in science, religion remains influential in the lives of many.

## INDUSTRY/GLOBAL TRENDS

A little less than 90 per cent of the world's population professes one religion or another. With this extraordinarily high number of people professing different beliefs, tensions are

likely to spiral. The world is a better place with people with the

knowledge and understanding of the great religions of this world. With the changes occurring in the Middle East coupled with the fears that Islamists may fill the void left by toppled dictators, persons informed on the subject of religion will certainly be a good resource material.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## TUITION METHODS

Lectures, class discussion and tutorials

## CAREER PROSPECTS

The most obvious careers for religious studies graduates are as ministers across all religions and beliefs, as well as research and teaching at every level. Graduates are also engaged in a diverse range of occupations, particularly in development work, community-based roles, aspects of welfare, social care and counselling in addition to local and central government policy-making and administrative departments.

## ENTRY REQUIREMENTS

In determining eligibility for admission to Level 100 programmes, applicants' aggregate score in the three core and three elective subjects as indicated below shall not exceed 24.

- Core Mathematics, English and Social Studies
- Three Electives



# B.A. Archaeology

## OVERVIEW

Archaeology is the art and science of studying the ancient and recent human past through material remains. Archaeology is central to examining, recovering and preserving evidence and artefacts from past human cultures across space and time. It remains a highly interdisciplinary field; intersecting with the humanities, social, biological and physical sciences. While survey, excavation and analysis of finds remain a basic part of

archaeological work, the essence of Archaeology is to broaden and deepen understanding of human cultures. This is achieved through problem solving and sophisticated use of evidence and theoretical argument. Archaeology specialties include: Prehistoric Archaeology (study of past cultures with no written language); Underwater Archaeology (study of remains of human activity beneath the surface of water bodies) and Historical

Archaeology (study of cultures that existed during periods of recorded history).

Historical Archaeology is further divided into Classical Archaeology (Ancient Greece & Rome) and Biblical Archaeology (Middle East). Other specialties include Urban Archaeology, Industrial Archaeology, Bio-Archaeology, Cultural Resource Management Archaeology and Forensic Archaeology.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Develop solid foundation in archaeological practice, method and theory.
- Be able to appraise key methods and techniques used in modern archaeological fieldwork, survey and artefact analysis.
- Develop the competence to plan and tailor research projects to answer questions and test archaeological hypotheses.
- Be familiar with important sites and archaeological case studies from a range of countries and periods.
- Demonstrate the ability to apply archaeological principles to real-life situations such as offering advice to organisations on the cultural impact of proposed plans, policies and programmes.
- Be able to apply archaeological

knowledge to heritage tourism development.

## INDUSTRY/GLOBAL TRENDS

A little less than 90 per cent of Archaeology has seen a progression of its methods and theory from one that depended mainly on excavating artefacts for museums with little data to highly advanced historical, statistical, linguistic, ethnographic and cross cultural analytical approaches. Considering that, over 99% of total human history has no written records; Archaeology is unparalleled in filling in the gaps from the Palaeolithic Age (Prehistoric) to Recorded History. Of critical importance is its role in tackling the heavy and incessant questions intelligent beings seek to unravel such as where, when, why and how humans lived on the earth. Further, archaeological findings do not only give a rational account of the human past, (particularly development of human culture, agriculture and complex societies) they also form existential evidence for establishing linkages of the modern world with the past on subjects such as cultural identity, ethnicity, materialism

and gender. It also contributes to national development through the documentation of heritage and the provision of human resources for the tourism sector.

## CAREER PROSPECTS

Career opportunities with the BA Archaeology programme are mainly found in universities, museums and government agencies. With further postgraduate studies, students can have access to a wider career scope such as archaeological

## TEACHING METHODS

Class discussion, The use of PowerPoint and audiovisuals to screen documentaries at lectures. Occasional educational field trips are organised to heritage studies sites. Two weeks of field school training in practical archaeology and ethnographic field methods and techniques are organised for the final year students. Students are also exposed to the processes of mounting exhibitions and taking tourists on tour of the Museum of Archaeology at UG.



# COLLEGE OF BASIC AND APPLIED SCIENCES

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## OBJECTIVES

The College of Basic and Applied Sciences shall advance the objectives of each of its constituent Units and by these specific objectives, to:

(a) Develop world-class scientists to meet national and global developmental needs through quality teaching, learning, research, innovation and extension.

(b) Enhance staff capacity through systematic staff development programmes.

(c) Enhance research capabilities of staff for increased output in teaching and publications.

(d) Develop effective processes for public engagement and

(e) Create a congenial environment for teaching research and student learning experiences.

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## CONTACTS

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## PROFESSOR DANIEL ASIEDU

BA (Ghana), M.Sc. PHD (Okayama)  
Provost, College of Basic & Applied Sciences

### SCHOOL OF ENGINEERING

- Department of Agricultural Engineering
- Department of Biomedical Engineering
- Department of Computer Engineering
- Department of Food Process Engineering
- Department of Materials Science and Engineering

### SCHOOL OF AGRICULTURE

- Department of Agricultural Economics and Agribusiness
- Department of Agricultural Extension
- Department of Animal Science
- Department of Crop Science
- Department of Family and Consumer Sciences
- Department of Soil Science

### SCHOOL OF VETERINARY MEDICINE

### SCHOOL OF PHYSICAL AND MATHEMATICAL SCIENCES

- Department of Chemistry
- Department of Computer Science
- Department of Earth Science
- Department of Mathematics
- Department of Physics
- Department of Statistics and Actuarial Science

### SCHOOL OF BIOLOGICAL SCIENCES

- Department of Animal Biology and Conservation Science
- Department of Biochemistry Cell and Molecular Biology
- Department of Marine and Fisheries Sciences
- Department of Nutrition and Food Science

- Department of Plant and Environmental Biology

### INSTITUTES

- Institute of Applied Science and Technology
- Institute for Environment and Sanitation Studies

### CENTRES

- Biotechnology Centre
- Livestock and Poultry Research Centre (LIPREC)
- Centre for Climate Change and Sustainability Studies
- Forest and Horticultural Crops Research Centre (FOHCREC)
- Soil and Irrigation Research Centre (SIREC)
- West Africa Centre for Crop Improvement (WACCI)

# B.Sc Engineering Agricultural Engineering

## OVERVIEW

Agricultural Engineering is a multidisciplinary science involving the application of engineering technology and biological science to agricultural, food and biological systems for the benefit of the human society. Also referred to as “bioengineering” and “resource

systems engineering”; Agricultural Engineering includes specialisation in power systems and machinery design; structures and environment and food and bioprocess engineering. It also emphasise soil and water conservation as well as innovative

ways of processing agricultural products.

Agricultural Engineers use their expertise in Research & Development, production, operations, sales and management.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to;

- Demonstrate a detailed understanding of the relevant theoretical foundations and concepts of mathematics, chemistry, biology, physics and engineering.
- Be able to conduct, analyse and interpret experiments and apply experimental results to improve processes.
- Be able to apply creativity in the design of systems, components or processes appropriate to programme or objective.
- Be able to identify, analyse and solve technical problems
- Demonstrate an appreciation for professional, ethical and social responsibilities.

redesign of existing production systems and technology to help achieve ecologically sound and economically viable agriculture. Other new and expanding areas include the use of GPS (Global Positioning Systems) and GIS (Geographic Information System) for the management of variability and the adoption of systemic approach for technical-biological operations. Cutting edge research in Agricultural Engineering is also being applied in the

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Graduates of Agricultural Engineering work in diverse fields. These include Commercial Farms,

Natural Resource Conservation, Environmental Control, Central & Local Government and Industry. Agricultural Engineers typically work as:

- Process Engineers
- Design Engineers
- Consulting Engineers
- Water Resource Engineers
- Biological Engineers
- Waste Specialists

## INDUSTRY/GLOBAL TRENDS

Agricultural Engineering is undergoing rapid changes as a result of technological innovation and the quest for more efficient and sustainable agricultural systems. A striking paradigm shift is the

# B.Sc Engineering Biomedical Engineering

## OVERVIEW

Biomedical Engineering involves the application of concepts, knowledge, and approaches of virtually all engineering disciplines (examples: Electrical, Mechanical, Chemical, Materials and Computer Engineering) to solve specific healthcare- related problems. The multidisciplinary nature of this field makes specialisation at the undergraduate level impractical.

The core curriculum is, therefore, designed to introduce students to all aspects of Biomedical Engineering. Highly motivated students may acquire areas of speciality by selecting electives from other departments of the School of Engineering. Biomedical Engineers often need to bring together knowledge and techniques from different

engineering fields, as well as information from the life sciences. As a result Biomedical Engineering is usually described as a bridge between engineering and the life sciences. Additionally, creativity is valued and design experience is incorporated throughout the curriculum.

## AIMS AND OBJECTIVES

The Programme generally aims to;

- Provide solid fundamental knowledge in life sciences and engineering.
- Encourage creativity, self-learning and innovation (design of devices, components or processes that meet desired needs in Biology or Medicine).
- Develop awareness of the wealth of possibilities available to Biomedical Engineering graduates.
- Prepare students for careers in post-graduate schools, Biomedical Engineering practice in industry and even opportunities unforeseen.
- Produce graduates for leadership roles in a rapidly-changing environment.
- Foster an appreciation of how economic, ethical, political and social factors affect the practice of Medicine and Biomedical Engineering.
- Produce individuals who can work well either independently

or in a team.

## INDUSTRY/GLOBAL TRENDS

In order to enhance medical care, there is a shift from discrete devices to connected technologies. In view of this, Biomedical Engineers ensure that medical systems function with reliable and efficient machinery and equipment. Innovations in Biomedical Engineering include the development of artificial joints, Magnetic Resonance Imaging (MRI), the heart pacemaker, arthroscopy, angioplasty, bioengineered skin and kidney dialysis and heart-lung machines. Biomedical Engineers predict that advances in electronics, optics, materials and miniaturisation will push development of more sophisticated devices for diagnosis and therapy such as imaging and virtual surgery. With this enhanced ability to incorporate molecular-level information into complex models, it might be possible to diagnose and treat diseases ranging from osteoarthritis to Alzheimer's disease.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Biomedical Engineers apply their expertise in a multiplicity of areas including:

- Industry
- Hospitals
- Research facilities of educational and medical institutions
- Teaching
- Government regulatory agencies



# B.Sc Engineering Computer Engineering

## OVERVIEW

Computer Engineering deals with the process of analysing and designing all hardware, software and operating systems for computer systems.

Computer Engineering fuses the disciplines of Computer Science and Electrical Engineering for a more integrative study and application. However the

terms Computer Engineering and Computer Science differ in certain aspects. In simplest terms, whereas Computer Science focuses on the software aspect of computers, Computer Engineering looks at the design and build of computer hardware. Computer Engineers thus research, design, develop, test,

and oversee the manufacture and installation of computer hardware. This includes computer chips, circuit boards, computer systems, and related equipment such as keyboards, routers and printers.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to;

- Be able to identify, formulate, and solve computer engineering technology problems, including the specification, design, implementation, and operation of systems and components, that meet performance and quality requirements.
- Be able to design, fabricate and test systems containing hardware and software components; as well as to analyse and interpret test results in order to improve the system.
- Be able to apply mathematics including differential and integral calculus, probability, and discrete mathematics to hardware and software problems.
- Be able to apply creativity in the design of systems, components or processes appropriate to programme or objective.

- Demonstrate an appreciation for professional, ethical and social responsibilities.

## INDUSTRY/GLOBAL TRENDS

Computers are indispensable to any modern society as reflected in the diversity of its applications to advance society. The Computer Industry is therefore constantly growing and changing due to the rapid pace of technological advancements. This has created huge expectations for the development of faster hardware components, new communication systems and software. To stay on top of these developments, Computer Engineers collaborate with hardware and software manufacturers and vendors to advance existing knowledge. Many Computer Engineers especially in developing countries are expending efforts at creating the much-talked about ICT/ Knowledge driven- economies.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

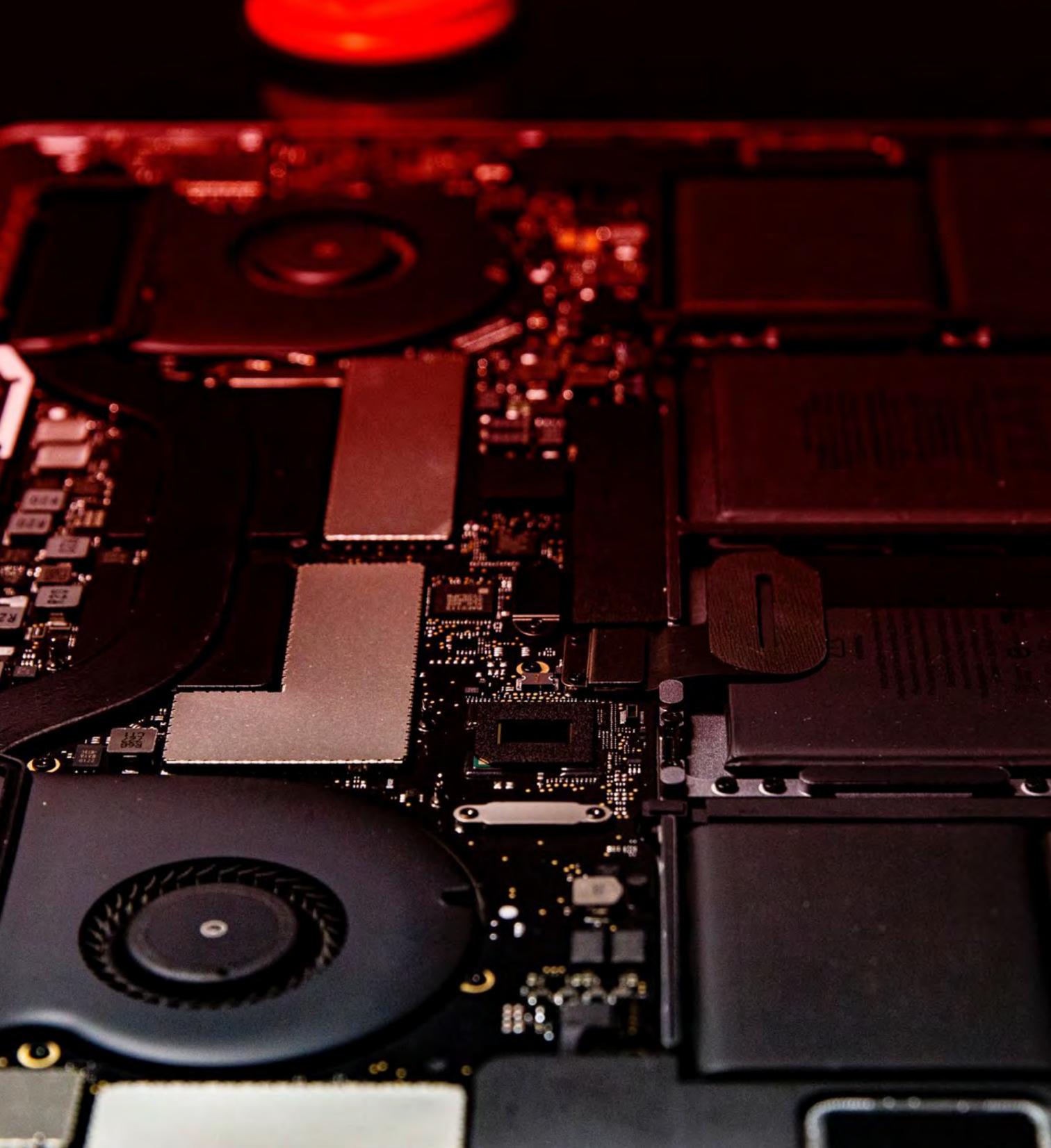
See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Graduates of Computer Engineering work in a range of career opportunities in hardware and computer system design, computer networks, software engineering, data communications, multimedia processing and internetworking. These opportunities may be found in service organisations such as banks, airlines and public utilities; commercial organisations, and the manufacturing sector.



# B.Sc Engineering

# Food Process Engineering

## OVERVIEW

Food Process Engineering is a scientific multidisciplinary field dealing with the development and refinement of food products for human and animal consumption. As a scientific discipline, Food Process Engineering encompasses the practical application of science to develop efficient industrial production, packaging, storage, and marketing of wholesome

and convenient foods. Education in Food Process Engineering includes training in materials science [rheology, mass transfer properties, and thermal and electrical food properties] applied mathematics, quality control, engineering design of food process, and microbiological applications in food processing. Experts in Food Process

Engineering work in academia, the public sector and industry with the primary role of assessing the problems concerning food production, food quality, process and plant design and food regulation.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to;

- Demonstrate a detailed understanding of the relevant theoretical foundations and concepts of mathematics, chemistry, biology, physics and engineering as applied to Food Process Engineering.
- Be able to conduct, analyse and interpret experiments and apply experimental results to improve processes.
- Be able to apply new technology, design, plan, control and manage food process engineering systems.
- Be able to differentiate and select efficient technology in the development of agro-industry processing to achieve profitable and environmentally safe outcomes.
- Demonstrate an appreciation for professional, ethical and social responsibilities.

## INDUSTRY/GLOBAL TRENDS

In recent times, the food process industry has been characterised by efficient mass production and transportation of food supplies. This development has been dictated by increasing concentration of people in urban areas, where large segment of the population depend on large quantities of pre-treated, pre-processed, or ready-to-eat foodstuffs. Driven by this need, food process engineers are at the forefront of developing and refining food products that are uniform in quality and safe. Another emerging trend is the preferences for non-thermal processed foods. Food process engineers are thus applying techniques such as highly hydrostatic pressure, pulsed electric fields, light pulses, ultrasound and magnetic fields to satisfy this demand.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Graduate of Food Process Engineering work in diverse fields in academia, public sector and food industry in the following areas.

- Process and Product Development
- Food Processing Operations
- Packaging
- Food Safety
- Food Biotechnology
- Process and Quality Monitoring and Control



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# B.Sc Engineering Materials Science & Engineering

## OVERVIEW

Materials scientists and engineers are developing important new materials to meet the needs of the ever-changing technological society. These include high-temperature superconductors; high-strength alloys for use at the extreme temperatures encountered in jet and rocket engines; specialised

glasses and ceramics with high thermal, mechanical, and chemical stability, and a host of polymeric materials: some with unique functional characteristics and others which replace metal, glass, wood, and natural fibres in dozens of applications. Materials scientists and engineers are rising to the challenge

of global energy scarcity by reducing the weight of automobiles and other transportation systems. They are also at the forefront of recycling technologies; searching for more energy-efficient ways of processing materials.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to;

- Demonstrate a detailed understanding of the relevant theoretical foundations and concepts of mathematics, chemistry, biology, physics and engineering
- Demonstrate a thorough understanding of the design, selection and processing of materials for a wide range of applications in engineering.
- Demonstrate a well-rounded understanding of the properties of materials as controlled by structure and bonding at the atomic-scale, and features at the micro-structural and macroscopic levels.
- Be able to identify, analyse and solve technical problems.
- Demonstrate an appreciation for professional, ethical and social responsibilities and social responsibilities.

## INDUSTRY/GLOBAL TRENDS

Materials scientists and engineers are developing important new materials to meet the needs of the ever-changing technological society. These include high-temperature superconductors; high-strength alloys for use at the extreme temperatures encountered in jet and rocket engines; specialised glasses and ceramics with high thermal, mechanical, and chemical stability, and a host of polymeric materials: some with unique functional characteristics and others which replace metal, glass, wood, and natural fibres in dozens of applications. Materials scientists and engineers are rising to the challenge of global energy scarcity by reducing the weight of automobiles and other transportation systems. They are also at the forefront of recycling technologies; searching for more energy-efficient ways of processing materials.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Graduate of Materials Science & Engineering work in the private and public sectors in wide ranging activities including:

- Microelectronics
- Energy production and storage,
- Biomedical
- Biotechnology
- Aerospace
- 
- Nanotechnology
- Manufacturing and materials production.

Ceramic Instruments s.r.l.

SASSUOLO - ITALY

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POWER



EMERGENCY



# School of Agriculture

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- Bachelor of Science in Agriculture
- Bachelor of Science in Family and Consumer Sciences

# B.Sc Agriculture Agribusiness

## OVERVIEW

Agribusiness combines the knowledge and principles of agriculture, science, economics and business for the production, processing and marketing of agricultural commodities. Agribusiness examines the structure and organisation of the

agricultural food sector as well as the entire value chain extending from farm inputs, through on-farm businesses, to processing, transportation, credit and marketing. The cost-effective management and conservation of natural resources are also

considered in Agribusiness. Professionals in Agribusiness work as entrepreneurs, business consultants, product support specialist and agricultural finance advisors.

## AIMS AND OBJECTIVES

- Well-rounded knowledge on the principles of horticulture and sustainable production of fruit, vegetable and ornamental crops.
- An in-depth understanding of the theoretical concepts and methods pertaining to the development, support and maintenance of an agriculture-based business.
- Ability to analyse agricultural problems from various domains, design and implement appropriate interventions.
- Demonstrate an understanding of the coordination and supervision of the development, implementation and evaluation of an agriculture-based business.
- Evaluate the wider social, political and business contexts within which agribusiness operates and the need for high ethical and professional standards.

Agribusiness is continually evolving. In the past, the focus on Agribusiness was for its economic importance but in recent times, it has become a critical component of society impacting on health, food security, technology and governance.

Today, Agribusiness emphasises market driven-system, commercialisation of small holder-farms, advocacy and policy reforms and the role of technology to satisfy industrial demand and customer preferences. Due to scarce natural resources, Agribusiness Managers must find innovative ways of feeding the world on a more environmentally sustainable basis at reasonable costs.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

There are wide-ranging career opportunities in Agribusiness including:

- Managers of large and small-scale agricultural enterprises.
- Agricultural researchers, statisticians, journalists and educators.
- Marketing and commodity trading
- Product support specialist.
- Agricultural finance advisors

## INDUSTRY/GLOBAL TRENDS

The study and practice of

# B.Sc Agriculture Agricultural Extension

## OVERVIEW

UG's Agricultural Extension Programme primarily focuses on training professionals who would ultimately serve as intermediaries between research and farmers. Agricultural Extension Officers operate as facilitators and communicators, assisting farmers in their decision-making and ensuring that appropriate knowledge is implemented to obtain the best results. They communicate to farmers such vital agricultural information on how best to utilise the farmland, natural

resources, animals, crops, how to design and construct proper irrigation systems, economic use and storage of water, how to combat diseases in livestock, and save on the cost of farming equipment and procedures. It is their responsibility to ensure that they pass on this information to the farmers in the most effective manner to ensure best outcomes at all times. Some of the courses to be taught as part of the programme include Rural Development and Participatory Methodologies, Food Safety and Quality

Standards, Elements of Microbiology and Immunology, Insect biology and Plant Microbes, Soil Genesis and Characterisation, General Biochemistry, Agriculture Engineering, Education and Training for Development Works, Introduction to Computer Science, Development Communication and Extension Methods, Biology of Farm Animals, Gender Planning and Development, Development Sociology amongst others.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Have developed a well-rounded knowledge on the principles of Agricultural Extension services.
- Be able to identify and analyse the factors that affect crop and animal production including physiological, genetic, climatic, environmental, and edaphic factors.
- Be able to communicate effectively to various farmers on new research findings for improved yields.

## INDUSTRY/GLOBAL TRENDS

The most conventional function of Agricultural Extension Service is for the Extension Officers to pass on as effectively as possible relevant and up to date information on modern farming methods and techniques. They encourage farmers to adopt new, improved methods of farming, using a variety of methods to reach farmers. They organise study groups for farmers, 'farmer

days', demonstrations, lectures and literature, as well as informing the media. The new trend however is that Officers are now trained to be able to research food, fibre and animal products in conjunction with agricultural scientists. They also assist cattle farmers, and guide and assist veterinary surgeons in the treatment of varied animal diseases. Agricultural extension officers can redesign a farm in collaboration with the farmer. All the resources on the farm are then thoroughly investigated to ensure effective usage and application. They can even develop recovery programmes for eroded soil, protect cultivated land against erosion and develop a new pasture system. These days it is a common practice to see Extension Officers actively involved in the development of the rural communities in which they operate. They are generally seen as change agents by the farmers whose livelihood depends on the success or otherwise of their farms and the communities at large.

## ASSESSMENT

Students are assessed through a combination of assignments,

examinations and projects

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

The Primary employer of Agricultural Extension Officers in Ghana is the Ministry of Food and Agriculture. However due to the fact that our programme is structured to give a broad base practical and theoretical knowledge to our students, graduates of this programme are some of the most sought after professionals required to run rural based and agriculture focused NGOs and manage private commercial farms. They can also be engaged as educators at the various Agriculture Training institutions nationwide as well as Rural Development Practitioners.

# B.Sc Agriculture

# Agricultural Economics

## OVERVIEW

Agricultural Economics is concerned with the study of the production, distribution and consumption of agricultural goods and services. In order to understand agriculture and resource issues, economic theory provides an analytical framework that can be used to assess the interconnected parts of the agricultural industry, predicting

likely outcomes of programmes, policies and regulations and devising necessary solutions. Agricultural Economists thus integrate the concepts, methods and approaches from economics with knowledge of agriculture to evaluate issues, plans and projects in agriculture.

Agricultural Economists utilise their expertise in management, extension

work, finance, marketing and policy making and advocacy.

## AIMS AND OBJECTIVES

- A detailed understanding and application of economic theory.
- Ability to apply analytical tools to data and information in order to make appropriate economic and business conclusions.
- Develop an understanding of agricultural business issues in a broader socio- economic and resource context.
- Ability to communicate effectively, both written and orally, economic concepts, business decision-making and agricultural concepts.
- Ability to make ethical business decisions.

## INDUSTRY/GLOBAL TRENDS

Agricultural Economists are challenged by changing agricultural systems as a result of globalisation, privatisation and commercialisation. For these reasons, resource management has become a major issue because the survival of society is dependent on how well today's

resources are managed to sustain future generations. In addressing this issue, Agricultural Economists have come out with many concepts and models. Some of these include: alternative policies/programmes; joint-ventures between small farmers, traders, transporters, processors and exporters; rural financing; adapting to changing domestic markets and forming regional markets.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Agricultural Economists work in many diverse fields ranging from private and public sector to education and research. Some job assignment includes:

- Community development.
- Environment and conservation analysis.
- Agricultural enterprise/venture management.
- Extension.
- Agricultural marketing/financing.
- Research, policy and advocacy.

# B.Sc Agriculture Animal Science

## OVERVIEW

Animal Science deals with the scientific production and management of animals with an emphasis on animal nutrition, reproduction, genetics and growth.

Apart from dealing with the sound foundation in the science upon which the production

of animals depends, Animal Science also integrate the business and support services in the animal industry.

The challenges and issues that affect the animal industry in the wider social and economic context are also considered. The B.Sc. Agriculture (Animal

Science) programme equips students with the necessary theoretical and practical skills to work on farms or to obtain positions in the livestock industry or related fields.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Understand the fundamental tenets of animal science disciplines including genetics, growth and development, meat science and technology, nutrition, feeds and feeding, anatomy, basic and environmental physiology and reproduction.
- Understand the scientific method and design of experiments to test hypotheses and as such experience the process of discovery.
- Be able to critically analyse and evaluate information relevant to animal behaviour.
- Integrate knowledge from various science and non-science disciplines to effectively conduct animal operations.

## INDUSTRY/GLOBAL TRENDS

Animal agriculture globally is highly dynamic. In developing countries, it is being modernised in response to rapidly increasing demand for livestock products whereas in developed countries, demand for livestock products is stagnating. As a discipline and a practice, Animal Science is focusing more on efficient production practices, animal welfare and alternative production methods. This focus is in response to increasing demands by consumers who prefer safe, nutritious food, produced through acceptable and sustainable practices

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Career opportunities in Animal Sciences range from self-employment to public, private and educational sectors. Career opportunities include: animal breeding and genetics, animal nutrition, animal health, veterinary science, and farm and rangeland management. Other career opportunities for graduates are also found in management, training, sales, human resources, communications and production agriculture.



# B.Sc Agriculture Aquaculture

## OVERVIEW

Aquaculture is an applied science that deals with the culture of numerous aquatic organisms in a wide range of culture environment (from sea enclosures to semi-extensive ponds and high-tech recirculation systems). Aquaculture is often referred to as the aquatic equivalent of agriculture and it includes the

production of freshwater and marine fish, molluscs (including oysters), crustaceans (shrimps, prawns) and aquatic plants such as seaweed. Aquaculture also focuses on the biological, physical and chemical integrity of water bodies, economic and social driving factors necessary for the sustainable production of fish

and other aquatic organisms. Aquaculture experts design aquaculture systems, employ scientific techniques, and practical skills and business strategies to improve aquatic resource management.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate a sound understanding of the biology of aquaculture organisms, their breeding, genetics, nutrition and water quality issues relevant to aquaculture.
- Be able to build aquaculture infrastructure and solve engineering issues relevant to aquaculture ventures.
- Employ knowledge of health and safety issues in aquaculture ventures.
- Apply scientific techniques, practical skills and business management strategies to improve aquatic resource management.
- Be able to manage and operate an aquaculture business.

## INDUSTRY/GLOBAL TRENDS

Declining fish populations around the world as a result of overfishing, pollution and human impacts demand a change in current fishing practices. For this reason, Aquaculture is seen as an important source of meeting the fish stock deficit. Currently, Aquaculture is responsible for one third of the fish consumed globally. However, as aquaculture production continues to grow, so do concerns over its impacts on the environment and wild fish species. In order to address these issues; the general consensus is the need for applications of scientific techniques, micro business strategies, sensitisation of producers and consumers in addition to effective regulation

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Career opportunities in Aquaculture range from self-employment to public, private and educational sectors. An Aquaculture graduate may work directly in a farm that breeds fish for local consumption or export; and Aquaculture related services in hatcheries, construction, processing and marketing.



# B.Sc Agriculture Crop Science

## OVERVIEW

Crop Science is concerned with the application of biological, chemical and physical principles to crops and cropping systems for conversion into food, feed, pharmaceuticals and ornamental commodities.

Crop Science examines agronomic crop plants, their growth habits and their genetic improvement. It

also considers the techniques to enhance a plant's ability to convert sunlight into usable energy, fight off diseases and insects, and produce crops that are economically and environmentally sustainable.

In addition to teaching and research, specialists in Crop Science offer their expertise in agrochemical, seed,

grain, nursery and food processing companies. Others work as private farmers or professional consultants.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate an understanding of the biology of plants in their environment and the various functions of plants for people and animals, based on such knowledge as plant physiology, morphology and taxonomy, biochemistry, organic and physical chemistry, statistics, plant breeding and genetics.
- Be able to apply the knowledge of the role of natural resources and environmental factors on plant and agro-system development for open and protected plant production systems.
- Demonstrate appreciable knowledge of the importance of ensuring good environment, high food security (quality and quantity) and maintaining biodiversity.
- Ability to work with and solve problems connected to crops, crop production, and environment.
- Ability to collect data (simple measurements in field and

laboratory), calculate (simple statistic analysis) and inform about the results.

## INDUSTRY/GLOBAL TRENDS

On a global scale, the production of adequate and accessible food is a considerable challenge. Aside cropping system and technology, environment and climate concerns also limit crop production in many areas. Research and innovation is therefore a constant area of focus in Crop Science. Recent innovations involve biotechnology and production of bio-fuels. Biotechnology is being used to manipulate the genetic material of plants and crops, attempting to make them more productive or resistant to disease. Bio-fuels are manufactured from agricultural derivatives such as turning crops into energy sources. A typical example is ethanol, produced from maize.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Career opportunities in Crop Science include the under listed:

- Agronomist
- Crop Breeder/Biochemist
- Chemical/Fertiliser Specialist
- Crop Production Specialists/ Manager
- Crop Marketing Specialist/ Manager
- Extension Agent
- Seed Production Specialist/ Technologist
- Weed Scientist

# B.Sc Family & Consumer Science

## Food & Clothing

### OVERVIEW

Food & Clothing Science is an interdisciplinary discipline in Family and Consumer Science; combining aspects of natural and social science. It focuses on the relationship between individuals, families and communities, and the environment in which they live. Food Science draws on biology, psychology, sociology, education, economics, chemistry, physics,

mathematics and engineering to study food & nutrition, principles of food, food hygiene and safety, nutritional assessment methods, sensory evaluation of foods and life cycle nutrition and meal management. Clothing Science examines both the physical [fabric properties, product design, processes, performance & maintenance] and social aspects

of textiles and apparel [theoretical perspectives, socio-cultural contexts, manufacturing, marketing & distribution]. Professionals with Food and Clothing background are engaged in establishing quality assurance systems, process & product design and research on family & consumer behaviour for the betterment of families and society.

### AIMS AND OBJECTIVES

At the end of the programme, students are expected to :

- Acquire an in-depth knowledge of Food and Clothing Science and the application of this specialisation within current Family and Consumer practice or situations.
- Demonstrate an understanding of procedures needed to promote and maintain health, nutrition and safety in a given intervention.
- Demonstrate a comprehensive and systematic grasp of Family & Consumer Science Body of Knowledge and its relationship to Food and Clothing.
- Be able to contribute to the improvement and/or maintenance of the well-being of individuals, families and communities within local and international social contexts.
- Be able to apply diverse teaching methods and strategies which are appropriate to addressing the needs of families and society.

### INDUSTRY/GLOBAL TRENDS

More than ever before, Consumer & Family professionals with Food & Clothing background are increasingly being asked to provide knowledge that is relevant to the needs of individuals, families and communities. This is based on the realisation that problems such as poverty, food security, water & sanitation, health and environmental quality do not fall into a single disciplinary or old. Researchers and practitioners with expertise in Food & Clothing work with other professionals to and solutions to problems that confront individuals, families and communities on a daily basis.

### ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

### ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

### TUITION METHODS

Lectures, class discussion and practical tutorials.

### CAREER PROSPECTS

FCS graduates pursue postgraduate studies for further specialisation or and employment in the following fields:

- Food industry
- Hospitality services
- Social & community services
- Sensitisation & Advocacy
- Early childhood interventions
- Teaching [public & private sector]
- Programme Counselling
- Rehabilitation Services
- Fitness and sports

# B.Sc Family & Consumer Science Family & Child Studies

## OVERVIEW

Family and Consumer Science (FCOS) is concerned with the improvement of the quality of life of the family as a consumer of goods and services in the global environment. The discipline is an amalgam of natural and social sciences and the Arts. FCOS examines the social, economic and cultural context in which families and individuals live and

their likely effect on either creating opportunities or barriers for them. The physical, social and emotional principles that are offered by FCOS are crucial to understanding families and children and how to improve their welfare. The mission of the department is to motivate young and talented scientists to make innovative discoveries in family and consumer

sciences and also to preserve and improve the quality of life through scholarly studies of individuals, families and society in a continually evolving environment.

FCOS professionals work with agencies, programmes and organisations that focus on improving the welfare of families and children.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate an understanding of how the diversity of families and community impact on the development of the family.
- Demonstrate an understanding of procedures needed to promote and maintain health, nutrition and safety of individuals and the family..
- Be able to apply diverse teaching methods and strategies which are appropriate to addressing the needs of individuals and families.
- Be able to analyze family and children life's situation from a cultural, systemic and developmental perspective.
- Be able to establish micro-businesses in the different areas of family and consumer sciences

## INDUSTRY/GLOBAL TRENDS

FCOS has become indispensable to understanding the fundamental challenges of children and families at the very basic level and their likely consequences on the broader society. One major concern that FCS is paying attention to is the continually evolving family structure. It is now known that an increasing number of children are deprived of adequate care because of high divorce rates, non-marital childbearing and cohabitation. Through the knowledge of family development, relationships dynamics, health, functioning and resource management, FCOS experts are studying this phenomenon in order to design appropriate interventions for redress.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

FCOS graduates pursue postgraduate studies for further specialization and have the chance to be employed as:

- Food industry/ Hospitality Service Managers
- Fashion Designers
- Family Resource Managers
- Early Childhood Education Managers
- Child Development Specialists
- Teaching/Research/Extension
- Programme Managers
- Rehabilitation Services
- Consumer Education Specialists
- Nutritionists/Dietitians
- Management consultants



My time spent here has been more than beneficial. Most of it has been about understanding the science behind one of the country's necessary sectors and how to keep it thriving.

**Frank Opoku-Agyemang**

BSc. Agriculture(Crop Science)  
Level 400

# B.Sc Agriculture Horticulture

## OVERVIEW

Horticulture is the science and art that deals with the propagation, cultivation, processing and marketing of vegetables, fruits and ornamental plants.

Horticulture is broadly categorised into Olericulture, Pomology, Floriculture and Landscape Horticulture. Olericulture is concerned with the production, storage, processing and marketing

of vegetables.

Pomology deals with the science and practice of fruit production whereas Floriculture deals with the cultivation and management of flowering plants, foliage plants and cut flowers. Landscape Horticulture is concerned with the design, construction and maintenance of landscapes for homes, businesses and public areas.

Experts in Horticulture are sought after in many entrepreneurial and professional ventures. These include nursery, vegetable and fruit production industry; design, installation and maintenance of indoor/outdoor landscapes and wholesale/retail of horticultural products.

## AIMS AND OBJECTIVES

- Well-rounded knowledge on the principles of horticulture and sustainable production of fruit, vegetable and ornamental crops
- Demonstrate a thorough understanding of the design, selection and processing of materials for a wide range of applications in engineering.
- Ability to identify and analyse the factors that affect crop production including physiological, genetic, climatic, environmental, and edaphic factors.
- An in-depth understanding of the theory, concepts and methods relating to the development, support and maintenance of a horticulture business, meeting industry standards and regulations.
- Demonstrate the ability to analyse horticultural problems from various domains, design appropriate solutions and implement the solution to agreed standards.
- Demonstrate the ability to

coordinate and supervise the development of a horticulture business and maintenance of its activities, meeting industry standards.

## INDUSTRY/GLOBAL TRENDS

In recent times, Horticulture has had to adapt to several changes in the market and the production of horticultural products. Some of these developments include globalisation of the market, stiffer competition on the global market as a result of increasing production in developing countries, and sustainable production. The industry is also characterised by decreasing number of growers with intensive cultivation. Growers are also forming alliances to compete favourably. There is also a growing need for well-educated professional horticulturists who can manage horticultural ventures.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission

Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Career opportunities in Horticulture are very diverse including:

- Floriculturist
- Fruit/Vegetable farmer or entrepreneur
- Seed and plant materials specialist/ supplier
- Horticultural sales representative
- Production manager/supervisor
- Interior plant maintenance technician
- Market representative
- Plant breeder
- Horticultural therapists

# B.Sc Agriculture Postharvest Tech.

## OVERVIEW

Post-harvest technology deals with the science applied to agricultural produce after harvest for the purpose of preservation, conservation, processing, packaging, storage, distribution and marketing to meet the food and nutritional requirements of consumers.

Post-harvest technology ensures the quality of perishables while improving

the sustainability of the fresh chain. This is achieved through the use of optimum harvest factors, reduction of losses in handling, packaging, transportation and controlled atmosphere (CA) storage with modern infrastructure and processing into a wide variety of products. Post-harvest technology is fundamental to achieving food sufficiency by avoiding

losses and provision of quality food and nutrition as well as more raw materials for processing, thus ensuring better returns to farmers. Experts who work in post-harvest technology apply an interdisciplinary approach which includes scientific creativity, technological innovation and commercial entrepreneurship.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate a solid foundation in the techniques used in post harvest technology and the underlying mechanisms which determine and limit these techniques.
- Be able to integrate knowledge acquired across functional areas and disciplines in crop science, horticulture, biotechnology and post harvest physiology.
- Be able to describe the nature and causes of post harvest diseases, disorders and pest incidence.
- Develop skills in the diagnosis of post harvest diseases, disorders and pests, and the ability to implement control measures to rectify them.
- Be able to devise means to add value to agricultural produce through appropriate post harvest techniques.

## INDUSTRY/GLOBAL TRENDS

There is considerable interest in the development of new or improved post-harvest storage and food-processing techniques. This interest is driven by high post harvest losses especially in developing countries and global consumer demand for high-quality foods that are both fresh and nutritious. On the one hand, improved post harvest techniques imply that more food will be added to the world's food basket, thus reducing the need to intensify production in the future. On the other hand, demand for more fresh products has resulted in a wider use of improved controlled-atmosphere storage methods as well as new non-thermal technologies. Since the global market now prefers fresh products over canned and frozen products, post harvest technology is continually adapting to address this need.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Graduates of post harvest technology work in food processing industries, wholesale, retail and import/export organisations where produce quality is paramount. Given the high post harvest losses in developing countries; the competence and infrastructure to maintain the freshness or minimise the deterioration of produce after harvest offers huge business and career prospects.

# B.Sc Agriculture Soil Science

## OVERVIEW

Soil Science focuses on the study of the chemical, physical, biological, and mineralogical composition of soils as it relates to plant growth. It is a multi-disciplinary subject combining aspects of physics, chemistry, biology, pedology (the science of natural soils) and geomorphology (the study of the physical features of the Earth's surface). Soil Science encompasses how soil forms, its role in the

environment, land conservation and rehabilitation issues. It is a key factor in food production and is at the forefront of environmental and natural resource issues particularly land use, soil contamination, ground water quality and waste disposal. Soil scientists conduct soil surveys, classify and map soils. They also provide information and recommendations to farmers

regarding the best use of land and plants to avoid or correct problems, such as erosion. Others also consult with engineers and other professionals working on construction projects about the effects of, and solutions to, soil problems. Others also consult with engineers and other professionals working on construction projects to solve soil problems'

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Be able to distinguish among various disciplines of soil science and their relative importance to sustainable crop production and environmental management.
- Appreciate the need to optimise the use of land resources for sustainable crop production, while maintaining environmental quality, through application of sound theoretical and practical knowledge on chemical, physical and biological features of soil, their interaction and plant nutrition.
- Be able to relate the theoretical knowledge gained on plant nutrition, agronomy and environment etc. to real field conditions in order to ensure sustainable crop production while minimizing the soil degradation.
- Demonstrate and interpret a range of practical field and

laboratory techniques to evaluate soil properties.

## INDUSTRY/GLOBAL TRENDS

Many of the most pressing environmental and socio-economic issues faced by the world (climate change, global food shortages, lack of quality drinking water, human health) require effective soil management to resolve them. Soil scientists are therefore placing major emphasis on development of more effective use of land resources, establishment of scientific guidelines for soil management and maintenance and improvement in the quality and productivity of soils. Soils have also entered the policy domain and in several countries soil legislation is being developed. Such legal frameworks provides law and policymakers with guidelines for identifying, developing, or strengthening a legal system concerned with the environment or a particular aspect of it (e.g. water, soils and biodiversity).

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Soil Science graduates work in a wide array of professional positions in both the public and private sector as:

- Soil conservationists
- Environmental specialists
- Soil microbiologist
- Soil chemist
- Land-use specialist
- Soil physicist
- Soil ecologist



# School of Veterinary Medicine

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UNDERGRADUATE PROGRAMME AVAILABLE

- Doctor of Veterinary Medicine(DVM)

# Doctor of Veterinary Medicine (DVM)

## OVERVIEW

Veterinary Medicine is the branch of science that deals with the application of medical, surgical, public health, dental, diagnostic, and therapeutic principles to non-human animals including wildlife and domesticated animals, including livestock, working animals and companion animals. The study of Veterinary Medicine permits the diagnosis and treatment

of diseases and dysfunctions of animals, specifically caring for health of pets, livestock, and animals in zoos, racetracks and laboratories. Veterinary medicine also benefits human society in diverse ways since veterinarians use their skills to protect humans against diseases carried by animals and conduct clinical research on human and animal health problems.

Veterinarians use their expertise to diagnose animal health problems, vaccinate against diseases, medicate animals suffering from infections or illnesses, treat and dress wounds, set fractures, perform surgery, and advise owners about animal feeding, behaviour and breeding

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to;

- Demonstrate a deep insight into wide range of courses in Basic Sciences, Animal Science, Biomedical and Clinical Sciences to ensure a good knowledge base and skills required for a graduating veterinarian.
- Be able to master the knowledge and skills necessary for the diagnosis, treatment prevention and control of animal diseases, veterinary public health, animal production, research and extension.
- Demonstrate competence in veterinary problem-solving skills with the ability to form a professional judgment, make independent decisions and justify these decisions.
- Appreciate social responsibility relating to the health and welfare of animals and aspects of public health.
- Have gained the legal competence to practice

veterinary medicine independently

## INDUSTRY/GLOBAL TRENDS

In view of the fact that veterinarians have educational background that is strongly based on the principles of comparative biology and medicine, veterinary medicine is increasingly being applied to a variety of animal and human health-related problems. Aside their traditional roles, veterinarians are now applying their expertise to new and emerging fields, including environmental science, toxicology, wildlife and conservation medicine, genetic engineering, comparative medicine, biotechnology, cell biology, human and animal nutrition, ethology, and international veterinary medicine. The recent case of avian influenza (bird flu-H5N1) for instance saw international veterinarian teams collaborating with other professionals to control and manage the pandemic.

## ASSESSMENT

Students are assessed through a combination of assignments, examinations and projects.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Class discussion, Note dictation, Practical Sessions, Field work and attachment.

## CAREER PROSPECTS

Veterinarians provide medical care for companion animals, food and fibre-producing animals, horses, exotic animals, captive aquatic animals, wildlife species and laboratory research animals. In addition to primary clinical care, veterinarians engage in biomedical research and pathology and participate in protection of the public health.

*Please note that Graduates of Veterinary Medicine are mandated by statutory laws/ regulations to be registered and issued with license in order to practice. In Ghana, this is supervised by the Veterinary Council of Ghana*



# School of Physical and Mathematical Sciences

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- Bachelor of Science in Actuarial Science
- Bachelor of Science in Chemistry
- Bachelor of Science in Computer Science
- Bachelor of Science in Earth Science
- Bachelor of Science in Information Technology
- Bachelor of Science in Mathematics
- Bachelor of Science in Physics
- Bachelor of Science in Statistics



# B.Sc Physics

## OVERVIEW

Physics is a physical science that studies matter and the energy fundamentals and forces that govern interactions between particles. The subject embraces the study of a wide range of phenomena from the very small to the very large from quarks to galactic structures along with everything in-between. Physics is considered as the fundamentals science because all

other natural sciences apply the principles and laws established by it. It has several focal areas including applied physics, biophysics, computational physics, geophysics, high- energy physics, mathematical physics ,material science, nuclear physics plasma physics and physics education. Physicist work in a rather wide range of field, some physicists do basic

research to increase knowledge while others focus on applied research by applying theories to practical problems. Applied research in physics is responsible for the creations of new technologies, products and processes. Physicists also apply their analytical skills to solve problems in engineering, medicine, economics, finance, law and government.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to;

- Be able to demonstrate skills in scientific inquiry, problem solving and laboratory techniques.
- Develop well-rounded knowledge of scientific theories and models that explain the properties of the natural world such as atom formation.
- Be able to conduct scientific experiments and studies to test theories and determine properties of matter and energy.
- Develop the ability to analyse and model data using applicable mathematical calculations and computer software.
- Demonstrate understanding of the general principles in Physics.

## INDUSTRY/GLOBAL TRENDS

Physics is deeply rooted in quantitative thinking, problem solving, modelling and experimentation. For this reason theoretical breakthroughs usually serve as the springboard for new technologies. Research in physics has contributed to advances in many fields and current science and technology fields such as superconductivity, nanotechnology, fuel cells and medical imaging are being led by physicists

## ASSESSMENT

Students are assessed on the basis of completed assignment, examination, laboratory activities and project or other methods outlined in specific subject outlines

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, Class discussion and Practical tutorials.

## CAREER PROSPECTS

Physics graduate can enter the field of engineering, industry, finance, management, medicine, law, government or secondary education graduate. Graduates can also opt for advanced study in physics or related fields such as astrophysics, chemistry, engineering, mathematics, computer science, earth science or the life sciences.

# B.Sc Computer Science

## OVERVIEW

Computer Science is the systematic study of the principles, applications, and technologies of computing and computers. It is a broad field but its central objective is to study and understand the mathematical, scientific and engineering principles that underline all computing systems. Without an understanding and design of computers and computational

processes; today's ICT front- end tools such as Automated Teller Machine (ATM), the mobile phone, the internet and supercomputers used in meteorology and medicine will not have come into existence. The discipline also goes beyond design and invention to making processes more efficient through methods such as numerical analysis, operations research, artificial

intelligence and language design & structure.

Sub-fields in Computer Science include, among others Operating Systems, Computational Science, Programming Languages, Automata Theory, Architecture, Intelligent Systems, Information Storage & Retrieval and Software Engineering.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Acquire a well-rounded knowledge of the core areas of algorithms, theory of computation, operating systems, linguistics of programming languages and architecture.
- Understand and apply fundamental concepts in computing with focus on software, hardware and theory of computation to solve a range of scientific, technical and commercial problems.
- Demonstrate the theoretical and practical skills set needed to be a globally competitive computer scientist.
- Be able to analyse a problem, design software, use programming and linguistic tools to develop software to resolve the problem.
- Appreciate the social, cultural and economic implications of a specific design problem and resolution.

## INDUSTRY/GLOBAL TRENDS

The use of computational processes has led to the creation of software artefacts that have transformed the face of modern science. For instance, by means of the computer, biologists have a deeper understanding of genetics while geologists are able to predict earthquakes with a higher degree of accuracy. Thus, progress in Computer Science such as better networking technology, faster computing speeds and new devices has led to increased efficiency in other disciplines. In order to address the many challenges in business, engineering, science, healthcare and other areas, computer scientists team up with experts in particular domains of interests. Such teams try to resolve complex problems; develop and improve software systems or invent new computing systems.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Careers in Computer Science are extensive. They include among others;

- Applications Developer
- Computer Scientist
- Computer Science Instructor
- Computer Animation Expert
- Database Programmer/ Designer
- Information Security Specialist
- Multimedia Authoring Specialist/ Programmer
- Quality Assurance Specialist
- Researcher - Systems Developer
- Robotics Technology Specialist
- Systems Analyst
- Systems and Software Engineer
- Software Developer

# B.Sc Mathematics

## OVERVIEW

Mathematics is the body of knowledge justified by deductive reasoning about abstract structures, starting from axioms and definitions. As a Formal Science, Mathematics is not concerned with the validity of theories based on observations in the real world, but with the properties of formal systems based on definitions and rules. In a broad sense, Mathematics

goes beyond the study of numbers, counting and measuring to the study of number patterns, relationships and communicating concepts. The field is classified into Pure/Theoretical Mathematics and Applied Mathematics. Pure Mathematics seeks to identify unexplained issues and resolve them while Applied Mathematics uses theories and techniques to address

pertinent questions and solve practical problems. The traditional divisions of Mathematics include: Arithmetic which studies numbers, Algebra which studies structures, Geometry which studies space, Analysis which studies infinite processes (such as Calculus) and Probability Theory & Statistics which study random processes.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to;

- Develop a solid grounding in the underlying theories and principles of both Pure/Theoretical and Applied Mathematics.
- Develop proficiency in analytical thinking, quantitative reasoning and problem-solving skills to resolve mathematical issues.
- Be able to access, disseminate and analyse mathematical information.
- Develop mastery in computational calculations using a range of scientific software and technology.
- Be able to engage meaningfully with math-related specialists such as economists, engineers and physicists to address challenges by applying mathematical competence.

transformation of today's society. This is because Mathematics is central to any scientific discovery and invention. Without it, science and technology cannot stand. At present, Mathematics is being applied to address problems in such diverse fields as Banking & Finance, Environmental Modelling (resources, biodiversity, weather & climate), Information Security (coding, cryptography) and Engineering (fluid mechanics, optimising industrial processes). Apart from developing new mathematics and creating models to resolve practical problems, mathematicians are also devising new methods of teaching and learning. This includes integrating several traditional divisions of mathematics into a course and offering experiences to the student that seek to help them acquire a functioning understanding of basic mathematical concepts upon which, increasingly abstract or complex concepts are built.

## ASSESSMENT

Students are assessed on the basis of completed assignment, examination, laboratory activities and project or other methods outlined in specific subject outlines

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, Class discussion and Practical tutorials.

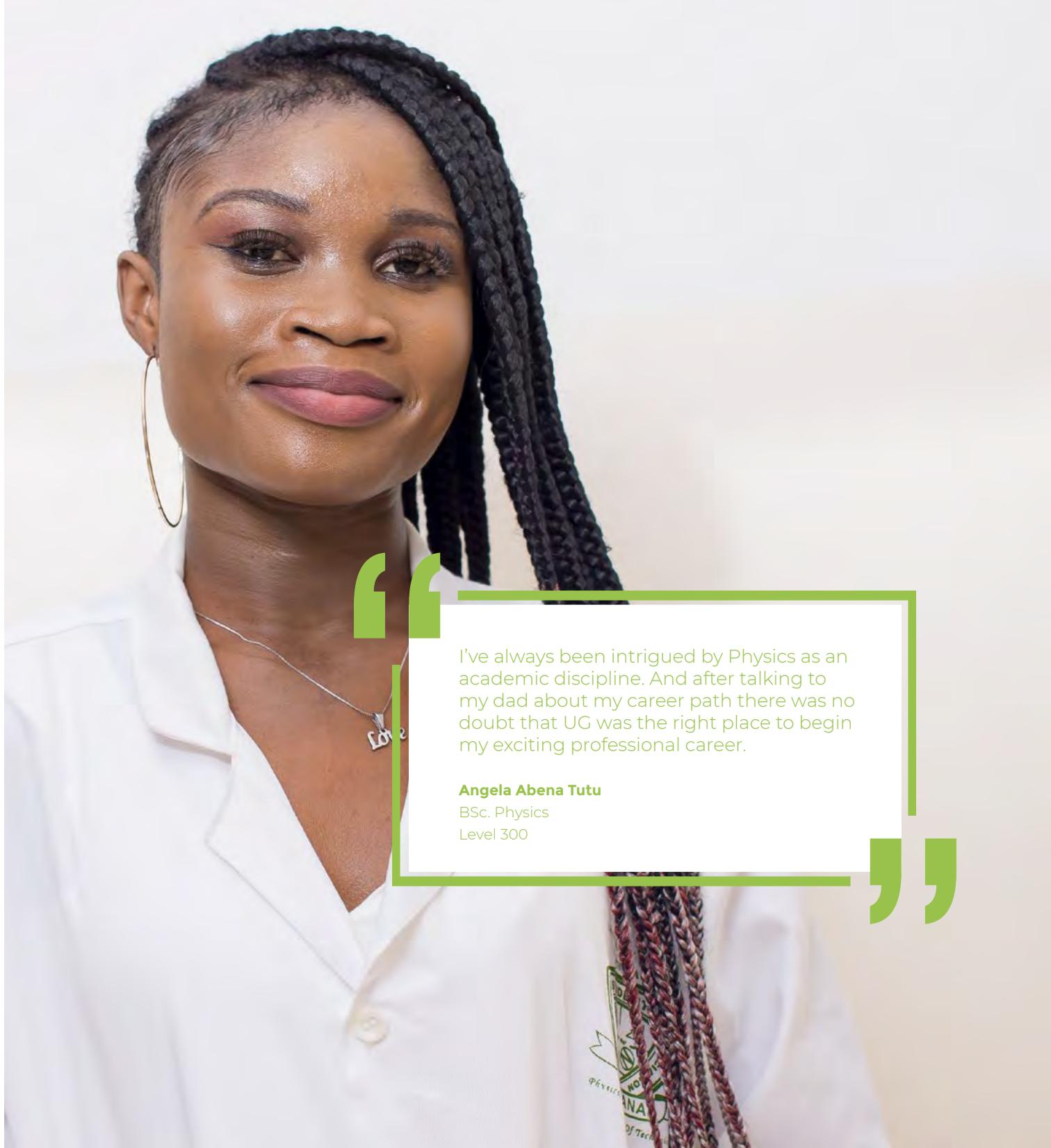
## CAREER PROSPECTS

The B.Sc Mathematics programme gives students a wide range of career options in diverse fields. They include among others;

- Accounting
- Actuarial Science
- Banking & Finance
- Computer Systems
- Engineering
- Insurance
- Information and Communications Technology
- Operations Research
- Software Engineering
- Statistics
- Data Science

## INDUSTRY/GLOBAL TRENDS

Mathematics continues to play a fundamental role in the



I've always been intrigued by Physics as an academic discipline. And after talking to my dad about my career path there was no doubt that UG was the right place to begin my exciting professional career.

**Angela Abena Tutu**

BSc. Physics

Level 300

# B.Sc Chemistry

## OVERVIEW

Chemistry is a Physical Science that studies the structures, compositions, reactions and other properties of substances. Both Chemistry and Physics study matter and energy and their interactions, but while Physics focuses more on the nuclear part of the atom; Chemistry tends to focus on the properties of substances

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Develop an in-depth understanding of the basic scientific principles that underpin Chemistry such as Analytical and Organic Chemistry.
- Develop proficiency in practical knowledge of laboratory techniques and practices through which chemical products are developed.
- Develop mastery in testing procedures as well as the ability to analyse components and physical properties of materials.
- Be able to analyse substances to determine their chemical and physical properties, such as their structure and composition.
- Be able to write technical reports with emphasis on detailed methodology and accurate and reliable findings.

## INDUSTRY/GLOBAL TRENDS

Chemistry is an ever-expanding discipline. Led by research, it plays

and their interactions, particularly reactions that involve electrons.

Chemistry is often referred to as the Central Science because it connects the Physical Sciences such as Physics with the Life Sciences & Applied Sciences such as Medicine and Engineering. Basic Chemistry investigates the properties,

a major role in the discovery and development of new and improved drugs, fuels, plastics, detergents, and thousands of industrial and household products. Even though Chemistry has traditionally being applied in the sciences particularly medicine, engineering, agriculture and pharmacy, today it finds wide applicability in Business, Law and Manufacturing. Whether it is forensics, plumbing or fire-fighting, Chemistry is being used to develop new and improved products and processes. Increasingly, expertise in one or several areas of Chemistry is recognised as essential for scientific research projects. In pharmaceutical research for example, chemists may work with biologists to develop new drugs and with engineers to design ways to mass produce them. The use of computers and sophisticated laboratory instrumentation for modelling, simulation, and experimental analysis is also gaining wide acceptance in Chemistry.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines

## ENTRY REQUIREMENTS

composition, and structure of matter as well as the laws that govern the combination of elements and reactions of substances.

Applied Chemistry deals with developing new products and processes or improving existing ones.

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Class discussion. Note dictation, Practical Sessions.

## CAREER PROSPECTS

Career opportunities for B.Sc Chemistry graduates are wide spanning Industry, Academia and MDAs. Graduates typically work in Quality Control, Chemical Analysis, Pollution Control, Environmental Monitoring, Teaching and Medical & Forensic Laboratories. Industries that usually employ chemists are:

- Agriculture
- Ceramics
- Cosmetics manufacturing
- Fertiliser manufacturing
- Food processing
- Metal products
- Mining
- Paint manufacturing
- Petroleum Exploration & Refining
- Plastic products
- Paper manufacturing
- Pharmaceuticals



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# B.Sc Statistics

## OVERVIEW

Statistics is a mathematical science which deals with the collection, analysis, interpretation or explanation and presentation of data. It also provides the means for prediction and forecasting based on data. Statistics as a tool is applicable to a wide variety of academic

disciplines, from the natural and social sciences to the humanities, government and business. Its methods can be used to summarise or describe a collection of data; this is called descriptive statistics. In addition, patterns in the data may be modelled in a way

that accounts for randomness and uncertainty in the observations, and are then used to draw inferences about the process or population being studied; this is called inferential statistics.

## AIMS AND OBJECTIVES

Probability is the foundation of Statistics and every course in the programme has an element of probability in it. Some minimum level of University Mathematics (Level 100 at least) is required for a good understanding of the Probability courses. This is crucial to the Philosophy and Objectives of the B.Sc Statistics Programme at UG. We focus our Learning and Training Activities on the logic and principles that should guide rational decision making in conditions of uncertainty. We are certain that this philosophy equips our students with skills that all employers consider desirable.

## INDUSTRY/GLOBAL TRENDS

Statistics is an old discipline, as old as the human activity. Its utility has been increasing as the ages goes by. In the past, it was used in the administrative departments of the states and the scope was limited. From then on, it was used by governments to keep record of birth, death, population etc., for administrative purpose. These days however, fields like agriculture, economics, sociology, business management etc., are now using Statistical Methods for different purposes. Various disciplines have also evolved out of the subject such

as mathematical statistics, which is concerned with its theoretical basis. There is also a branch of statistics called exact statistics that is based on exact probability statements.

## ASSESSMENT

Students are assessed on the basis of completed assignment, examination, laboratory activities and project or other methods outlined in specific subject outlines

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, Class discussion and Practical tutorials.

## CAREER PROSPECTS

There are excellent opportunities for statistics graduates. Typical tasks of a Statistician may include:

- Developing econometrics, time series, and forecasting models for determining the cause and effects of various socio-economic variables on any society.
- Consulting in the design

and analysis of clinical studies, evaluating new pharmaceutical agents;

- Developing theories of learning and behaviour in conjunction with psychologists;
- Designing experiments for agricultural, ecological, environmental, or energy-related studies;
- Determining mortality, morbidity, and accident rates for an insurance company;
- Serving as an opinion pollster for a public relations firm or a television network; Many undergraduates also proceed directly to graduate work in statistics, actuarial science, financial mathematics, risk management and many others.

# B.Sc Earth Science

## OVERVIEW

The most fundamental part of our environment is the earth on which we live. Understanding this environment is the realm of earth science- the science concerned with the study of the earth. Earth science is the study of the composition structure, processes, history and resources of the earth. Earth science apply the principles of chemistry, physics, biology and mathematics not only in finding solutions to natural problems but also to the discovery of petroleum, natural gas, groundwater and mineral deposits. The department's undergraduate

academic program provides a broad foundation for earth science study and opportunities for subsequent specialisation. The program provides a strong field- based culture in all topics in the first three years and offer a specialization in one of these fields in the final year: geology, hydrology, mineral exploration, petroleum geosciences, engineering, geology and environmental geosciences. Students are required to participate in faculty- student research project or conduct independent research of their own. Field exercise

and excursion form important components of the undergraduate programme. The excursions together with laboratory exercise and periods of industrial training enhance students knowledge and practical understanding of earth science. Through the combination of classroom laboratory, fieldwork and project modules, the programme facilitates the transfer of skill such as IT, quantitative research, communication team work abilities and personal organisation and development.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Acquire a well-rounded knowledge of the processes operating within, on and above the Earth's surface and how they affect and change the planet.
- Develop proficiency in analysing aerial photographs, geologic formations and other data to locate natural resource deposits.
- Develop the ability to use a multidisciplinary approach to solve specific problems by relating to knowledge of relevant fields such as Biology, Chemistry, Geography, Mathematics and Physics.
- Be familiar with on-going efforts to address the environmental, social and economic impacts associated with resource use and management.

- Be able to apply knowledge and skills (in area of specialisation) to conduct scientific investigation or evaluate practical challenges.

## INDUSTRY/GLOBAL TRENDS

Earth science now also play an important role in interdisciplinary studies that seek to understand the interaction between the oceans, the atmosphere and the biosphere with the solid earth. These inter disciplinary studies address contemporary problems such as climatic change, pollution monitoring, resource exploration and evaluation land use and energy. For example engineering geologist work with civil engineers to make sure the structures are safe from earthquakes, landslides, volcanoes and other potential disasters, petroleum geologist work with reservoir engineers to safely and efficiently produce oil and gas

## CAREER PROSPECTS

The career opportunities are very

diverse. Some earth scientists spend most of their time outdoors, others spend their entire time in the laboratory and many spend a mixture of time outside in the lab and at their desk. Major employers include; the geological surveys, petroleum and energy companies, mining and mineral exploration companies, water companies, oil, energy, water and mineral consultancy and service companies, cement and ceramic industries construction firms geotechnical and engineering companies and environmental consultancy companies

## TUITION METHODS

Class discussion. Note dictation, Practical Sessions.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines

# B.Sc Actuarial Science

## OVERVIEW

If you are excited about mathematics and are actually good at it in addition to being curious about financial matters, you should enjoy studying actuarial science. Actuarial science graduates learn how to analyse risk using mathematics and statistics. They also learn how to use their findings to solve management problems in insurance and other businesses.

## AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- Be able to use financial theory, problem-solving skills, and technology, to aid insurers develop business models and products that minimize the impact of risk.
- Be able to analyse the financial costs of risk and uncertainty in any given industry besides the insurance sector.
- Have been exposed to popular industry standard software and systems which will ultimately ensure that graduates have an immediate productive impact when they begin their careers.

## INDUSTRY/GLOBAL TRENDS

Historically, actuarial science used deterministic models in the construction of tables and premiums. The science has gone through revolutionary changes during the last 30 years due to the proliferation of high-speed computers and the union of stochastic actuarial models with modern financial theory (Frees 1990).

The two main applications of actuarial science are life insurance and pension plans.

However, actuarial science is also applied in the study of financial organisations to analyse their liabilities and improve financial decision-making. Students undertake courses such as Multivariate Distributions, Life Contingencies, Differential

Some of the common modern approaches of the discipline can be seen in the following:

### • Health Insurance

In this application, actuarial science focuses on the analysis of rates of mortality, disability, morbidity, fertility and other contingencies.

### • Pension Industry

Actuarial methods are used to measure the costs of alternative strategies with regard to the design, funding, accounting, administration, and maintenance or redesign of pension plans.

## CAREER PROSPECTS

Actuaries are problem solvers, business analysts, consultants and financial risk assessors all rolled into one. Their skills are applied in the worlds of insurance, pensions, healthcare, banking, and business management and risk assessment. This field offers immense intellectual challenges and high incomes.

In Ghana, most actuaries are employed in the insurance industry, specialising in life and health insurance or property and casualty insurance. The proliferation of

Equations, Probability Distributions, Operations Research, Investment Fundamentals, Discrete Mathematics, Financial Accounting, Business Finance amongst many others as part of the programme. Relevant career internship opportunities are also provided for all students during the course of their studies.

both bank and non-bank financial institutions in Ghana also present exciting career opportunities for graduates in this field. They are mostly employed by these firms to manage credit and price corporate security offerings. They also devise new investment tools to help their firms compete with other financial services companies

## ASSESSMENT

Students are assessed on the basis of completed assignment, examination, laboratory activities and project or other methods outlined in specific subject outlines

## TUITION METHODS

Lectures, Class discussion and Practical tutorials.



# B.Sc Information Technology

## OVERVIEW

The field of Information Technology (IT) is wide-ranging and ever expanding. It encompasses almost every aspect of modern life. UG'S degree offers practical skills underpinned by sound theoretical understanding in the analysis, design and development of computer-based systems; an understanding of the hardware, software and network infrastructure

that supports them; fundamental insights into the contexts in which they arise and operate and an appreciation of the social, ethical and professional issues associated with their development and operation. Whilst covering the role of organisational functions and how IT systems are used in practice, this programme is for those who are confident in the digital world. You

will learn about IT implementation and support functions, along with the principles of systems acquisition and development methods. Some of the courses to be taught under this programme includes: Programming Fundamentals, Mathematics for IT Professionals, Microeconomics and Business, Macroeconomics and Business, Professional, Legal, Moral and ethical issues in IT.

## AIMS AND OBJECTIVES

- On each of the courses which makes up the programme, you'll develop your knowledge and understanding of strategic management of IT for business; your ability to apply various analytical tools to identify business and IT requirement; practical IT skills; and the ability to present IT solutions to various stakeholders.
- The Research Methods module will equip students with the experience and skills to develop their qualitative and statistical methods, which complements the more technical aspects of the programme.
- Students will have exposure to popular industry standard software and systems so that graduates have an immediate productive impact when they begin their careers.

## INDUSTRY/GLOBAL TRENDS

has become an integral part of our daily life. There are now microchips in everything from washing machines to water meters, credit cards to cars, passports to aeroplanes. This means that the study of will always lead to potential employment in any of the thousands of different jobs

associated with the analysis, design, implementation, deployment and management of computer-based systems. Some of the trends in the are as follows:

### • Analytics

This is the scientific process of examining raw data with the intention of drawing insights for better decision-making mostly in a business environment. Analytics relies on the simultaneous application of statistics, computer programming and operations research to quantify performance.

### • Cloud Computing

Clouding computing is defined as the utilization of computing services, i.e. software as well as hardware as a service over a network. The Internet is a typical example.

### • Mobile Application

Mobile applications are designed to run on Smartphones, tablets and other mobile devices. They are mostly designed to provide specific or multiple solutions on a single platform.

### • User Interfaces

User interface has undergone a revolution since the introduction of touch screen capability technology. This has revolutionised the way end

users interact with applications. Touch screen enables the user to directly interact with what is displayed and also removes any intermediate hand-held devices like the mouse. From the emerging trends, it can be concluded that the influence of IT on business is ever growing, and this presents an excellent career prospects for UG's graduates in this field.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

There are excellent opportunities for employment, further study or research in this area. Graduates can look forward to career prospects in a wide range of IT positions including IT support, network support and management, IT systems development and technology application, web developer, database administrator and systems analyst as well as project team leaders.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines

# School of Biological Sciences

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- Bachelor of Science in Animal Biology and Conservation Science
- Bachelor of Science in Biochemistry, Cell and Molecular Biology
- Bachelor of Science in Marine and Fisheries Sciences
- Bachelor of Science in Nutrition and Food Science
- Bachelor of Science in Plant and Environmental Biology
- Bachelor of Science in Psychology

# B.Sc Plant and Environmental Biology

## OVERVIEW

Plant and Environmental Biology is the scientific study of plants. It includes the diversity of plants, their structure, function, ecology and how they interact with other organisms. Plant and Environmental Biology is one of the first scientific disciplines and connects with many other disciplines in the Biological, Physical and Social Sciences. In view of the fact that plants are the primary producers

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to;

- Develop an all-inclusive understanding of the science of plants covering algae, mosses, ferns, gymnosperms and flowering plants.
- Develop an in-depth understanding of essential plant processes and how they affect ecosystems and natural environment.
- Develop the ability to apply principles and concepts in Plant and Environmental Biology to address issues in conservation and management.
- Acquire the knowledge of plant diversity and identification alongside practical techniques in field ecology.
- Develop a deep understanding of selected electives from Advanced Plant Anatomy, Advanced Plant Taxonomy, Fresh Water Biology, Genetics & Breeding, Plant Ecology & Plant Microbiology and their scientific, economic and social importance and applications.

that support all human life, Plant and Environmental Biology has a wider range of applications in many fields. These include; agriculture, biotechnology, environmental science, natural resource management, nature conservation, food and pharmaceutical industries among others. The results of botanical research do not only give insight into plants and the essential

## INDUSTRY/GLOBAL TRENDS

Plant and Environmental Biology is one of the key disciplines investigating the effects of human activities on the environment. The findings of such studies help in predicting climate changes and their consequences, particularly on food production. Botanists studying chemicals produced by plants are also churning out new uses which were previously unknown. Some of these include raw materials for building, paper, solvents and adhesives, fabrics and medicines used in treating debilitating diseases like cancer.

Recently, advances in Genetics and other related sciences have been applied by botanists to expand the fields of Tissue Culture and Biotechnology. With Tissue Culture, whole plants can be grown from single cells; and this is useful in plant breeding where desirable traits such as disease, insect and draught resistance can be propagated. Similarly, Biotechnology allows for modifying the genetic materials of organisms directly and precisely to improve plants for specific purposes.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

processes that affect ecosystems and the natural environment. They also contribute to food, social and economic security. Be it primitive or modern society, plants remain an essential life-support for human existence. This is evident in the role they play in carbon and oxygen cycles, agriculture, building & construction, pharmaceutical, clothing and textile industries.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

There are numerous job opportunities in Industry, Research, Educational Institutions and MDAs for B.Sc Plant and Environmental Biology graduates. These include among others;

- Biodiversity/Environmental Conservation
- Consultancy for Environmental NGOs
- Environmental Protection/Monitoring
- Flora Surveys
- Horticultural Services
- Mining/Land Use Rehabilitation
- Research/Policy Advocacy
- Vegetation Management
- Vegetation Mapping

# B.Sc Fisheries Science

## OVERVIEW

Fisheries Science is the body of knowledge that scientifically studies the utilisation, management and conservation of aquatic plants and animals. As a multidisciplinary science, it draws on the knowledge and principles of interrelated fields like biology, ecology, Marine Science, statistics, genetics, economics, policy and administration and law. At present, the socio-economic conditions of

many communities that depend on fisheries are worsening. These challenges have caused a rethink of traditional fish management practice in many places. Fisheries Science is therefore of critical importance in understanding and addressing the challenges facing the fish industry; including harvesting, processing, marketing, management and conservation of fishery. Areas

where Fishery Science is applied include: species/habitat evaluation, life history & state of fish stock, monitoring and evaluation of commercial, recreational and aquaculture fisheries resources. The available options in the programme are: B.Sc Fisheries Science (Single Major); B.Sc Marine Science (Single Major); B.Sc. Fisheries Science (Major-Minor) and BSc. Marine Science (Major-Minor).

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Acquire a comprehensive knowledge of fishery science, with a particular emphasis on the biology, assessment and management of fishery and other aquatic plants and animals.
- Be familiar with the scientific tools of data collection in fisheries science
- Demonstrate competence in compiling and reporting of fishery data.
- Be able to study and interpret policies related to fishery resources utilisation, management and conservation.
- Demonstrate awareness in the sustainable use of fishery resources and notable interventions to address fishery challenges.

## INDUSTRY/GLOBAL TRENDS

Fisheries Science is an ever changing field. It has diversified to include other aquatic plants and animals and it is likely this trend will continue.

The impacts of fishery on sea birds, rare fish, habitats and ecosystems; together with their social and economic knock-on effects are all considered under Fishery Science. However, the concern of many Fish Scientists and other stakeholders in fishery is to provide the science to address the unresolved questions bothering on sustainable management and conservation. In this regard, Fish Scientists are providing critical information that factor ecological, economic, social and political considerations of the fishery sector for appropriate actions. Such evidence-based information is important for sound decision-making especially by legislators, managers and political actors.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

There are numerous career opportunities in Fisheries. Besides advanced studies, job opportunities include:

- Feed Mill Manufacturing
- Fish Breeding
- Fish Export Marketing
- Fish Farming
- Fish Processing & Production
- Hatchery Management
- Marine Biologist/Scientist
- Ornamental Fish Culture & Breeding
- Research & Development

# B.Sc Animal Biology and Conservation Science

## OVERVIEW

Animal Biology and Conservation Science is devoted to the scientific study and management of indigenous plants and animals. It is a multidisciplinary science with a primary goal of reducing the impact of environmental degradation, loss of biodiversity and climate change. In this regard, experts in Animal Biology & Conservation Science conduct experimental studies

with animals in controlled/natural environment; collect biological data and specimens for analysis and study the characteristics of animals Health, Fishery Biology, Conservation Biology, Wildlife Management, Applied Entomology and Advanced Genetics. The latter focuses largely on modern concepts of molecular biology and genetic engineering. Also, students admitted into the

Department of Animal Biology and Conservation Science may combine with other courses for a degree in Animal Biology with such other courses. Notably, BSc Animal Biology with Biochemistry, BSc Animal and Plant Biology (combined major), BSc Animal Biology with Chemistry, and BSc Animal Biology with Psychology.

## AIMS AND OBJECTIVES

The student of Animal Biology and Conservation Science will be so adequately equipped with knowledge, directed towards the complex interrelationships among humans, other animals, plants and the physical environment and how to reduce their negative anthropogenic impact.

## INDUSTRY/GLOBAL TRENDS

Environmental change requires an expert understanding of animal biology and conservation, whether in charting the recovery of endangered populations, or in avoiding outbreaks of diseases such as avian flu. The importance of captive breeding and reintroduction implies that experts in animal biology also have an important part to play in the management of zoo animals as part of conservation programmes. This programme covers a field of study that is both scientifically rigorous and extremely relevant to today's world.

## ASSESSMENT

Students are assessed on the basis of completed assignment, examination, laboratory activities and project or other methods outlined in specific subject outlines

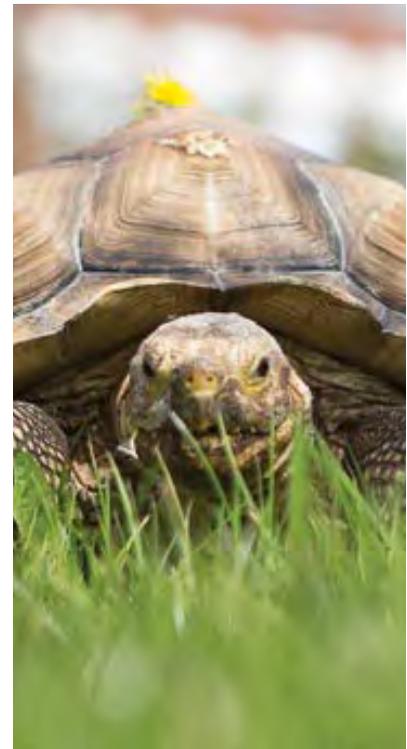
## TUITION METHODS

Lectures, Class discussion and Practical tutorials.

## CAREER PROSPECTS

Students are trained professionals in health care, environmental sciences, natural resource management and basic ecology. Notably, Clinicians, University Lecturers, Agricultural Entomologists, Biomedical Researchers, Medical and Dental Officers, Veterinary Officers, Public Health Officers, Environmental Consultants, Conservation Biologists, Wildlife Managers, Teachers in Second Cycle Institutions and Scientific Officers. An Animal Biology and Conservation science degree also offers an excellent general university education and can provide a gateway to careers in management, journalism and the media, finance and other areas of

commerce, law, computing and the leisure industry.



Duration: 4 Years | Campus: Legon Campus

# B.Sc Nutrition & Food Science

## OVERVIEW

Food Science & Nutrition is the scientific study of the utilisation of food by humans and its effects on health; in both healthy and diseased states. It is an interdisciplinary science that combines chemistry, biology and the behavioural sciences.

The Food Science component of the programme relates to the structure, composition, chemistry and safety

preservation of food. Food Science also addresses the production, manufacturing and processing of food in food-related industries. The Nutrition component examines how the human body obtains and uses nutrients from food for maintenance, growth and renewal of body tissues to sustain life. It also considers the socio- economic, environmental and cultural determinants of eating

behaviours and how they impact on health. Students enrolled in the B.Sc Food Science & Nutrition have the option of a single major in either Food Science or Nutrition. All graduates however benefit from a uniform blend of courses in Nutrition and Food Science as well as topical issues and emerging technologies irrespective of major.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Develop a well-rounded knowledge of the theories, paradigms and defining concepts of Food Science and Nutrition.
- Demonstrate understanding of the underlying principles of food production, new product development and food safety management.
- Develop a deep understanding of human nutrition and its socio-economic, environmental and cultural impacts.
- Be able to identify, define and resolve problems in food technology and food product development.
- Demonstrate an awareness of current debates and ethical issues in the areas of food safety, food production, nutritional assessment and health promotion.

## INDUSTRY/GLOBAL TRENDS

As the frontiers of Food Science & Nutrition expands, so do awareness increase about the direct effect of food and nutrition on human health. Public awareness of nutrition, health and food safety is driving the demand for food scientists and nutritionists to develop new food products with emphasis on added value and safety. Advances in nutritional knowledge and technology are also being applied to such areas as child nutrition, digestive health, nutraceuticals, nutrigenomics and medical conditions such as heart disease, diabetes, malnutrition, obesity and weight management. Like other scientific disciplines, ICT has changed the face of modern Food Science & Nutrition. Key areas of ICT application involve analytical procedures, process control, process planning, logistics, product storage & distribution and packaging.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## TUITION METHODS

Lectures, class discussion and practical tutorials.

## CAREER PROSPECTS

Food Science graduates work in food industry, research institutes and government departments & agencies in areas such as Food Manufacturing, Food Safety, Food Analysis, Brewing, Cereals & Baking, Dairy Products, Fresh & Processed Fruit & Vegetables, Food Processing and Meat Industry among others.

Nutrition graduates work in companies, research institutes and government departments and agencies. Their roles typically include; Research, Consulting, Quality Assurance, Nutrition Information Service, Nutrition Programme Planning or Policy Analysis.

# B.Sc Biochemistry, Cell and Molecular Biology

## OVERVIEW

Biochemistry, Cell and Molecular Biology (BCMB) is concerned with the study of the chemical and physical principles of biological processes such as cell development and the storage and transfer of genetic information. It is a sub-discipline of the Biological Sciences and draws from Biology, Chemistry, Physics, Mathematics, Biochemistry, Cell Biology, Genetics and Molecular Biology. Research is an integral part of BCMB. This is as a result of the fact

that the programme is built on the need to understand the basic structural and functional units of life. Basic research in BCMB investigates among others cell development, growth and heredity whereas applied research focuses on developing products and processes to improve human lives. Without such research efforts, enhanced methods of detecting diseases and genetic disorders together with the discovery of new drugs and medication such

as those used in treating cancer and Alzheimer's disease may not have been discovered. Other useful applications of BCMB include biofuels and genetically engineered crops. Enrolled students have the option of either pursuing a Bachelor of Science in Biochemistry, Cell & Molecular Biology or a Bachelor of Science in Biochemistry combined with a second subject such as Nutrition.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Acquire a comprehensive understanding of the molecular mechanisms of biological processes.
- Acquire the knowledge of the effects of substances such as drugs, hormones and food on tissues and biological processes.
- Develop proficiency in practical research techniques such as the ability to isolate, analyse, and synthesize proteins, enzymes and DNA.
- Develop the ability to use microscopes, lasers, and other laboratory instruments and equipment to conduct experiments.
- Be able to work on teams with other scientists such as chemists, physicists and

botanist on research projects.

## INDUSTRY/GLOBAL TRENDS

Dictated by increasing human population growth, BCMB is at the frontline for finding lifesaving new drugs and procedures to cure and prevent diseases. Aside creating new medicines and treatments, BCMB is also involved in the development of alternative energy sources such as biofuels. The age-old challenge of producing sufficient food at affordable cost is another focal area of BCMB. By using genetic engineering, BCMB scientists hope to address this challenge.

The body of knowledge in the Life Sciences has also been expanded by experiments in BCMB. Key among these are: understanding cancer and regulation of cell proliferation; manipulating genetic material and developing potentially useful applications (genetic engineering); the molecular and cellular basis of all major physiological functions and the molecular relationship between

viruses (such as HIV) and target host cells.

## ASSESSMENT

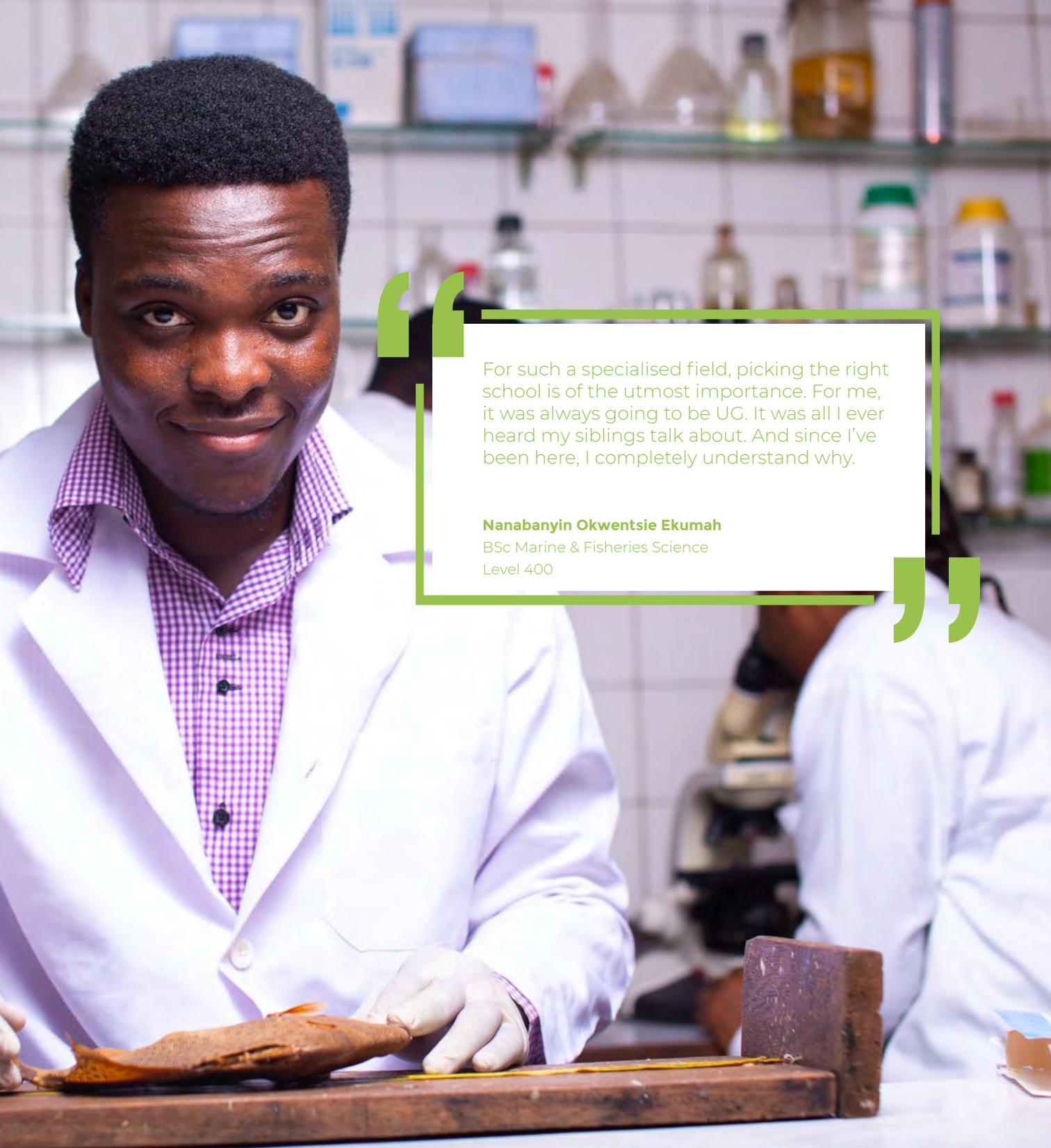
Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines

## TUITION METHODS

Class discussion. Lectures, Practical Sessions.

## CAREER PROSPECTS

The BCMB programme equips students adequately for further advanced study programmes or entry-level positions on the job market. Typically, BCMB graduates work as Laboratory Technicians or Research Assistants in hospitals, pharmaceutical companies, government agencies, forensics and academic research laboratories.



“ For such a specialised field, picking the right school is of the utmost importance. For me, it was always going to be UC. It was all I ever heard my siblings talk about. And since I've been here, I completely understand why.

**Nanabanyin Okwentsie Ekumah**

BSc Marine & Fisheries Science

Level 400

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# B.Sc Marine Science

## OVERVIEW

Marine Science is the scientific study of the marine environment and its interactions with the earth, the biosphere, and the atmosphere. It involves a study of the motion and circulation of ocean waters; the physical and chemical properties of the oceans; and how these properties affect coastal areas, climate, and weather.

Marine Science is an interdisciplinary science and integrates the basic principles of biology, chemistry,

geology, physics, geophysics, mathematics, Plant and Environmental Biology, zoology, meteorology, and geography. In many aspects, the ocean impact on human life (food source, water reservoir, storms & hurricanes) and it is in turn impacted by human activities (resource exploitation & pollution). Despite scientific progress, knowledge and understanding of the ocean is very limited. For instance, most of the

remaining undiscovered natural pharmaceuticals are in the ocean.

Marine Science is therefore driven by the need to address practical problems and advance scientific knowledge. To achieve this two-fold objective, the four major areas of Marine Science (Biological Marine Science, Chemical Marine Science, Marine Geology/ Geophysics and Physical Marine Science) are combined with modern instrumentation for in-depth study.

## AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- To develop a well-rounded knowledge of the ocean and its phenomena drawn from all the major areas of Marine Science.
- Understand the fundamental principles of Marine Science and related issues of climate and meteorology.
- Develop proficiency in mathematics, physics, biology, geology and chemistry and how they related to the tools, equipment and processes used in the study of Marine Science.
- Be able to engage in fieldwork and conduct a Marine Science study using practical research skills from beginning to completion.
- Demonstrate awareness of the impact of human activities on marine resources and corresponding interventions.

## INDUSTRY/GLOBAL TRENDS

Marine Science has assumed a more technological dimension in recent times. Analysis of physical variables such as temperature and salinity as well as other biological and chemical variables can be done electronically. Other studies are conducted via underwater observatories with instruments that record and relay observations to a satellite.

Discoveries in Marine Science have also led to advances in other fields. For instance, the science of chaos based on a model of atmospheric circulation and solution, a non-linear wave found in fibre-optic cables and many physical systems arose from Marine Science.

Marine Science has also deepened the understanding of the impact of human activities on the oceans. It is now established that with greater than half of the world's population living within 50 kilometres of the sea; pollution and uncontrolled marine resource use threaten the earth's physical climate, its patterns of temperature, cloud and rain.

## ASSESSMENT

Students are assessed on the basis of completed assignment, examination, laboratory activities and project or other methods outlined in specific subject outlines

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages

## TUITION METHODS

Lectures, Class discussion and Practical tutorials.

## CAREER PROSPECTS

Careers in Marine Science include among others;

- Marine Biologist
- Water Quality Specialist
- Environmental Consultant
- Climate Change Researcher



# COLLEGE OF HEALTH SCIENCES

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## OBJECTIVES

The College shall advance the objectives of each of its constituent Units by these specific objectives, to:

(a) Promote health through education, research and service;  
(b) Provide promotive, preventive and curative services to meet the health needs of the nation and the global community through world class excellence in teaching, research and

dissemination of knowledge;

(c) Produce highly qualified and competent health professionals and medical scientists;  
(d) Promote development of sustainable health programmes.

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## CONTACTS

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**REV. PROFESSOR PATRICK F.K  
AYEH-KUMI**

B.Sc, MPhil, PhD(Ghana)  
Provost, College of Health Sciences

**SCHOOL OF  
MEDICINE AND  
DENTISTRY**

**Department of  
Anaesthesia**

- Department of Child Health
- Department of Psychiatry
- Department of Radiology
- Department of Surgery
- Department of Obstetrics and Gynaecology
- Department of Medicine and Therapeutics
- Department of Oral Pathology and Medicine
- Department of Biomaterial Sciences
- Department of Oral and Maxillofacial Surgery
- Department of Oral Biology
- Department of Restorative Dentistry
- Department of Preventive and Community Dentistry
- Department of Orthodontics and Paedodontics

**SCHOOL OF  
PUBLIC HEALTH**

- Department of Health Policy, Planning and Management

• Department of Epidemiology and Disease Control

- Department of Population, Family and Reproductive Health
- Department of Community Health
- Department of Biological,
- Environmental and Occupational Health
- Department of Social and Behavioural Sciences
- Department of Biostatistics

**SCHOOL OF NURSING**

- Department of Adult Health
- Department of Community Health
- Department of Maternal and Child Health
- Department of Research, Education and Administration
- Department of Mental Health

**SCHOOL OF PHARMACY**

- Department of Pharmaceutical Chemistry
- Department of Pharmacy Practice and Clinical Pharmacy
- Department of Pharmaceutics and Microbiology
- Department of Pharmacognosy and Herbal

Medicine

- Department of Pharmacology and Toxicology

**SCHOOL OF BIOMEDICAL  
AND ALLIED HEALTH  
SCIENCES**

- Department of Physiotherapy
- Department of Occupational Therapy
- Department of Radiography
- Department of Medical Laboratory Sciences
- Department of Nutrition and Dietetics

- Department of Anatomy
- Department of Physiology
- Department of Medical Biochemistry
- Department of Pathology
- Department of Medical Microbiology
- Department of Haematology

- Department of Chemical Pathology
- Department of Andeology, Speech and language

**NOGUCHI MEMORIAL  
INSTITUTE FOR MEDICAL  
RESEARCH**



# School of Pharmacy

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- Doctor of Pharmacy

# Doctor of Pharmacy

## OVERVIEW

Pharmacy is a health profession that deals with various aspects of drug production, dispensing and administration to ensure the safe and effective use of drugs in humans and animals. Pharmacists prepare and dispense prescribed medications and their contraindications. They also advise patients about the use of both prescribed and over-the-counter drugs. The scope of Pharmacy practice is wide ranging from traditional roles such as compounding and dispensing medications to more modern services

related to health care, including clinical services, reviewing medications for safety and efficacy, and providing drug information. Pharmacists communicate directly with physicians to correctly deliver medications. Pharmacists also counsel patients on over the counter medications and provide information on home health care supplies and various other health care products. Areas of specialization of pharmacy include psychiatry, intravenous nutrition support, oncology, geriatrics, diabetes, fertility, HIV, psychiatry, nuclear

pharmacy, compounding of specialty medications, pharmacotherapy, regulatory pharmacy and industrial pharmacy.

Areas of specialization of pharmacy include psychiatry, intravenous nutrition support, oncology, geriatrics, diabetes, fertility, HIV, psychiatry, nuclear medicine, compounding of specialty medications, and pharmacotherapy, regulatory pharmacy and Industrial pharmacy

## AIMS AND OBJECTIVES

Students, after going through the Doctor of Pharmacy programme, are expected to function effectively:

- a. As pharmaceutical care providers who can:
  - i. Demonstrate a comprehensive knowledge base to support pharmaceutical care.
  - ii. Observe and understand the signs and symptoms of diseases and drug toxicity as they relate to and impact drug therapy.
  - iii. Develop an adequate database from information extracted from patients and their medical and pharmacy records in evaluating drug therapy
  - iv. Organize and present an assessment of the patient's health-related problems.
  - v. Define realistic therapeutic objectives, identify subjective and objective outcomes of drug therapy and recommend a pharmacotherapeutic plan based on patient- specific information.
  - vi. Identify, prevent and solve drug therapy issues by recommending the use of appropriate drug(s) or dosage regimen(s).
  - vii. Assess drug efficacy and safety through the evaluation of appropriate physical and laboratory

parameters.

- viii. Effectively communicate and develop professional relationships with patients and other health care practitioners for optimal patient care.
  - ix. Select, critically evaluate and apply information from medical and pharmacy literature as well as clinically relevant research to impact patient therapy.
  - x. Demonstrate a high sense of professional maturity, commitment and ethics.
- b. As an academic, researcher or industrialist who:
    - i. Is motivated to work in academia to train the next generation of pharmaceutical scientists.
    - ii. Appreciates research and can play leadership role in drug development research/ production of new therapeutic substances.
    - iii. Can be a leader in drug manufacturing/ industrial enterprises.
  - c. In regulatory affairs to:
    - i. Enforce existing regulations of Pharmacy Practice.
    - ii. Formulate new regulations and standard operating procedures to ensure patients safety.

## INDUSTRY/GLOBAL TRENDS

There is a shift in Pharmacy toward a profession-wide, patient-Centred practice. Due to this shift, pharmacists are becoming more involved in-patient care. Since prescription drugs are becoming more complex, and the number of clients taking multiple medications are increasing, the potential for dangerous drug interactions are growing. Pharmacists are therefore needed to counsel patients on the proper use of medication, assist in drug selection and dosage, and monitor complex drug regimens.

The Doctor of Pharmacy curriculum prepares graduates for enhanced patient care. Emphasis is now placed on expanded and integrated course work in the basic and applied sciences, information technology, literature evaluation, and population-based management.

## COMPONENTS OF THE PROGRAMME

The program is based upon many curricular endpoints and consists of:

- i. Two (2) years of pre-professional study (natural and social sciences) and
- ii. Four (4) years of professional studies (three years theory and one-year advanced Professional/ Pharmacy Practice Experiences).

## Pre-Professional Phase

Students will be introduced to natural sciences and some of the social sciences as University Required Courses to prepare them for studies in the pharmaceutical and biomedical sciences in the professional phase of the curriculum. Exposure of students to the natural and social sciences is to provide them with the common and universally accepted body of knowledge that all educated men and women are expected to acquire, irrespective of their proposed vocation or profession. This offers students the opportunity to develop an understanding of the relationships among the arts and sciences and to apply that understanding to human concerns in their professional and personal lives.

### Professional Phase

In the second semester of year four to the end of year five, students will take courses in the pharmaceutical sciences in the modular format. Students will extensively study each organ system, the pathophysiology of the organ, the medicinal chemistry of drugs used to treat the respective organ dysfunction, and the pharmacotherapy of the diseased organ. The student is also required to complete a research project in the fifth year in one of the elective course.

The professional practice experiences take the form of:

- i. Introductory Professional/Pharmacy Practice Experiences (IPPEs) and
- ii. Advanced Professional/Pharmacy Practice Experiences (APPEs).

The IPPEs are designed to take place at the end of each academic year of the first four years of the programme and are aimed at complementing the didactic curriculum of the programme. The IPPEs allows students to have experiences in community, institutional and industry/regulatory/ leadership settings.

In the Sixth and final year, students will undertake eight (8) five-credit of APPEs (including two (2) electives) which may be selected from a variety of medicine subspecialties, regulatory pharmacy, industrial pharmacy or pharmaceutical sciences (academia/research).

The subspecialties in medicine include areas such as neurology, oncology, nephrology, nutrition, critical care, psychiatry, infectious disease, and pediatrics. Rotations are offered on a full-time basis, each lasting five weeks, including vacations.

### ASSESSMENT

Students will be assessed based on completed assignments and examinations in:

- i. Didactic course work and
- ii. Professional/Pharmacy Practice Experiences (IPPEs and APPEs).

### ENTRY REQUIREMENTS

Further to the General Regulations regarding admission into the University of Ghana, admission to the School of Pharmacy for the Doctor of Pharmacy Programme shall follow an entrance examination as well as an interview of eligible candidates with the following backgrounds:

- a. **WASSCE:** Must have credit passes (at least Grade C6) in three core subjects, namely, English, Mathematics and Integrated Science, and in three Elective subjects namely Biology, Chemistry and either Physics or Mathematics. Additionally, candidates shall be required to pass core Social Studies.
- b. **SSCE:** Must have credit passes (at least Grade D) in three core subjects, namely, English, Mathematics and Integrated Science, and in three Elective subjects namely Biology, Chemistry and either Physics.
- c. **GCE (Cambridge) - 'A' Levels:** Three (3) 'A' Level subjects comprising Chemistry, Biology and either Physics or Mathematics. In addition, they must have at least five (5) passes including English and Mathematics at the Cambridge 'O' Level.
- d. Any other external qualifications which have equivalences to the West African Senior School Certificate Examination (WASSCE) and the GCE (Cambridge) – 'A' Levels including:

**i. INTERNATIONAL BACCALAUREATE (IB):** Applicants must have at least Grade 5 in Chemistry, and either Biology or Physics at the Higher Level. In addition, applicants must have at least grade 4 in English Language/Literature (SL) and Mathematics SL and at least grade C for the third science at the ICSE or equivalent.

### TUITION METHODS

Lectures (Audio and/visual), class discussions and presentations, practical tutorials, e-learning (SAKAI) as well as hospital and community pharmacy rotations.

### CAREER PROSPECTS

The Doctor of Pharmacy programme is structured to ensure that upon successful completion, graduates from the School will satisfy the current requirement of the Pharmacy Council of Ghana for entry into the pre-registration training programme for registration as Pharmacists in Ghana. They will, thus, be eligible to practice as hospital and community pharmacists, industrial and regulatory pharmacists, or, after appropriate post-graduate training, as pharmaceutical scientists in academia and research establishments..





A lot of factors went into considering this programme. But at the end of it all, it came down to the experience of the department and it's heads.

**Sandra Ofori**

BSc. Pharmacy  
Level 300

# School of Medicine & Dentistry

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- Bachelor of Medicine and Bachelor of Surgery
- Bachelor of Dental Surgery
- Graduate Entry Medical Programme (**see page 216**)

# Bachelor of Dental Surgery (BDS)

## OVERVIEW

Dentistry is a general term that is used to refer to the science and art of preventing, diagnosing and treating diseases, injuries and malformations of teeth, jaws and mouth. Dental Surgery focuses on the surgery and medical procedure that is performed to alter, modify or correct the teeth and jaw bones. Dental Surgery is an interdisciplinary programme and it

encompasses major specialty areas such as Orthodontics (straightening teeth by applying pressure to the teeth with braces or other appliance); Oral & Maxillofacial Surgery (operations on the mouth, jaws, teeth, gums, neck and head); Periodontics (treating gums and bone supporting the teeth); Prosthodontics (replacing missing teeth with permanent

or removable fixtures) and Oral Pathology (diagnosis for diseases that affect the mouth). Besides diagnosing and treating problems with teeth and tissues in the mouth, specialists in Dental Surgery also give advice and administer care to help prevent future problems.

## AIMS AND OBJECTIVES

At the end of the programme, students are expected to:

- Demonstrate an in-depth understanding of the scientific foundations on which Dental Surgery is based together with the various relevant scientific methods and principles
- Have adequate knowledge of the development, structure and function of the teeth, mouth and jaws and associated structures, both in health and disease and their relationship and effect on general-state of the health of patient
- Demonstrate understanding of knowledge of clinical disciplines and methods, which provide a coherent picture of anomalies, lesions and diseases of the teeth, mouth and jaws, other related structures as well as preventive, diagnostic and therapeutic aspects of dentistry.
- Be able to diagnose and manage various common dental problems encountered in general dental practice.

Dental Surgery as a discipline and a profession is rapidly evolving. The increasing number of patients seeking specialised care and advances in technology are responsible for this trend.

The materials and technologies currently available to dental surgeons to perform high quality clinical care are unprecedented in the history of the profession. In recent times, there have been a wider variety of affordable dental implants resulting in orthodontic procedures that are becoming more affordable and more aesthetically pleasing. Dental treatment is also becoming more convenient, faster and comfortable; particularly for children.

## COURSES AT A GLANCE

**BDS**  
**Level 200 Semesters 3 & 4 and Level 300 Semesters 5 & 6: Refer SBAHS Courses**

**First Clinical Year (BDS Final Part I): Semesters 7 & 8: 46 weeks**

**Semester 7: 28 weeks**

**Oral Biology I**

Dental Material Science I Dental Morphology I Behavioural Science I

Biostatistics and Research Methodology Introduction to Clinical Dentistry - **10 Weeks**

These courses run concurrently

National Health Week **-1 week**

- Introduction to Nursing Skills : **1 week**
- Introduction to Clinical Skills : **4 weeks**
- Coordinated course (Human Disease I) : **10 weeks**

## Semester 8: 18 weeks

- Coordinated Course II (Human Disease II) : **10 Weeks**
- Specialty Rotations: Trauma/Orthodontics, ENT/Ophthalmology) : **6 Weeks**
- Revision: **2 weeks**
- BDS Final Part I Exams : **2 weeks**

## INDUSTRIAL/GLOBAL TRENDS

**Second Clinical Year  
(BDS Final Part II): Semesters 9 & 10  
Duration- 50 weeks**

This period shall be devoted to the following courses:

**Semester 9: 25 weeks**

- Operative Technique and Endodontics/Prosthetics Dentistry I (Complete Dentures)/ Local Anaesthesia and Surgical Anatomy/ Community Dentistry/ Ethics and Jurisprudence I/ Oral Pathology I/ Oral Radiology I / Oral Biology II
- Dental Material Science II/ Dental Morphology II / Behavioural Science II
- Biostatistics and Research Methodology II / Introduction to Clinical Dentistry II

**All courses run concurrently for 22 weeks**

Revision : **1 Week**

BDS Final Part 11 A Exams : **2 weeks**

**Semester 10: 25 weeks**

- Advance Operative Technique & Endodontics Oral Diagnosis
- Local Anaesthesia and Exodontia Restorative Dentistry I
- Orthodontics & Pedodontics I/ Periodontics I
- Oral Pathology II / Oral Radiology II
- Community Dentistry, Ethics and Jurisprudence II/ Prosthetics Dentistry II (Partial Dentures)

**All**

**courses run concurrently for 22 weeks**

Revision : **1 Week**

BDS Final Part 11B Exams : **2**

**weeks**

**Third Clinical Year  
(BDS Final Part III): Semesters 11 & 12 (42 Weeks)**

**Semester 11: 22 Weeks**

- Community Dentistry
- Oral Medicine and Dental Therapeutics I
- Oral & Maxillofacial Surgery I
- Dental Practice Management I
- Restorative Dentistry II
- Periodontics II
- Orthodontics & Pedodontics II

**Semester 12: 20 weeks**

- Oral Medicine and Dental Therapeutics II
- Oral & Maxillofacial Surgery II
- Dental Practice Management II
- Restorative Dentistry III
- Periodontics III
- Orthodontics & Pedodontics III
- Revision : **2 Weeks**

BDS Final Part 111 Examinations : **2 weeks**

Referred BDS Final Part 111 Examinations- **3 months after main exam**

**ASSESSMENT**

Students will be assessed based on completed assignments, Theory and clinical examinations, workplace learning and other methods as outlined in specific subject outlines.

**TUITION METHODS**

Lectures, class discussions, practicals and tutorials.

**CAREER PROSPECTS**

Dentistry provides a rewarding and diverse career path and it is a health profession concerned with caring for people of all ages. Graduates could work in any of the following:

- General dentistry practice
- Specialty dentistry practice
- Public sector dental health
- Hospital dental clinics
- International health care
- Education
- Research and Industry
- School health
- Regulation
- Academia



I have access to state of the art teaching aids and approaches here at UG. There is a fine balance between theory and practice which results in students graduating with the confidence needed to deal with real world medical tasks.

**Felicia Yeboah Dokyi**

Bach. of Medicine

Level 400

# Bachelor of Medicine & Bachelor of Surgery (Mb ChB)

## OVERVIEW

The Bachelor of Medicine and Bachelor of Surgery (MB ChB) degree commonly referred to as the 'medical degree' trains physicians and surgeons to diagnose illnesses and prescribe and administer treatment for people suffering from injury or disease. Physicians examine patients, obtain medical histories, and order, perform, and interpret diagnostic tests and offer treatment and management of

diseases. They counsel patients on diet, hygiene, and preventive healthcare. Surgeons specialise in the treatment of injury, disease, and deformity through operations. Using a variety of instruments, a surgeon corrects physical deformities, repairs bone and tissue after injuries, or performs preventive surgeries on patients with debilitating diseases or disorders.

Although a large number perform general surgery, many surgeons choose to specialise in a specific area such as: orthopedic surgery (treatment of the musculoskeletal system); neurological surgery (treatment of the brain and nervous system), cardiovascular surgery, otolaryngology (treatment of the ear, nose, and throat) and plastic or reconstructive surgery.

## AIMS AND OBJECTIVES

### Knowledge

- At the end of the training the student must be able to demonstrate knowledge and understanding of the Basic, Para-Clinical, Clinical, Behavioural and Social Sciences including Public Health relevant to the practice of medicine.

### Attitude

The student should be able to:

- Maintain the highest standard of professional conduct and medical ethics
- Demonstrate respect for, and the responsibility for, preserving human life from the time of conception and the need for human beings to live and be treated with dignity and humanity
- Accept and demonstrate the importance of team work in health delivery.

## INDUSTRIAL/GLOBAL TRENDS

Dental Surgery as a discipline and a profession is rapidly evolving. The increasing number of patients seeking specialised care and advances in technology are responsible for this trend. The materials and technologies

currently available to dental surgeons to perform high quality clinical care are unprecedented in the history of the profession. In recent times, there have been a wider variety of affordable dental implants resulting in Orthodontic procedures that are becoming more affordable and more aesthetically pleasing. Dental treatment is also becoming more convenient, faster and comfortable; particularly for children.

### Skills

The students must be able to demonstrate appropriate:

- Communication skills.
- Clinical Skills.
- Promotive, preventive, rehabilitative skills and be able to organise and carry out health programmes in collaboration with other members of the health team to improve health.
- Management skills, , Life Long Learning & Continuing Professional Development
- The student should be able to demonstrate the importance of research in the management of patients and the advancement of medical knowledge and cultivate lifelong learning habits.

## INDUSTRY/GLOBAL TRENDS

Within the last two decades, medical practice has changed significantly and may continue to evolve in response to technology, cost and roles and expertise. In the past, without access to modern diagnostic tools, doctors had to be trained to rely mainly on their clinical skills to diagnose diseases but with advances in medical technology, many doctors now depend more on new gadgets for diagnosis. There is also a shift from general practice to specialisation. For instance, in Internal Medicine alone, there is a global shift from training general physicians who handle a wide variety of diseases to physicians who specialise only on certain parts of the human anatomy such as cardiologists, gastroenterologists, renal physicians, dermatologists, neurologists, and endocrinologists. Another trend is the rising cost of drugs which forms a substantial part of medical treatment. For this reason, patients with limited financial means or without insurance will find it difficult to access quality healthcare.

The roles of doctors are also expanding. Aside their primary roles as healers, doctors are taking on additional responsibilities as administrators, business executives, lawyers, book-keepers and store-keepers.

## COURSE AT A GLANCE

Level 200 Semesters 3 & 4 and Level 300 Semesters 5 & 6: Refer SBAHS Courses

### BACHELOR OF MEDICINE & BACHELOR OF SURGERY (CLINICAL PART)

#### Admission Requirements

- In addition to the General University admissions requirements, applicants should possess the B.Sc (Med.Sci) degree from the University of Ghana.
- Applicants with the Bachelor's degree in Basic Medical/ Biological Sciences, as well as those who may have completed part of the MB ChB (or its equivalent) in a recognised university, may be considered for admission on the recommendation of a special committee appointed by the Dean.

## CLINICAL COURSE AT A GLANCE MB ChB

### First Clinical Year - Semesters 7 & 8 (46 Weeks)

#### i. Semester 7 (26 Weeks) :

- Junior Clerkship in Community Health\* : **10 Weeks**
- Medical Psychology\* : **10 Weeks**
- National Health Week : **1 Week**
- Introduction to Nursing Skill I : **1 Week**
- Introduction to Clinical Skills : **4 Weeks**
- Coordinated Course I (Medicine & Surgery, Community Health with Inputs from other Clinical Departments where necessary) **12 weeks**
- Medical Ethics -**4 Weeks**

\* *These courses run concurrently.*

#### Semester 8 (18 Weeks)

- Coordinated Course II (Medicine, Surgery, Community Health with inputs from other clinical Departments where necessary) : **10 weeks**
- Trauma : **4 Weeks**
- Revision : **2 weeks**
- MBChB Final Part 1 Exams : **2 weeks**

### Second Clinical Year Semester 9 and 10 (48 Weeks)

#### Semester 9 (24 Weeks)

- Junior Clerkship in Obstetrics/ Gynaecology : **8 Weeks**
- Junior Clerkship in Child Health : **8 Weeks**
- Junior Clerkship in Specialties I (Psychiatry, Dermatology, Ophthalmology, ENT & Forensic Medicine) : **8 Weeks**

#### Semester 10 (24 Weeks)-

- Senior Clerkship in Obstetrics/ Gynaecology : **8 Weeks**
- Senior Clerkship in Child Health : **8 Weeks**
- Revision : **2 Weeks**
- MBChB Final Part 11 Examinations : **3 Weeks**
- Medical Electives : **3- 4 weeks**

### Third Clinical Year Semester 11 and 12 (51 Weeks)

- Clinical Psychiatry (Block) : **5 Weeks**
- Anaesthesia (Block Lectures) : **2**

## Weeks

- Senior Clerkship in Medicine & Therapeutics : **10 Weeks**
- Senior Clerkship in Surgery : **10 Weeks**
- Senior Clerkship in Community Health : **10 Weeks**
- Specialties II (Anaesthesia, Urology, Orthopaedics, Radiology) : **10 Weeks**
- Revision : **2 Weeks**
- MB ChB Final Part 111 Examinations : **2 Weeks**
- MBChB Final Part 111 Referred Examinations to be conducted 3 months from main examinations

# School of Biomedical & Allied Health Sciences

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- Bachelor of Science in Dental Laboratory Sciences
- Bachelor of Science in Dietetics
- Bachelor of Science in Medical Laboratory
- Bachelor of Science in Occupational Therapy
- Bachelor of Science in Physiotherapy
- Bachelor of Science in Radiography
- Bachelor of Science in Respiratory Therapy

# B.Sc Respiratory Therapy

## OVERVIEW

Respiratory Therapy is an allied health profession devoted to the scientific application of technology in order to assist in the diagnosis, treatment, management and care of patients with cardiopulmonary and associated disorders. In the hospital setting, the respiratory therapist provides care and life support to patients in the emergency room,

intensive care units, general hospital areas, and other specialty areas such as rehabilitation. They also provide emergency care to patients suffering from heart attacks, drowning or shock. They may be employed in non-hospital environments as well. Patients receiving care from a respiratory therapist range in age from the premature infant to

geriatrics. The respiratory therapist is also involved in the diagnostic testing of infants, children and adults with underlying medical concerns including disease and sleep disorders.

## AIMS AND OBJECTIVES

- Develop students' analytical thinking, problem solving, interpersonal and communication skills.
- Develop students' in the ability to apply strategies, standards and ethical considerations to manage issues of certified respiratory therapy practice in diverse healthcare settings to achieve the following:
  - Interviewing and examining patients regarding their respiratory ailments
  - Diagnosing respiratory ailments and testing patients lungs capacities
  - Analysing the levels of oxygen and other gases in patients' blood
  - Clearing patients airways of physical obstructions
  - Educating patients on lung health and disease prevention
  - Providing emergency resuscitation in cases of ceased breathing
  - Instructing patients on the use of inhalers and other respiratory tools

## INDUSTRY/GLOBAL TRENDS

With global appreciation of services of respiratory therapists, these professionals no longer work only in the acute care hospitals but may now be found in environments such as:

- Nursing Homes
- Outpatient Care Centres
- Surgical Hospitals
- Specialty Hospitals and Clinics
- Sleep Disorder Clinics
- Patient Transport/Ambulance Services

## CAREER PROSPECTS

Graduates in respiratory therapy work in a range of healthcare settings including general hospitals, specialist hospitals and paramedical systems.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

## TUITION METHODS

Class discussion, Note dictation, Practical Sessions

# B.Sc Occupational Therapy

## OVERVIEW

Occupational Therapy is concerned with promoting health and well being through engagement in occupation. It draws from the fields of medicine, psychology, sociology, anthropology, and many other disciplines in developing its body of knowledge. In Occupational Therapy, "occupation" is viewed broadly to include everything people do to "occupy" themselves, caring for self

and others. Since an injury, illness, and/or environmental barrier limits a persons' participation in everyday activities (occupations), occupational therapists are called upon to address the barrier and/or help persons regain or develop their skills and abilities so they can participate in their everyday activities. Occupational therapist work with individuals who suffer from a

mentally, physically, developmentally, and/ or emotionally disabling condition. The therapists use treatments that develop, recover, or maintain clients' activities of daily living. This helps clients not only to improve their basic motor functions and reasoning abilities, but also to compensate for permanent loss of function.

## AIMS AND OBJECTIVES

- Equip students with the specific knowledge base and skills that are required for competent practice of occupational therapy at the beginning level;
- Develop students' understanding of the holistic nature of a person's health status and its implications on the delivery of health care service with emphasis on rehabilitation;
- Develop students' analytical thinking, problem solving, interpersonal and communication skills;
- Develop students' ability to integrate knowledge, skills and attitudes to practice competently in occupational therapy;
- Develop students' skills in self-directed learning and positive attitudes towards continuing professional and personal development.
- Synthesize current biological, behavioural and clinical sciences for occupational therapy practice with due reference to the holistic approach to health care issues;

- Plan, implement and evaluate programmes of therapy which help patients/ clients acquire adaptive skills, social effectiveness and physical abilities essential for participation in one's own life roles;
- Contribute to the planning, organising, staffing, leading and assuring the quality of service of an occupational therapy unit;
- Apply knowledge and interpersonal skills learned to work co-operatively as a member of the health care team which aims at reintegrating the disabled back to their families and into the community.

## INDUSTRY/GLOBAL TRENDS

Globally, the demand for occupational therapists is on the rise as a result of the increasing number of individuals with disabilities or limited function who require therapy services. Whereas older persons have an increased incidence of heart attack and stroke, which spur demand for therapeutic services; children with disabilities have to be assisted by therapists to undertake special education programmes. Besides, hospitals continue to employ large number of occupational therapists to address both critical and acute needs of

patients through extensive therapy. Emerging trends in occupational therapy include training for the elderly, driver rehabilitation and ergonomic consulting.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## DURATION

The minimum period for completing the BSc. Occupational Therapy programme is 8 semesters and the maximum period is 12 semesters.

## CAREER PROSPECTS

The Bachelor of Occupational Therapy prepares students for work in hospitals and community healthcare settings, rehabilitation units, human resource management, government policy units, private practice and counseling services

# B.Sc Dental Laboratory Sciences

## OVERVIEW

This programme pertains to the science and art of producing or manufacturing of corrective devices and replacements for natural teeth. The Programme content includes dental laboratory safety procedures and precautions including cross-infection decontamination and health and safety legislation. Concepts

and techniques associated with the construction of dental casts in dental stone, dental articulators, semi-adjustable and fully adjustable, special trays in shellac, acrylic and metal, occlusal rims in wax, direct and indirect relining repairs, tissue protectors and orthodontic base plates. Ideal candidates for

professions in dental technology usually demonstrate dexterity in using small instruments, good eye-hand coordination and colour perception. They also have the patience to attend to minute detail and an interest in learning the underlying material science.

## AIMS AND OBJECTIVES

At the end of the B.Sc. (DLS) programme, students would be expected to have gained a solid grounding, sound knowledge and understanding of the:

- Fundamental construction and technical design factors relevant to dental laboratory sciences;
- Relevant physical and scientific concepts and principles applied to fabricating dental appliances, prostheses and the materials associated with them;
- Anatomy and physiology of the head and neck;
- Professional and ethical responsibilities of the dental laboratory scientist;
- Health and safety issues, including legislation; Dental team, its function and values, the roles and responsibilities;
- Biomaterials, behavioural and biomedical sciences; Relevance and role of continual professional development; Application and relevance of research to the practice of dental laboratory sciences;
- And Clinical significance of dental laboratory sciences.

## INDUSTRY/GLOBAL TRENDS

The practice of Dentistry in general and Dental Laboratory Technology as a specialty field has always been and will continue to be ever changing interrelated fields of endeavour. Both health and aesthetics considerations will continue to be the factors which would significantly affect the continuing development of the sector. As we advance further into the 21st century, a period of true promise and steady growth in dentistry and dental laboratory sales can safely be anticipated. In fact the future of the entire dental arena is very promising. This programme prepares graduates to work closely with all the dental personnel in their job setting in a professional manner.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

## TUITION METHODS

Class discussion, Note dictation, Practical Sessions

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages.

## DURATION

The minimum period for completing the BSc. Occupational Therapy programme is 8 semesters and the maximum period is 12 semesters.

## CAREER PROSPECTS

Students who graduate from this programme would be able to construct and assemble false teeth and other prosthetic devices for dental patients. They may specialise in a number of areas, including the following:

- Crowns and bridges
- Orthodontic appliances
- Ceramics
- Partial dentures
- Complete dentures

While some graduates may choose to start their own businesses, many may find employment opportunities in the following work environments:

- Dental product manufactures
- Military base dental laboratories
- Private dental offices
- Commercial dental laboratories
- Hospital dental clinics

# B.Sc Medical Laboratory Sciences

## OVERVIEW

Medical Laboratory Sciences is a field of applied biology and chemistry that focuses on conducting analytical tests on blood, tissue, and body fluids to provide laboratory information for the detection, diagnosis and treatment of human diseases. The field of Medical Laboratory Science also involve performing chemical,

haematological, immunologic, microscopic and bacteriological diagnostic analyses on body fluids such as urine, blood, sputum, stool, cerebrospinal fluid (CSF), peritoneal fluid, pericardial fluid, and synovial fluid as well as other specimens. In this highly skilled profession, Medical Laboratory Scientists use microscopes, cell counters, and

other sophisticated laboratory equipment to perform tests. After testing and examining a specimen, the results are analysed and relayed to physicians. Medical Laboratory Scientists work in hospitals, clinics, research laboratories, pharmaceutical companies, forensic science laboratories and environmental laboratories.

## AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- Be able to perform laboratory-based diagnosis and prognosis of diseases by providing accurate, precise and timely results.
- Be able to monitor the effectiveness of disease treatment by laboratory methods.
- Be able to apply medical laboratory procedures to research on health related problems and to the development of new technologies.
- Be able to manage a medical laboratory at least at the level of a district hospital.
- Be able to advise hospital management on medical laboratory issues
- Be able to employ quality assurance and quality control procedures in the performance of duty.

## INDUSTRY/GLOBAL TRENDS

The volume of laboratory tests continues to increase with both population growth and the development of new types of tests. Medical Laboratory Scientist predicts that powerful diagnostic tests and advances in genomic (the study of the genetic information of a cell or organism) will open new areas of testing.

Other research efforts targeted at simplifying and automating routine testing procedures are increasingly enhancing the ability of non laboratory personnel (physicians and patients in particular) to perform tests that used to be conducted in laboratories.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

## ENTRY REQUIREMENTS General Admission

Further to the General Regulations regarding admission into the University of Ghana, admission to the School of Allied Health Sciences for BSc. in Medical Laboratory Sciences, BSc. in Diagnostic Radiography, BSc. in Therapy Radiography, BSc. in Physiotherapy, BSc. in Dietetics, BSc. in Occupational Therapy and such other programmes, shall be as follows:

- I. Applicants who have appropriate passes in Core Mathematics, English Language, Chemistry and Physics plus Biology or Mathematics shall be admitted directly into the first year (Level 100) of the 4-year undergraduate degree programmes.
- II. Applicants who have

completed

Level 100 Biological Science with a minimum CGPA of 2.0 shall be admitted to the Second Year (Level 200) of the 4-year undergraduate degree programmes. Applicants with a minimum CGPA of 2.0 in Biomathematical Science (Chemistry option) may be considered for admission into BSc. in Medical Laboratory Sciences at Level 200.

III. An Applicant who satisfy the requirements for admission, i.e. GCE Ordinary and Advanced Levels or equivalent with the appropriate passes shall be admitted directly into the second year (Level 200) of the 4-year undergraduate degree programmes.

IV. An Applicant with Bachelor's degree in Biological or Physical Sciences from a recognised University may be considered for admission on the recommendation of a special committee appointed by the Dean. The special committee shall vet transcript of the applicant as well as course contents of the degrees, with a view to determining suitability of degrees of previous training and make appropriate recommendations.

## TUITION METHODS

Class discussion, Note dictation, Practical Sessions

# B.Sc Dietetics

## OVERVIEW

Dietetics is concerned with interpretation and communication of the science of nutrition to enable people make informed and practical choices about food and lifestyle, in both health and disease. The study of Dietetics is deeply rooted in the physiological, biochemical

and behavioural sciences as well as social, environmental, cultural and psychological factors affecting food accessibility and dietary intake. Aside addressing nutritional needs of patients, dietitians prevent and treat illnesses by promoting healthy eating habits and recommending

dietary modifications. Specialty areas in dietetics include clinical dietitian, community dietitian, management dietitian and consultant dietitian.

## AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- Be able to translate the most up to date public health and scientific research information on food, health and disease into practical advice to facilitate behaviour change and enable people to make appropriate lifestyle and food choices.
- Show awareness of his/her role and sphere of influence within the organisation, and demonstrate the ability to work in a collaborative manner with a range of healthcare professionals and other staff in enabling safe and effective dietetic service delivery.
- Show familiarity with government policies for the provision of health care as they impinge on the dietetic service and understanding of policy issues concerned with public health nutrition in Ghana
- Demonstrate familiarity with the current systems for the provision of health care, education and social sciences and recognise opportunities to influence health and social policy and practices.
- Demonstrate a systematic

understanding of the key aspects of the range of disciplines underpinning dietetics and ability to critically evaluate and synthesize these key aspects into dietetic care.

## INDUSTRY/GLOBAL TRENDS

Never in the history of modern healthcare has Dietetics been highly appreciated than today.

Unlike conventional medicine that focuses on illness and treating symptoms, Dietetics focuses on wellness and prevention of future illness by treating causes. In many parts of the globe, dieticians are in high demand to manage food service systems for institutions, promote sound eating habits through education, and conduct research. Due to aging population and a growing number of diabetics, many dietitians are positioning themselves to address these challenges by specialising in renal and diabetic nutrition or gerontological nutrition.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

## CAREER PROSPECTS

Graduates of Dietetics work in a variety of areas in hospitals or in communities as health educators or managers. Others work in food industry, education, research, business, charities, media, sports and freelance work.

## ENTRY REQUIREMENTS

### Core Subjects

Passes in the following three subjects: English, Mathematics and Integrated Science

### Elective Subjects

Passes in the following three subjects: Chemistry, Biology and either Physics or Mathematics

## TUITION METHODS

Lectures, Class discussions, Practical sessions

# B.Sc Therapy Radiography

## OVERVIEW

Therapy radiography is a specialised discipline that uses using ionising radiation (mostly high-energy X-rays) to treat patients with cancer. Practitioners who treat patients seeking such care are known as radiotherapists, therapeutic or therapy radiographers. Therapy Radiographers, also known as Radiation Therapists or Radiotherapists are health care

### AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- Work with the radiation oncologist in localising tumours.
- Simulate treatment parameters.
- Verify and implement computer-generated treatment plans.
- Deliver radiation treatment as prescribed by the medical physicist and oncologist/physician and monitor patient's physical condition and response to treatment.
- Provide patient care and comfort, show respect for patients' rights and dignity and act in acceptable professional manner at all times.
- Educate patients and the general public on radiotherapy procedures and radiation protection/safety.
- Work with colleagues and other health professionals as a member of the health care team.
- Advise hospital management on radiotherapy issues.

### INDUSTRY/GLOBAL TRENDS

In the past, therapy radiography was used as the last resort for the treatment of many malignancies with surgery the favoured treatment method; but now it is recognised as an important treatment modality for malignant disease. Advances in therapy radiography have made it possible for diagnostic procedures to

professionals skilled in the art and science of medical radiation treatment delivery. Along with surgery and chemotherapy, radiation therapy (radiotherapy or therapy radiography) offers cancer patients the best chance to succeed in treatment of most cancers. High technology equipment and innovative treatment methods are utilized to maximize treatment

develop and provide better preventative screening measures for human health. As a result earlier disease detection has contributed to increases in the number of radical treatments and improvements in outcomes. Besides the growing elderly population that is expected to increase the number of cancer cases, as radiation technology becomes safer and more effective, it will be prescribed more often, leading to an increased demand for therapy radiography

### ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

### CAREER PROSPECTS

Graduates of therapy radiography work in a range of healthcare settings including local, district, and regional clinics and hospitals or private establishments

### ENTRY REQUIREMENTS (SSCE/WASSCE)

#### General Admission

- i. Applicants who have appropriate passes in Core Mathematics, English Language, Chemistry, Physics, Biology and Elective Mathematics shall be admitted directly into the first year (Level 100) of the 4-year undergraduate degree programmes.
- ii. Applicants who have completed Level 100 Biological Science with Physics and

effectiveness. Therapy Radiographers must have excellent technical skills, but must also be empathetic and effective communicators. Much satisfaction is gained from close patient interaction and the specialty's team approach with radiation oncologists,

have a minimum CGPA of 2.0 can be admitted to the Second Year (Level 200) of the 4-year undergraduate degree programmes.

iii. Applicants who satisfy other requirements for admission, i.e. GCE Advanced Levels or equivalent with the appropriate passes may be admitted directly into the second year (Level 200) of the 4-year undergraduate degree programmes.

iv. A candidate with a Bachelor's degree in Biological or Physical Sciences from a recognized University may be considered for admission on the recommendation of a special committee appointed by the Dean.

The special committee shall vet transcripts of the candidate as well as course contents of the degrees, with a view to determining suitability of degrees of previous training and make appropriate recommendations that shall include the level of admission to the Dean. Admissions under this section may be subject to such conditions as may be approved by the Admissions Board.

#### Other Admission

Certificate and Diploma applicants may be considered for admission to Level 200 of the BSc (Diagnostic Radiography/Therapy Radiography) degree programme.

#### TUITION METHODS

Class discussion, Note dictation, Practical Sessions

# B.Sc Physiotherapy

## OVERVIEW

**Physiotherapy (PT)**, also known as **Physical therapy**, is one of the allied health professions that, by using mechanical force and movements (bio-mechanics or kinesiology), manual therapy, exercise therapy, and electrotherapy, remediates impairments and promotes mobility

and function. **Physiotherapy** is used to improve a patient's quality of life through examination, diagnosis, prognosis, physical intervention, and patient education. It is performed by **physiotherapists** (known as **physical therapists**).

In addition to clinical practice, other activities encompassed in the physiotherapy profession include research, education, consultation and administration. Physiotherapy services may be provided as primary care treatment or alongside, or in conjunction with, other medical services.

## AIMS AND OBJECTIVES

- Promote the health and well being of the individual and the general public/society.
- Prevent impairments, activity limitations, and participation restriction in individuals at risk of altered movement behaviours due to health or medically related factors, socio-economic stressors, and lifestyle factors
- Provide interventions to restore integrity of body systems essential to movement, maximise function and recuperation, minimise incapacity, and enhance the quality of life in individuals and groups of individuals with altered movement behaviours resulting from impairments, activity limitations and participation restriction

## INDUSTRY/GLOBAL TRENDS

Worldwide there is a rising demand for physiotherapists. A number of factors account for this trend: the growing awareness of the role physiotherapy can play in enabling the physically challenged to lead productive lives; the increasingly sedentary urban lifestyles and lack of exercise with their associated health effects.

A growing number of employers use the expertise of physiotherapists to evaluate work sites, develop exercise programmes and teach safe work habits to employees with the view to reduce injuries and improve the physical well-being of employees.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, and competency skills required in physiotherapy. Physiotherapy also involves the science

of rehabilitating patients recovering from general, orthopaedic and neurosurgery; trauma; injuries; chronic lung diseases; neurological diseases; childbirth; mental health problems and acute sports, workplace learning, or other methods as outlined in specific subject outlines.

## CAREER PROSPECTS

Graduates of physiotherapy work in hospitals, health centres, clinics, schools, community centres and private practice in areas such as:

- Acute trauma
- Cardiopulmonary rehabilitation
- Child health
- Community health
- Mental health
- Musculoskeletal therapy / orthopaedics
- Neurological rehabilitation
- Older adults' health
- Sports medicine

## ENTRY REQUIREMENTS

### General Admission

Further to the general regulations regarding admission into the University of Ghana, admission to the School of Biomedical and Allied Health Sciences for Bachelor of Science (BSc.) degree programme shall be based on pure science courses such as:

- Elective Mathematics
- Biology
- Physics
- Chemistry

## Specific Admission

Admission into BSc Physiotherapy degree programme requires the following three compulsory and non-negotiable subjects for entry: injuries. Physiotherapists apply assessment skills, clinical reasoning and treatment to anyone with physical problems and chronic pain that affects their movement, function and quality of life.

- Biology
- Physics
- Elective Mathematics
- Chemistry

Candidates who have appropriate passes in Mathematics or Core Mathematics, English Language, Chemistry, Physics and Biology shall be admitted directly into the first year (Level 100) of the 4-year undergraduate degree programme. Candidates with Bachelor's degree in Biological or Physical Sciences from a recognized University may be considered for admission on the recommendation of a special committee appointed by the Dean. The special committee shall vet transcript of the candidate as well as course contents of the degrees with a view to determining suitability of degrees of previous training and make appropriate recommendations that shall include the levels of admission, to the Dean. Admissions under this section may be subject to such conditions as may be approved by the Admissions Board.

To complete the requirements for the programme, all students must:

1. Cover a total of number of 137 credit hours for didactic courses
2. Complete a minimum of 1200 clinical hours during the four-year programme
3. Complete 12 months of internship/ national service programme
4. Accomplish a pass mark of 60% for all the written and practical examinations.
5. Submit a dissertation on topic relevant to physiotherapy practice areas

# B.Sc Diagnostic Radiography

## OVERVIEW

Diagnostic radiography is the medical science concerned with using various forms of radiation to produce high-quality clinical images, which aid in the diagnosis and subsequent treatment of injury and disease. Diagnostic radiography is a technology dependent discipline but draws on

the basic sciences with medical, biological and physiological sciences alongside application of practical training in a clinical setting. A wide range of sophisticated technological equipment for different imaging modalities are used in diagnostic radiography. They include: X-ray,

ultrasound, computed tomography (CT) scanners, magnetic resonance imaging (MRI) and mammography. Diagnostic radiographers (also referred to as Radiologic Technologists and Medical Radiation Technologists) work in hospitals, clinics, medical laboratories and private practice.

## AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- Be able to accurately demonstrate anatomical structures on a radiograph or other image receptor.
- Be able to determine exposure factors to achieve optimum radiographic techniques with minimum radiation exposure to the patient, self and others.
- Be able to evaluate radiographic images for appropriate positioning and image quality.
- Exercise independent judgement and discretion in the technical performance of medical imaging procedures.
- Provide patient care and comfort, show respect for patients' rights and dignity and act in acceptable professional manner at all times.
- Participate in continued professional development programmes.
- Manage a radiography department in at least a district hospital and advise hospital management on radiography issues.

## INDUSTRY/GLOBAL TRENDS

The demand for radiology services across the globe is on the rise. Studies attributes this increasing demand to factors such as the global increase in illnesses, the increase in world population, the rise in

urbanization and worldwide healthcare programmes and reforms. Trends in diagnostic radiography include Fusion & Multimodality Imaging and Pre-Clinical Research. Fusion & Multimodality Imaging allows for running image scans from the same unit at the same time, creating a more complete set of diagnostic information.

Pre-clinical research focuses on drug development using diagnostic radiography as a key technology to assess, accelerate and guide the use of new therapeutic options.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

## CAREER PROSPECTS

Graduates of diagnostic radiography work in a range of healthcare settings including local, district, and regional clinics and hospitals or private establishments

## ENTRY REQUIREMENTS (SSCE/WASSCE)

### General Admission

i. Applicants who have appropriate passes in Core Mathematics, English Language, Chemistry, Physics, Biology and Elective Mathematics shall be admitted directly into the first year (Level 100) of the 4-year undergraduate degree programmes.

ii. Applicants who have completed Level 100 Biological Science with Physics and have a minimum CGPA of 2.0 can be admitted to the Second Year (Level 200) of the 4-year undergraduate degree programmes.

iii. Applicants who satisfy other requirements for admission, i.e. GCE Advanced Levels or equivalent with the appropriate passes may be admitted directly into the second year (Level 200) of the 4-year undergraduate degree programmes.

iv. A candidate with a Bachelor's degree in Biological or Physical Sciences from a recognized University may be considered for admission on the recommendation of a special committee appointed by the Dean.

The special committee shall vet transcripts of the candidate as well as course contents of the degrees, with a view to determining suitability of degrees of previous training and make appropriate recommendations that shall include the level of admission to the Dean.

Admissions under this section may be subject to such conditions as may be approved by the Admissions Board.

### Other Admission

Certificate and Diploma applicants may be considered for admission to Level 200 of the BSc (Diagnostic Radiography/Therapy Radiography) degree programme.

# B.Sc Medical Sciences

## OVERVIEW

The Biomedical Programme involves the integrated study of the gross, microscopic, and molecular structure and function of the human body, disease causing pathogens of the human body and the body's defence against these pathogens and the

reaction to tissue injury.

The Biomedical Programme provides the solid foundation for the study of clinical medicine and dentistry. Backed by hand-on practical, the programme equips students to acquire knowledge in the science

behind clinical examination of patients, diagnosis, and interpretation of laboratory results and management of patients. Students also acquire the skill of biomedical research through innovative research undertaken by faculty members.

## AIMS AND OBJECTIVES

The aim of the curriculum is to produce pre-clinical medical and dental students, well grounded in knowledge and skills in the pre-clinical sciences and with basic knowledge in the clinical sciences to enable them proceed with clinical training.

At the end of the pre-clinical programme, the student should be able to:

- Demonstrate excellent knowledge in basic medical science necessary for successful clinical training.
- Apply the knowledge acquired in basic medical science to enhance clinical decision making.
- Exhibit life-long commitment to self-directed learning and critical inquiry in pursuit of continued professional and personal development.
- Communicate effectively and utilize current strategies to access information.
- Participate effectively in intra- and inter-disciplinary teams

## INDUSTRY/GLOBAL TRENDS

With the evolution of modern methods of investigating patients and the etiology of disease conditions

now localised to the molecular level of organisation, knowledge in traditional basic and paraclinical subjects has more than before assumed greater importance. However, learning these courses in subject basis makes it difficult for students to link the knowledge up to make meaningful clinical judgement. Integrations of these courses in various modules, ensures better understanding and application of the knowledge and encouraging the students to be lifelong learners. Horizontal and vertical integration at this stage makes these student better prepared to study clinical medicine and dentistry and be better prepared to analyse patients clinical data.

## ORGANISATION OF CURRICULUM

The curriculum organization is modular and the instructional design is outcome-driven. In addition, the two-year pre-clinical programme is divided into four semesters of eighteen weeks per semester. The modules includes: Semester 3- Cell Biology; Genes in Health and Disease; Musculo-Skeletal System; Cardiovascular and Respiratory Systems I, Semester 4: Nutrition and Metabolism; Neuroscience; Infections and Immunity I; Genito-urinary and Gastro Intestinal Systems, Semester 5: Mechanism of Disease; Cardiovascular and Respiratory System II; Infection and Immunity II; Gastrointestinal Tract Diseases, Semester 6:

Central Nervous system Diseases; Haemopoietic and Lymphoreticular System; Genito-urinary and Endocrine Diseases.

## ASSESSMENT

Students will be assessed based on completion of assignments, Team-Based Learning, and practical and theory examinations as outlined in the University Handbook.

## ENTRY REQUIREMENTS

Further to the General Regulations regarding admission into the University of Ghana, admission to the School of Biomedical and Allied Health Sciences for the Pre-Clinical Programme and MB ChB Programme shall follow a written entrance examination and an interview of eligible candidates to be based on Senior High School performance (WASSCE results). Student must obtain FCGPA of 2.0 in the end of the first year in order to progress to year 2.

## CAREER PROSPECTS

On successful completion of the Programme, students will progress to study clinical of Medicine and Dentistry which qualifies them housemanship in designated Teaching hospitals in Ghana.

# School of Public Health

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- Bachelor of Public Health [BPH]

# Bachelor of Public Health (BHP)

## OVERVIEW

Public Health is the science that focuses on health promotion and disease and injury prevention through research, community

intervention and education. Public Health integrates knowledge and practice from a range of fields including public health

nutrition, epidemiology, oral health, family health, behavioural science and health

## AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- Demonstrate knowledge of the core disciplines of public health and their relationship to the ecology of public health.
- Be able to compare and contrast the resources used to determine the health status of local, district and national groups, communities, and populations.
- Be able to describe behavioural and non-behavioural variables contributing to morbidity and mortality as a consequent of chronic and communicable diseases and injuries.
- Demonstrate a thorough understanding of the contributions of distress, nutrition, physical activity, and the misuse and abuse of drugs to morbidity and mortality among specific groups, communities, and populations.
- Be able to assess the progress and outcomes of a health promotion programme in relation to established standards.

## INDUSTRY/GLOBAL TRENDS

In recent times, population-based initiatives have become the key drivers of public health service. Public Health is increasingly going education, public health surveillance, health management information systems, occupational safety, environmental health and sanitation. The interdisciplinary nature of Public Health allows for an in-depth study of the social and environmental factors that cause poor health; together with the factors that create and sustain good health, beyond the

medical traditions of individual diagnosis, treatment and cure. Researchers are now focusing more on societal approaches to the promotion of health and the prevention of disease and injury among diverse populations and communities. Ongoing initiatives include prevention programmes at schools and workplaces, control of diseases and improvement and redesign of health services. Also included are population trends, lifestyle and nutrition, the control of existing and emerging communicable diseases, industry pollution management and food and drug safety

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

## ENTRY REQUIREMENTS

The general University Admissions regulations and requirements shall apply in addition to the following:

### Diploma Applicants

Applicants with Diplomas awarded by the University of Ghana, Institutions recognised by or affiliated to the University of Ghana and Institutions under the Ministry of Health shall require an FGPA of 3.2 or better/equivalent and shall attend a selection interview. Such applicants will be admitted to Level 200.

### Other Diplomas

Diplomas awarded by institutions other than those indicated above may be considered eligible on recommendation by a special committee to be appointed by the Dean of the School of Public Health . The committee shall assess the applicant's

transcripts and the course content of the diploma to determine the suitability of his/her previous training and make recommendations accordingly to the Dean.

- Short-listed applicants shall be required to sit an entrance examination and attend a selection interview.

## CAREER PROSPECTS

Graduates of Public Health may qualify to work in positions such as Health Promotion Officer, Community Development Officer, Social Planning Officer, Health Educator, Women's Health Officer, Health Policy Developer, Planning Officer, Health Researcher, Partnerships Coordinator or Programme Evaluator. Other graduates work in a diverse range of areas including but not limited to healthy eating, physical activity, mental health, social inclusion, chronic illness (for example, asthma, arthritis, heart disease) and women's health.

*\*WASSCE students are not eligible to apply.*

# School of Nursing & Midwifery

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

B.Sc Nursing with options

- General Nursing
- Paediatric Nursing
- Mental Health Nursing
- Community Health Nursing

# B.Sc Nursing & Midwifery

## OVERVIEW

Nursing and Midwifery are healthcare professions that focuses on the care of individuals, families, and communities in order for them to attain, maintain, or recover optimal health and quality of life from conception to death.

As professional/practice disciplines, Nursing and midwifery embrace theories and models from the natural sciences, behavioural sciences and

humanities in nursing and midwifery practice. They equip students in the knowledge, techniques and procedures for promoting health, providing care for the sick, disabled, infirm, children, pregnant women and other individuals or groups. It also includes instruction in the administration of medication and treatments, assisting physicians during treatments and examinations,

referring patients for specialist care and planning education for health maintenance.

The B.Sc Nursing programme with options leads to professional qualification in General Nursing, Paediatric Nursing, Community Health Nursing or Mental Health Nursing. The BSc Midwifery programme leads to a qualification as a midwife.

## AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- Provide quality nursing/ midwifery care to individuals, families and communities
- Contribute to the enhancement in the performance of nursing/ midwifery care in all areas of the healthcare delivery system.
- Contribute through research to the growth of the body of knowledge in nursing and midwifery
- Provide specialized extension services such as mental health and community based services
- Use research evidence in daily practice.
- Demonstrate competency as a care provider, communicator, advocate, collaborator, coordinator, manager, educator, manager and change agent.
- Apply strategies, standards and ethical considerations to manage issues of professional

nursing/midwifery practice in diverse health care settings.

## INDUSTRY/GLOBAL TRENDS

Nursing and Midwifery has witnessed remarkable changes in recent times as a result of patients' demands, changing healthcare trends and technology. These changes have increased the nurse's and midwives range of functions and the expertise needed to fulfil them. Advanced care nursing in recent times is focused more on specialisation in multiple areas such as: Accidents & Emergency, Paediatrics, Gerontology, Oncology, Palliative Care, Community Health, Medical Surgical and Nursing Administration. Technology is also changing nursing and midwifery practice; creating opportunities beyond the four walls of a clinician's office, outpatient department (OPD) or hospital room to provide care. One such growing area is Informatics where nurses and midwives combine clinical solutions with ICT to provide health care and maintenance services across time and space.

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning, or other methods as outlined in specific subject outlines



Ime i prezime

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TERMINI ZA PACIJENTE

Prezime i ime

ZAKAZIVANJE

## ENTRY REQUIREMENTS

Three categories of applicants will be considered for admission to the BSc. Midwifery programme.

i. Senior Secondary School Certificate (SSCE) holders or its equivalent (will enter at Level 100)

ii. West Africa Senior Secondary Certificate Examination (WASSCE) holders (will enter at Level 100)

iii. Diploma in midwifery/ nursing (all categories) (will enter at Level 200)

SSCE holders will have passes (grades A-D) and WASSCE holders will have credit passes (grades A1-C6) in the following subjects:

a. Three (3) core subjects comprising Mathematics, English and Integrated Science

b. Three Elective subjects from the following:

i. Chemistry, Physics, Biology or Elective Mathematics

ii. General Agriculture, Physics & Chemistry

iii. Three General Arts Electives

iv. Two General Arts Electives plus Food & Nutrition

v. Any three of the following Electives: Economics, Management in Living, Food & Nutrition, Chemistry, General Knowledge in Art and French.

### **Note:**

\*This four-year degree programme will have Level 100 counting towards graduation.

## TUITION METHODS

Class discussion, Note dictation, Practical Sessions

## CAREER PROSPECTS

- BSc Nursing and BSc Midwifery graduates work in a wide array of professional positions in both the public and private sectors including:
- Clinical practice/specializations
- Academia
- Quality Assurance
- Project managers
- Policy developers
- Researcher /Knowledge Contributor
- Hospital/Clinics
- Nursing administrative/ management positions
- Education
- Research
- Consulting community and public health centres
- Social work case management
- Insurance
- Non-governmental organizations (Local/ international)
- Business – hospital equipment etc.



I wasn't sure about my career choice within the first year of enrolment. Two years on, I am more than convinced that I would have regretted pursuing any other professional career.

**Eugene Dodzie Tamakloe**

BSc. Nursing, Level 200



# COLLEGE OF EDUCATION

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## OBJECTIVES

The College of Education shall advance the objectives of each of its constituent Units by these specific objectives, to:

(a) Expose students to best practices in teaching and learning using the latest proven learning technologies and support the utilization of research both to inform teaching and to tackle the broader issues of education;

(b) Provide an expanded adult, continuing and distance education programme which would extend the reach of the University to student populations in formats which the face- to- face classroom learning cannot provide;

(c) Improve the understanding and practice of information and communication through effective teaching, learning and research;

(d) Equip practitioners in communication and information management with state-of-the-art skills and competencies to effectively serve the public; and

(e) Provide tertiary education of the highest quality to advance Africa's social, cultural and economic development achievable through the production of graduates, conduct of research and extension services for Africa and the wider international community.

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## CONTACTS

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**Postal Address** P. O. Box LG 1181, Legon, Accra



## **COLLEGE OF EDUCATION**

### **SCHOOLS AND DEPARTMENTS**

#### **SCHOOL OF INFORMATION AND COMMUNICATION STUDIES**

- Department of Information Studies
- Department of Communication Studies

#### **SCHOOL OF EDUCATION AND LEADERSHIP**

- Department of Physical Education and Sport Studies
- Department of Teacher Education
- Department of Educational Studies and Leadership

#### **SCHOOL OF CONTINUING AND DISTANCE EDUCATION**

- Department of Distance Education
- Department of Adult Education and Human Resource Studies
- University of Ghana Learning Centres

## **PROFESSOR MICHAEL AYITEY TAGOE**

Ag. Provost, College of Education  
BA(Ghana). MPhil.PHD (Reading)



# School of Education & Leadership

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## **UNDERGRADUATE PROGRAMME(S) AVAILABLE**

- B.A. Education (Non-Teaching)
- B.A. Education(English)
- B.Sc. Education (Mathematics)
- B.Sc. Education (Physics)
- B.Sc. Education (Chemistry)
- B.Sc. Education (Biology)
- B.A. Sport and Physical Culture Studies

# B.A. Education Non-Teaching

## OVERVIEW

Promoting effective education practitioners especially in Ghana has become an issue of immense concern. Producing education practitioners who understand what

it takes to improve quality education is often lacking. This programme will place a high premium on developing education practitioners' capacity to diagnose and solve problems in

education.

This non-teaching programme is designed for students who envisage a career in educational contexts outside the classroom.

## AIMS AND OBJECTIVES

- Provide research opportunities to explore and understand how education particularly in the Ghanaian context, mediate social equalities and inequalities.
- Encourage students to develop knowledge about, and insights into, the ways that educational research and evaluation contribute to development.
- Prepare students to be effective educational practitioners in the educational settings.
- Develop an understanding of how effective schooling is achieved in diverse international contexts.
- Use data from school contexts to inform their practice through engagement in action research through the evaluation of education interventions and practices in the Ghanaian context.

## INDUSTRY/GLOBAL TRENDS

The education sector is multidisciplinary and has implications for the different sectors of the economy. Education is a vehicle for social mobility and is about helping people to learn the concepts and skills they need to apply in their day to day activities. Workers with backgrounds in educational studies have become valuable assets to many organisations and institutions particularly in the corporate world. Human resource managers are increasingly hiring non-teachers with expertise in educational psychology as trainers and customers advisers. Practitioners who are interested in developing middle and senior leaders' expertise in educational matters as an approach to professional development are highly sought after.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages

## TUITION METHODS

Class discussions, presentations, seminars and workshops

## CAREER PROSPECTS

Graduates from this non-teaching programme could be employed as research officers in Non-governmental agencies, ministries and government agencies. They can also work in other service sectors where working graduates with a social science background is required

## ASSESSMENT

Students will be assessed on the basis of completed assignments, examinations, workplace learning and projects or other methods as outlined in specific subject outlines.

# B.A. Education English

## OVERVIEW

Promoting effective English teaching and learning in Ghana has become an issue of immense concern. This has been necessitated by Ghanaian students' poor performance at the national and international levels. Producing teachers and education practitioners who understand what it takes to improve quality education and manage its delivery effectively

is often lacking. The courses in this programme are designed to equip those who wish to begin a career in teaching English at the senior high level with skills to maximise student learning outcomes. The skills acquired will also be transferable to other levels and contexts of education, thus make students graduating from the School equipped to work as assessment

design specialists and managers of educational change in general. The programme desires to produce a unique educational practitioner able to diagnose problems of teaching and learning, and introduce innovative practices that can lead to significant improvements in the learning experiences of all English Language learners.

## AIMS AND OBJECTIVES

Provide research opportunities to explore and understand how education particularly in the Ghanaian context, mediate social equalities and inequalities.

Understand how literary, and other creative, representations of voice contributes to our ability to tackle long-running and complex problems in the sector.

Prepare students who will be conceptually and practically competent to facilitate the expectations accorded to English education in Ghanaian senior high schools.

Develop the capacity of students to use ICT to enhance teaching and learning.

Use data from school contexts to inform their practice through engagement in action research through the evaluation of education interventions and practices in the Ghanaian context.

Develop an understanding of how effective schooling is achieved in diverse international contexts.

## INDUSTRY/GLOBAL TRENDS

English language is a compulsory subject in the curricula of all Commonwealth countries and some countries outside the Commonwealth. In many societies, English language and particularly English grammar is part of everyone's life. Many people in English speaking countries feel uncomfortable about their knowledge of the language and are therefore not empowered to take advantage of job opportunities in their respective countries. Furthermore, a lot of business transactions around the world are conducted using English language and this situation has led to proliferation of English language schools throughout the world. English teachers are therefore needed in many English speaking countries.

Graduates from this programme could be employed to teach senior high school English. The programme desires to produce a unique educational practitioner able to diagnose problems of teaching and learning and introduce innovative practices that can lead to significant improvement and experiences of all English Language learners.

## ASSESSMENT

Students are assessed through a combination of individual and group work, tests, assignments and projects and successful completion of supervised internship.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages

## TUITION METHODS

Class discussions, presentations, seminars and workshops.

## CAREER PROSPECTS



# B.Sc Education Mathematics

## OVERVIEW

Promoting effective Mathematics teaching and learning in Ghana has become an issue of immense concern.

This has been necessitated by Ghanaian students' poor performance at the national and international levels. Producing teachers and education practitioners who understand what it takes to improve quality education and manage its

delivery effectively is often lacking. The courses in this programme are designed to equip those who wish to begin a career in teaching Mathematics at the senior high level with skills to maximise student learning outcomes. The skills acquired will also be transferable to other levels and contexts of education, thus make students graduating from the School equipped to work as assessment

design specialists and managers of educational change in general. The programme desires to produce a unique educational practitioner able to diagnose problems of teaching and learning, and introduce innovative practices that can lead to significant improvements in the learning experiences of all Mathematics learners.

## AIMS AND OBJECTIVES

Provide research opportunities to explore and understand how education particularly in the Ghanaian context, mediate social equalities and inequalities.

- Train students in Mathematics, pedagogy, conceptual and procedural knowledge.
- Prepare students who will be conceptually and practically competent to facilitate the expectations accorded to Mathematics education in Ghanaian senior high schools.
- Develop the capacity of students to use ICT to enhance teaching and learning.
- Use data from school contexts to inform their practice through engagement in action research through the evaluation of education interventions and practices in the Ghanaian context.
- Develop an understanding of how effective schooling is achieved in diverse international contexts.

## INDUSTRY/GLOBAL TRENDS

Mathematics plays a key role in the development of a quantitatively literate society. It is applied in many fields of study such as finance, computing, engineering and other key sectors. Mathematics thus continues to serve as the gatekeeper for many learners. As a vital tool for the understanding of science and technology, the subject plays a key role in its application in almost all school subjects including economics, accounting, business studies, social studies and visual arts. Considering that numeracy is the ability to interpret, apply and communicate mathematical information, mathematics teachers play a vital role in equipping individuals with the tools to function at work and in society in general. Mathematics teachers are therefore in high demand in many countries.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages

## TUITION METHODS

Class discussions, presentations, seminars and workshops

## CAREER PROSPECTS

Graduates from this programme could be employed to teach senior high school Mathematics. The programme seeks to produce graduates who are able to diagnose problems of teaching and learning Mathematics. It also provides a strong foundation for a diverse range of career opportunities in the field of Mathematics research, Economics research, data analysis, etc.

## ASSESSMENT

Students are assessed through a combination of individual and group work, tests, assignments and projects and successful completion of supervised internship.

# B.A. Education Physics

## OVERVIEW

Promoting effective science teaching and learning in Ghana has become an issue of immense concern. This has been necessitated by Ghanaian students' poor performance at the national and international levels. Producing teachers and education practitioners who understand what it takes to improve quality education and manage its delivery effectively is often lacking.

## AIMS AND OBJECTIVES

- Provide research opportunities to explore and understand how education particularly in the Ghanaian context, mediate social equalities and inequalities.
- Train students in Physics, pedagogy, conceptual and procedural knowledge.
- Prepare students who will be conceptually and practically competent to facilitate the expectations accorded to science education in Ghanaian senior high schools.
- Develop the capacity of students to use ICT to enhance teaching and learning.
- Use data from school contexts to inform their practice through engagement in action research through the evaluation of education interventions and practices in the Ghanaian context.
- Develop an understanding of how effective schooling is achieved in diverse international contexts.

## INDUSTRY/GLOBAL TRENDS

The courses in this programme are designed to equip those who wish to begin a career in teaching Physics at the senior high level with skills to maximise student learning outcomes. The skills acquired will also be transferable to other levels and contexts of education, thus make students graduating from the School equipped to work as assessment design specialists and managers of

Physics is one of the science disciplines which has impact on innovation in industry. The subject plays a major role in the transfer of technology from the classroom to industry. Technological knowhow, however, cannot be absorbed by industry without effort. Physics education empowers science students to engage in scientific research aimed at developing and testing theories, particularly in matter and light in order to understand why certain phenomena occur. Once this understanding has been gained, predictions for untried experiments are made possible and this usually leads to new inventions.

Laser devices which have now become core technology in instruments performing vital functions in many industries was developed through physics experiments. Physics educators have the opportunity to work directly with industry to facilitate inventions in industry. As a result, physicists including physics teachers are held in high esteem.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages

educational change in general. The programme desires to produce a unique educational practitioner with a specialisation in Physics able to diagnose problems of teaching and learning, and introduce innovative practices that can lead to significant improvements in the learning experiences of all Physics learners.

## TUITION METHODS

Class discussions, presentations, seminars and workshops.

## CAREER PROSPECTS

Graduates from this programme could be employed to teach senior high school Physics. The programme also provides a strong foundation for a diverse range of career opportunities at a time of rapid change in education, including managerial and administrative roles in schools and local authorities; work in secondary school settings; careers in scientific research and a range of professions.

## ASSESSMENT

Students are assessed through a combination of individual and group work, tests, assignments and projects and successful completion of supervised internship.

# B.Sc Education Chemistry

## OVERVIEW

Promoting effective science teaching and learning in Ghana has become an issue of immense concern. This has been necessitated by Ghanaian students' poor performance at the national and international levels. Producing teachers and education practitioners who understand what it takes to improve quality education and manage its delivery effectively

is often lacking. The courses in this programme are designed to equip those who wish to begin a career in teaching Chemistry at the senior high level with skills to maximise student learning outcomes. The skills acquired will also be transferable to other levels and contexts of education, thus make students graduating from the School equipped to work as assessment design specialists and

managers of educational change in general. The programme desires to produce a unique educational practitioner with a specialisation in Chemistry able to diagnose problems of teaching and learning, and introduce innovative practices that can lead to significant improvements in the learning experiences of all Chemistry learners.

## AIMS AND OBJECTIVES

- Provide research opportunities to explore and understand how education particularly in the Ghanaian context, mediate social equalities and inequalities.
- Train students in Chemistry, pedagogy, conceptual and procedural knowledge.
- Prepare students who will be conceptually and practically competent to facilitate the expectations accorded to science education in Ghanaian senior high schools.
- Develop the capacity of students to use ICT to enhance teaching and learning.
- Use data from school contexts to inform their practice through engagement in action research through the evaluation of education interventions and practices in the Ghanaian context.
- Develop an understanding of how effective schooling is achieved in diverse international contexts.

## INDUSTRY/GLOBAL TRENDS

A lot of people study chemistry in order to become doctors, nurses, pharmacist, nutritionists, geologists and manufacturers. There doesn't seem to be any limit to the role of chemistry both in everyday life and in industry. Many activities in homes, schools and industry involve chemistry to some extent.

As a result, a lot of chemistry related jobs are created in industry almost on a daily basis. This underscores the importance of chemistry in the school curriculum. As part of integrated science, chemistry is studied in nearly every high school in the world. This means the teaching of chemistry as a stand-alone subject or as part of integrated science remains a promising career path

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages

## TUITION METHODS

Class discussions, presentations, seminars and workshops

## CAREER PROSPECTS

Graduates from this programme could be employed to teach senior high school Chemistry. The programme also provides a strong foundation for a diverse range of career opportunities at a time of rapid change in education, including managerial and administrative roles in schools and local authorities; work in secondary school settings; careers in quality control, industrial hygiene, research and development and a range of professions.

## ASSESSMENT

Students are assessed through a combination of individual and group work, tests, assignments and projects and successful completion of supervised internship.

# B.Sc. Education Biology

## OVERVIEW

Promoting effective science teaching and learning in Ghana has become an issue of immense concern. This has been necessitated by Ghanaian students' poor performance at the national and international levels. Producing teachers and education practitioners who understand what it takes to improve quality education and manage its delivery effectively is often lacking. The courses in this

programme are designed to equip those who wish to begin a career in teaching Biology at the senior high level with skills to maximise student learning outcomes. The skills acquired will also be transferable to other levels and contexts of education, thus make students graduating from the School equipped to work as assessment design specialists and managers of educational change in general.

The programme desires to produce a unique educational practitioner with a specialisation in Biology able to diagnose problems of teaching and learning, and introduce innovative practices that can lead to significant improvements in the learning experiences of all Biology learners.

## AIMS AND OBJECTIVES

- Provide research opportunities to explore and understand how education particularly in the Ghanaian context, mediate social equalities and inequalities
- Train students in Biology, pedagogy, conceptual and procedural knowledge
- Prepare students who will be conceptually and practically competent to facilitate the expectations accorded to science education in Ghanaian senior high schools.
- Develop the capacity of students to use ICT to enhance teaching and learning.
- Use data from school contexts to inform their practice through engagement in action research through the evaluation of education interventions and practices in the Ghanaian context.
- Develop an understanding of how effective schooling is achieved in diverse international contexts.

Biology is concerned with the scientific study of living organisms and plays a crucial role in the world of science not only because it is about the study of activities of all living things, but because it promotes actions that support life. With the help of biology, hundreds of millions of people, derive a significant part of their subsistence needs and income from gathered plant and animal products. Biology lessons help students to develop knowledge, skills and attitudes for pursuing careers in medicine, pharmacy, nutrition and agriculture. It is because of these essential functions of biology that the study of the subject has become compulsory in school curricular in a world dominated by science and technology. Consequently, teachers of biology are needed in every school on the globe.

Graduates from this programme could be employed to teach senior high school Biology. The programme also provides a strong foundation for a diverse range of career opportunities at a time of rapid change in education, including research scientist in schools and local authorities; work in secondary school settings; careers in sustainability consultancy; health sectors and a range of caring professions.

## ASSESSMENT

Students are assessed through a combination of individual and group work, tests, assignments and projects and successful completion of supervised internship.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages

## TUITION METHODS

Class discussions, presentations, seminars and workshops.

## CAREER PROSPECTS

## INDUSTRY/GLOBAL TRENDS



# B.A. Sport & Physical Culture Studies

## OVERVIEW

The B.A. Sport and Physical Culture Studies programme places sport management at the centre of its course-of-study and prepares students to manage and administer

sports—from the big leagues to local programs and everything in between.

## AIMS AND OBJECTIVES

- Provide opportunities for students to develop the self-reliant, flexibility and adaptability attributes necessary to survive in the complex sport industry.
- Train students to be creative, innovative and be able to forge future orientation.
- Develop the capacity of students to use ICT to enhance the management of sports in Ghana
- Develop ability to recognize opportunities, take risks with comfort, think critically and solve problems.
- Develop a comprehensive set of skills including marketing, fundraising, finance, facilities, and research for the sport management field.
- Develop understanding of the societal, ethical, and philosophical perspectives related to sport organizations and employee and athlete behavior within sport organizations.

## INDUSTRY/GLOBAL TRENDS

In Ghana, effective leadership in sport, physical activity, recreation and physical fitness for all persons does not exist. The B.A. Sport & Physical Culture Studies programme is thoughtfully designed to produce graduates with high competence to bridge this gap in the physical activity and sport industry.

## ENTRY REQUIREMENTS

See General Admission Requirements and Procedures pages

## ASSESSMENT

Student assessment heavily based on industry attachments that are developmentally sequenced across the period of professional training

## TUITION METHODS

Class discussions, presentations, seminars and workshops

## CAREER PROSPECTS

As a graduate of one of the first sport management programmes in Ghana, you'll join the new cadre of sport managers and administrators who will impact the growth of the sport industry in Ghana. With the B.A. Sport & Physical Culture Studies degree you can find numerous job opportunities in areas such as:

- Professional/ Amateur sports
- League operations
- Sport agencies
- District/Municipal recreation and sports
- Manufacturing of equipment and supplies
- Sport merchandising and service organizations
- Sports news media
- Health, wellness and fitness activities
- Recreation, hotel operations & Tourism
- Specialised sport resorts
- District/Regional Sport Organizer
- Fitness Club Manager

# School of Continuing & Distance Education

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## **UNDERGRADUATE PROGRAMME(S) AVAILABLE**

- Bachelor of Science in Administration
- Bachelor of Arts
  - Adult Education
  - Economics
  - Information Studies
  - Political Science
  - Psychology
  - Sociology
- Geography & Resource Development
- History
- Linguistics
- Social Work

# The Distance Education Programme

## OVERVIEW

The University of Ghana's Distance Education Programme is located at the School of Continuing and Distance Education (SCDE), Legon. It was initiated in 1995 and formally launched on November 23, 2007.

The first batch of 906 students were formally matriculated on February 8, 2008. Student population as at December 2018 was 7149. The programme is currently offered in eleven Centers in Ghana, namely Accra, Kumasi, Bolgatanga, Takoradi,

Tamale, Tema, Koforidua, Wa, Tsito, Sunyani and Cape Coast.

## MODE OF DELIVERY AND SUPPORT SERVICES

The programme is run through the Distance Education mode. The delivery is a combination of E-learning and face to face interactive sessions (blended/hybrid teaching approach). Students are provided with E-learning resources/materials for the programme. Tutorials are held at weekends, and students interact online with their lecturers, tutors and other students using the Learning Management system (SAKAI).

## ADVANTAGES OF STUDYING BY DISTANCE

- A flexible course delivery to fit your busy schedule.
- User friendly written course materials.
- Choice of Centre
- Equal access to higher education.

## ACADEMIC CALENDAR

- Semester 1: Mid-August to January
- Semester 2: Mid- February to July

## DURATION OF PROGRAMME

The duration of the programme is as follows:

**Level 100 Entrants:** Minimum period of eight semesters (4 academic years) and maximum period of twelve semesters (6 academic years)

**Level 200 Entrants:** Minimum period of six semesters (3 academic year) and maximum of 10 semesters (5 academic years).

**Diploma Entrants:** Minimum period of four semesters (2 academic years) and maximum of eight semesters (4 academic years).

## ENTRY REQUIREMENTS

### Interpretation of Examination Grading System.

SSCE	WASSCE	EQUIVALENT
A	A1	1
B	B2	2
C	B3	3
D	C4	4
	C5	5
	C6	6

The following are the entry requirements:

## DEGREE PROGRAMMES

## SENIOR HIGH SCHOOL GRADUATES

Applicants must possess at least credits (A1- C6 in WASSCE and A-D in SSSCE) in English, Core Mathematics and Integrated Science (for Science applicants) or Social Studies (for non-science applications) and three elective subjects in General Arts/ Business/Science. In

addition, applicants should also have at least a grade C6 in WASSCE/D in SSSCE in Integrated Science/Core Science.

## DIPLOMA APPLICANTS (DIPLOMA TO DEGREE)

You must possess an FGPA OF 3.25 or better from University of Ghana and passes in five subjects including English Language at the GCE 'O' level or credit in all the core subjects and two electives at the WASSCE/SSCE level or credit in all the core subjects and two electives at the WASSCE/SSCE level. Diploma holders from institutions affiliated to university of Ghana may also apply. The Diploma course should be offered at the degree level .All post Diploma students are admitted at level 200.The degree course should be in the same area of the Diploma.

## HIGHER NATIONAL DIPLOMAS(HND)

HND holders from recognised polytechnics/technical universities with a Final Grade Point Average (FGPA) of 4.00 or better in programmes that will be advertised, are eligible to apply to the SAME area of study, and where required, supported with one other subject in a related field, for admission. In addition, such applicants MUST have WASSSCE/SSSCE passes in three (3) core subjects and (2) electives in the appropriate subjects or credit passes in five subjects including English Language, Science and Mathematics at the GCE 'O' level as well as passes in two subjects at the GCE 'A' level. Applicants may be asked to write an entrance examination and/or attend an interview as part of the admission process. All HND holders will be admitted to Level 200 in the same area subject as their HND qualification.

## OTHER QUALIFICATIONS

These include International Baccalaureate (IB), IGCSE, GCSE, the America Grade 12 and 13 examinations and other external qualifications, which have equivalences to SSCE/WASSCE and the GCE.

## MATURE STUDENTS

Mature persons who do not satisfy the approved requirements may apply for admission. Applicants must be at least 25 years at the time of application, attend and complete the University of Ghana Access Course and pass the Mature Students' Entrance Examination conducted by the University.

## DIPLOMA PROGRAMMES

To be admitted to a Diploma programme, a candidate must satisfy the following minimum requirements:

### SSSCE Holders:

- i. Six Passes (A-D) in all subjects,

including English Language and Mathematics; and

- ii. At least three (3) of the passes must be in subjects in General Arts, Business or Science.

### WASSCE Holders:

- i. Six Passes (A1-D7) in all subjects, including English Language and Mathematics; and
- ii. Must have a minimum of C6 in any three (3) subjects in General Arts, Business or Science.

## DEGREE PROGRAMMES AVAILABLE

### Bachelor of Science in Administration

- Accounting
- Banking and Finance
- Human Resource Management
- Marketing
- Public Administration
- Health Service Administration

### Bachelor of Arts

- Adult Education
- Economics
- Information Studies
- Political Science
- Psychology
- Sociology

### Bachelor of Science in Information Technology

### Bachelor of Science in Nursing (for professional nurses who have Diploma in Nursing from recognized Nursing Training College)

## DIPLOMA PROGRAMMES AVAILABLE

- Diploma in Youth and Development
- Diploma in Adult Education

- Diploma in Public Administration
- Diploma in Librarianship
- Diploma in Accounting

**\*For further details of the programmes listed please refer to the specific programme description pages from the various schools.**

## MODE OF APPLICATION

All applicants with the required qualification must apply online at the University of Ghana website: <http://www.ug.edu.gh>.

University of Ghana on-line application **E-VOUCHERS** can be obtained at banks such as **ECOBANK, HFC BANK, ADB BANK, GCB BANK and FIDELITY BANK.**

Further details are available on the University's website during the application period.

## CONTACT CENTRES

### College of Education Academic Affairs Office

0362-194377 / 0503-899803

**Email:** [coeacademic@ug.edu.gh](mailto:coeacademic@ug.edu.gh)

### Department of Distance Education, Legon | 030-2956122

**Accra Centre** | 03022-28182

**Bolgatanga Centre** | 03820-22315

**Cape Coast Centre** | 03321-32100

**Tsito (Ho) Centre** | 0303-938851

**Kumasi Centre** | 03220-23726

**Koforidua Centre** | 03422-90824

**Takoradi Centre** | 03120-23476

**Sunyani Centre** | 03520-27153

**Tamale Centre** | 03720-22238

**Tema Centre** | 02448-18069

**Wa Centre** | 03920-22189

# B.A. Adult Education

## OVERVIEW

Adult Education is concerned with providing the knowledge that improves professional qualifications to achieve civic, social, moral and cultural attitudes and skills for performing responsibilities and for progress in all spheres of life (UNESCO).

The programme draws from across the Arts and Sciences to study key issues explored through four elective specialty areas: Distance Education, Literacy Education, Community

Development and Peace Education. Distance Education focuses on concepts & theoretical foundations of distance education and related issues of organisational models, media, curriculum, quality and support services. Literacy Education examines concepts, case studies, linkages and implications of literacy & development. Community Development explores the multiple facets, scopes and practices of education, sustainability, mobilisation

& leadership as applied to community development. Peace Studies tackles current and emerging issues that affect global peace and their effects on economies & politics alongside their counter measures.

While theoretical principles provide the basis for the BA Adult Education programme, all four specialty areas concentrate on the application of theory to current policy issues and practices within domestic and international contexts.

## AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- Demonstrate an understanding of the development of Adult Education as a discipline including current perspectives, major theories and approaches.
- Be able to apply theory to practice, appreciating the context of formal and informal lifelong learning across a broad range of sectors including academic, corporate and civil society.
- Be able to comprehend and analyse the roles played by Distance Education, Literacy Education, Community Development and Peace Education for a knowledge-based society alongside their predictable social, political and economic impacts.
- Be able to evaluate some of the key methods and techniques used in Adult Education and their implications for social change.
- Be able to develop strong communication skills and ability to conduct empirical

research on contemporary issues, debates and trends in Adult Education

## INDUSTRY/GLOBAL TRENDS

As part of its remit, Adult Education provokes and answers questions about formal and informal lifelong learning. Generally, it has been misconstrued to imply provision of literacy lessons to adults. This view though, is changing. Today's fast pace world marked by continues social changes, competitive business climate, globalisation and ever-advancing ICT have revealed that a knowledge-based society is a prerequisite for social and economic transformation. However, since the educational demands of corporate, community-based, professional and public sectors continue to grow outside tertiary education system, there is an increased need for skilled adult education practitioners to provide innovative models/techniques for lifelong learning in adult education environment. Educationalists say without lifelong learning, it is not feasible to attain a knowledge-based society because knowledge & technology is constantly advancing.

## CAREER PROSPECTS

The BA Adult Education programme is an excellent preparation for postgraduate studies.

It also provides exciting career opportunities across a range of adult education and professional programmes. These include advocacy & policy, community development, distance education, professional development and public/civic education

## TUITION METHODS

Class discussions, presentations, seminars and workshops

## ASSESSMENT

Students are assessed through a combination of individual and group work, tests, assignments and projects and successful completion of supervised internship.

# School of Information & Communication Studies

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## UNDERGRADUATE PROGRAMME(S) AVAILABLE

- B.A Information Studies



# B.A. Information Studies

## OVERVIEW

The School of Information and Communication Studies (SICS) aims at improving and extending the frontiers of Information and Communication dissemination and management through effective teaching, learning and research.

The School focuses on developing world-class students who are skilled, versatile, creative and ready to take up positions in local and global information and communication industries. It also aims at producing innovative research to reflect

the evolutions in the creation, dissemination and exploitation of knowledge and the impact of new forms of media and communication on people's lives.

## AIMS AND OBJECTIVES

At the end of the programme, graduates are expected to:

- Be familiar with the theoretical concepts and principles of Information Studies and related disciplines.
- Demonstrate a holistic understanding of the evolving roles and design of information systems, organisational context in which information is used and information systems that support information usage.
- Be able to apply the relevant theories and practices to collect, process, store, retrieve, present and communicate information.
- Demonstrate an understanding of contemporary information access practices and debates particularly privacy, equity, intellectual property and intellectual freedom.
- Be able to conduct research to develop and evaluate information services and systems.

## INDUSTRY/GLOBAL TRENDS

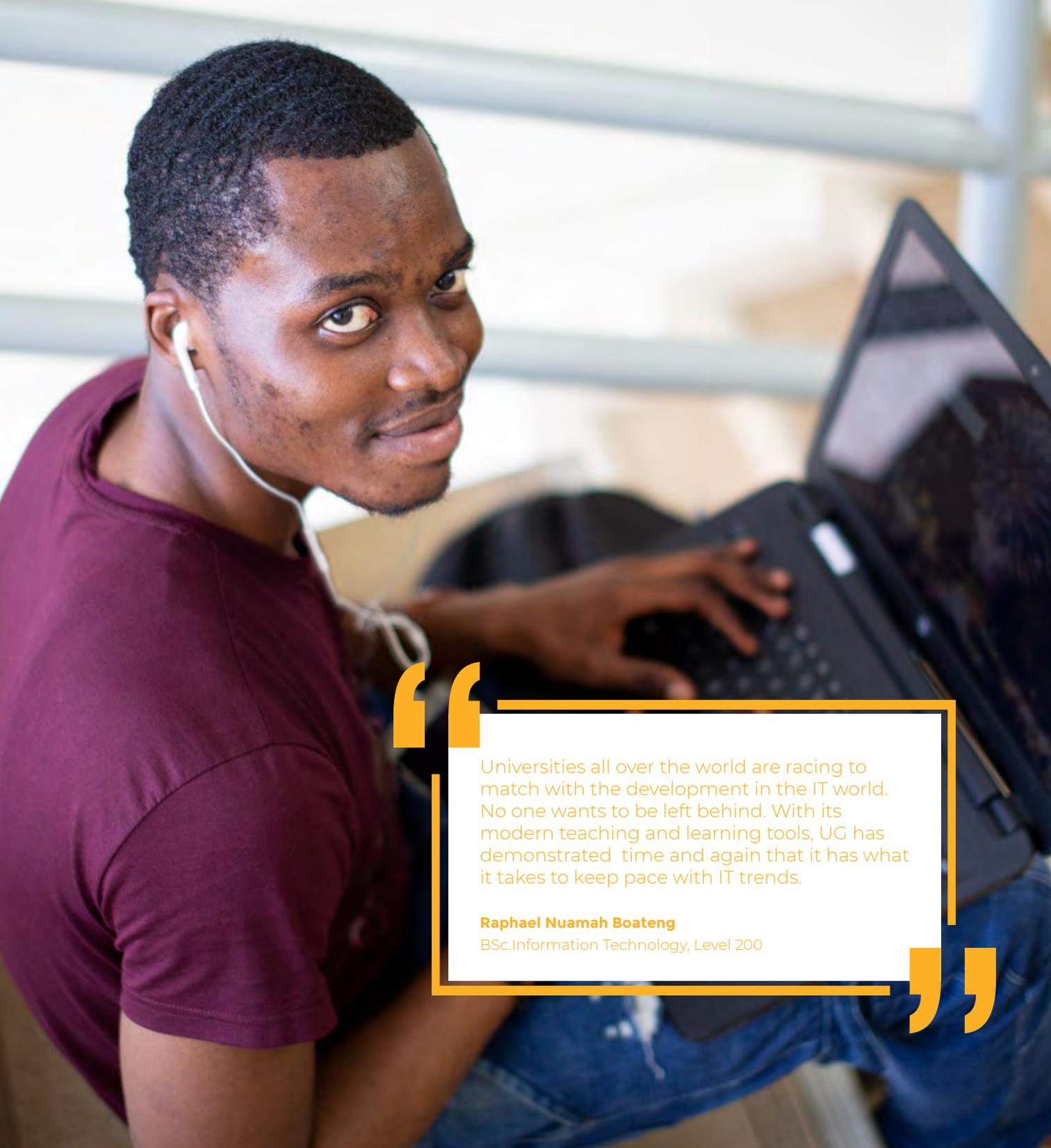
Today, technology-enabled information is taking the world to unprecedented heights. For this reason, Information Studies is rapidly evolving and professionals must learn, unlearn and relearn to be relevant. Its foci have also expanded to create more practical solutions that are efficient and convenient to a wide range of scientific, commercial and industrial settings. Researchers predict that today's Information Age will undergo an even bigger transformation through networked sensor applications. Already sensors are being used for "smart water" (water quality assurance & detection of leaks); "smart metering" (energy consumption monitoring & management) and "smart lighting" (weather adaptive lighting in street lights). Current studies indicate that, by upgrading existing IT systems to newer, faster and more mobile networks and by networking such mobile networks into networked systems, they will transform today's society into a "smarter world" incomparable to any period of human history.

## CAREER PROSPECTS

Graduates from this non-teaching programme could be employed as research officers in Non-governmental agencies, ministries and government agencies. They can also work in other service sectors where working graduates with a social science background is required.

## TUITION METHODS

Class discussions, presentations, seminars and workshops.



Universities all over the world are racing to match with the development in the IT world. No one wants to be left behind. With its modern teaching and learning tools, UG has demonstrated time and again that it has what it takes to keep pace with IT trends.

**Raphael Nuamah Boateng**

BSc.Information Technology, Level 200



# SCHOOL OF GRADUATE STUDIES

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## OBJECTIVES

The School of Graduate Studies offers a wide range of post-graduate programmes in Agriculture & Consumer Science, Arts, Business, Engineering Science, Health Sciences, Law, Science and Social Science.

The School is responsible for the admission, registration, study programmes and thesis examination of all graduate students of the University. It also serves as the repository of all records on graduate students. Other important functions performed by the School of Graduate Studies include:

- Promoting the development, diversification and effective delivery of post-graduate programmes to address emerging national and global issues;

- Accreditation of all faculty teaching and supervising graduate programmes to maintain high standards and ensure high quality graduate programme output;

- Monitoring and evaluation of general performance on graduate programme delivery.

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## CONTACTS

**Telephone** +233 (0) 302 665 103 Ext 231 & 151  
+233 (0) 288 266 017

**Email** [cbas@ug.edu.gh](mailto:cbas@ug.edu.gh)

**Postal Address** P. O. Box LG 1195, Legon Accra



**PROFESSOR  
KWEKU TANO-DEBRAH**

Bsc. (Ghana), MPhil (Ghana), PhD (Hiroshima)  
Dean School of Graduate Studies

1. A good first degree (at least a second class lower division) in a relevant field of study at the University of Ghana or any other recognised University. A minimum of two years work experience is required from all applicants desiring to pursue programmes in the University of Ghana Business School.

For more details in respect of Admission requirements, visit the university website [www.ug.edu.gh](http://www.ug.edu.gh). Applicants are also advised to contact the various Departments/Schools/Institutes/Centres for additional information on the various programmes.

2. For purposes of assessing an applicant's eligibility, he/she may be required to take an entrance examination and/or interview at the Department/Institute/School/ Centre.
3. For programmes marked with asterisks (\*), all MPhil applicants are admitted into the MA programme at the first instance. Students who

obtain an average of B+ or better MAY progress to the MPhil programme upon recommendation by the Head of Department in consultation with the Graduate Studies Committee of his/her Department.



“

UG's MPhil in Sociology has opened my mind to endless career possibilities in the Social Sciences. I am currently considering a career in academia.

**Emmaryn M. Djentuh**  
MPhil Sociology

”



## How to Apply

University of Ghana application e-voucher can be obtained by Ghanaian applicants at the following banks: Zenith Bank, Merchant Bank, Ecobank, HFC Bank, Agricultural Development Bank, Unibank, Ghana Commercial Bank and Fidelity Bank. Applicants should follow carefully the instructions on the voucher when completing the online application form.

Applicants who did not graduate from the University of Ghana must submit the following documents online (Scan and Attach):

- Bachelors' Degree Certificate and Transcript (for those applying for Masters' Degree programmes)
- Masters' Degree Certificate and Transcript (for those applying for PhD programmes)

The transcript should be scanned into one PDF or WORD document and attached to the application.

Applicants who graduated from this university should scan and attach only their Bachelor's degree certificates to their applications.

All applicants who graduated from the University of Ghana from 1996 to date should indicate their **'STUDENT IDENTITY NUMBERS'** on their forms before submission.

## INTERNATIONAL APPLICANTS AND GHANAIS APPLYING FROM ABROAD

This category of applicants should use the following links to access the online application form for completion and submission: <http://sgs.ug.edu.gh> <http://admission.ug.edu.gh>

The pay-in-slips together with applicants' certificates and transcripts should be scanned and attached to the application form before submission. The transcript should be scanned into one PDF or WORD document and attached to the application.

## SCHOOL OF GRADUATE STUDIES

Postgraduate Programmes: 160

Master of Arts (Ma) Programmes: 42

Master of Science (Msc) Programmes: 9

Master of Philosophy (Mphil) Programmes: 69

Doctor of Philosophy (Phd) Programmes: 40

Number of Graduate Students: 2876

All further enquiries should be sent to the addresses below:

### The Executive Secretary

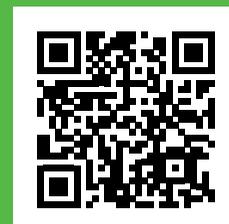
#### School of Graduate Studies,

#### University of Ghana, Legon.

**E-Mail: [sgsadmissions@ug.edu.gh](mailto:sgsadmissions@ug.edu.gh)**

All applicants must ensure that their on-line applications are correctly filled and receipt acknowledged on submission. Ensure that correct addresses and telephone numbers are provided.

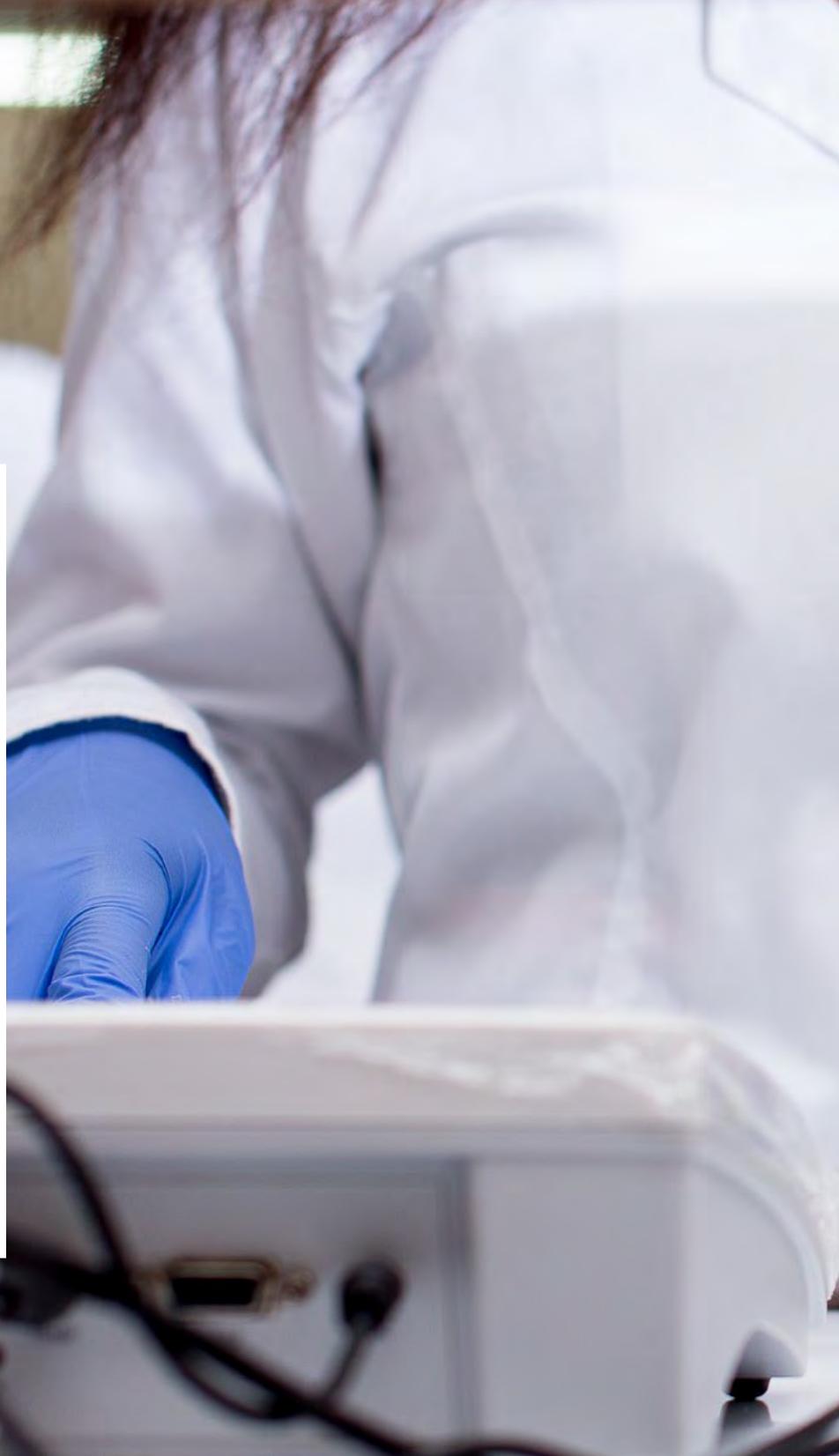
You must also print and keep a copy of the application materials submitted online. This would be needed during registration if admitted. Finally, you are to check from time to time your online application to ascertain whether or not you have been recommended for admission.





**LIST OF POST GRADUATE  
PROGRAMMES AVAILABLE  
FOR THE 2019/2020  
ACADEMIC YEAR**

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# College of Humanities

## SCHOOL OF LANGUAGES MA/MPHIL/PHD PROGRAMMES

Arabic	MA/MPHIL
Conference Interpreting	MA
English	MA/MPHIL/PHD
French	MA/MPHIL/PHD
Linguistics	MA/MPHIL/PHD
Russian	MA/MPHIL
Spanish	MA/MPHIL
TESL(Sandwich)	MA

*\*Applicants should note that the MPhil TESL programme will not be offered during the 2019/2020 academic year*

## SCHOOL OF ARTS MA/MPHIL/PHD PROGRAMMES

Archaeology	MA/MPHIL/PHD
Classic	MA/MPHIL
History	MA/MPHIL/PHD
Museum & Heritage Studies	MA/MPHIL/PHD
Philosophy	MA/MPHIL/PHD
Study of Religions	MA/MPHIL/PHD

## SCHOOL OF PERFORMING ARTS MA/MPHIL/PHD PROGRAMMES

Theatre Arts	MA/MFA/MPHIL
Music	MA/MPHIL
Dance	MFA/MPHIL

## SOCIAL SCIENCES MA/MPHIL/PHD PROGRAMMES

Economic Policy Management	MA
Economics	MPHIL/PHD
Development Economics	PHD
Social Work	MPHIL
Geography & Development Resource	MPHIL/PHD
Psychology	MPHIL/PHD
Political Science	MPHIL/PHD
Sociology*	MA/MPHIL/PHD

## INSTITUTE OF STATISTICAL, SOCIAL AND ECONOMIC RESEARCH MA/MPHIL/PHD PROGRAMMES

Development Studies	MA/MPHIL/PHD
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## CENTRE FOR SOCIAL POLICY STUDIES MA/MPHIL/PHD PROGRAMMES

Social Policy Studies	MA
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## REGIONAL INSTITUTE FOR POPULATION STUDIES MA/MPHIL/PHD PROGRAMMES

Population Studies	MA/MPHIL/PHD
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## LEGON CENTRE FOR INTERNATIONAL AFFAIRS AND DIPLOMACY MA/MPHIL/PHD PROGRAMMES

International Affairs*(regular)	MA/PHD
International Affairs*(Part-Time)	MA

## CENTRE FOR MIGRATION STUDIES MA/MPHIL/PHD PROGRAMMES

Migration Studies*	MA/MPHIL/PHD
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**INSTITUTE FOR AFRICAN STUDIES  
MA/MPHIL/PHD PROGRAMMES**

African Studies	MA/MPHIL/PHD
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**UNIVERSITY OF GHANA BUSINESS SCHOOL  
MA/MPHIL/PHD PROGRAMMES**

Development Finance (special programme)	MSC
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Management and Administration	MA
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Information Systems	PHD
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Operations Management	MPHIL
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Management Information Systems	MBA/ MPHIL
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Health Services Management	MBA/ MPHIL
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Human Resource Management	MBA/ MPHIL
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Public Administration	MPA/ MPHIL
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Marketing	MA/ MPHIL/ PHD
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Accounting	MA/ MPHIL/ PHD
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Finance	MA/ MPHIL/ PHD
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Public Administration and Policy Mgt.	PHD
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Health Policy and Management	PHD
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Risk Management and Insurance	MPHIL
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**UNIVERSITY OF GHANA BUSINESS SCHOOL  
SPECIAL WEEK-END/ EXECUTIVE MASTER OF  
BUSINESS ADMINISTRATION PROGRAMMES**

Accounting	MBA
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Finance	MBA/ EMBA
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Health Services Management	MBA
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Human Resource Management	MBA/ EMBA
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Management Informational System	MBA
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Marketing	MBA/ EMBA
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Public Administration	MPA
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Project Management	EMBA
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Entrepreneurial Management	EMBA
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Accounting and Financial Service Mgt	EMBA
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Development Finance	MSC
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**SCHOOL OF LAW  
MA/LLM PROGRAMMES TO BE OFFERED  
ON REGULAR BASIS**

Alternative Dispute Resolution	MA
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Human Right and Administration	MA
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Alternative Dispute Resolution	LLM
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Oil & Gas Law	LLM
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International Human Right and International Law	LLM
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*#for persons with degree in law*

**SCHOOL OF INFORMATION AND  
COMMUNICATION STUDIES  
MA/MPHIL/PHD PROGRAMMES**

Communication Studies	MA/MPHIL/ PHD
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Informational Studies	MA/MPHIL/ PHD
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# College of Education

## SCHOOL OF INFORMATION AND COMMUNICATION STUDIES MA/MPHIL/PHD PROGRAMMES

Informational Studies *	MA/MPHIL/ PHD
Communication Studies*	MA/MPHIL/ PHD

## SCHOOL OF CONTINUING AND DISTANCE EDUCATION MA/MPHIL/PHD PROGRAMMES

Distance Education & E-Learning *(Distance)	MA
Adult Education	MA/ MPHIL
HIV/AIDS Management*(Distance)	MA/ MPHIL
Educational Leadership and Mgt (Sandwich)	MA
Adult Education & Human Resource	PHD

## UNIVERSITY OF GHANA BUSINESS SCHOOL SPECIAL WEEK -END /EXECUTIVE MASTER OF BUSINESS ADMINISTRATION PROGRAMMES

Accounting	MBA
Finance	MBA/EMBA
Health Service Administration	MBA
Human Resource Management	MBA/EMBA
Management Information Systems	MPA
Marketing	MBA/EMBA
Public management	EMBA
Entrepreneurial Management	EMBA
Accounting and Financial Service Mgt	EMBA
Development Finance	MSC



# College of Basic and Applied Sciences

## SCHOOL OF PHYSICAL AND MATHEMATICAL SCIENCES MSC/MPHIL/PHD PROGRAMMES

Petroleum Geoscience	MSC
Mineral Exploration	MSC
Engineering Geology	MSC/MPHIL
Earth Science	PHD
Geology	MSC/MPHIL
Hydrogeology	MSC/MPHIL
Economic Geology	MSC/MPHIL
Applied Geophysics	MSC/MPHIL
Applied Geochemistry	MSC/MPHIL
Chemistry	MPHIL/PHD
Physics	MPHIL/PHD
Statistics	MPHIL/PHD
Actuarial Science	MSC/MPHIL
Computer science	MSC/MPHIL/PHD

## SCHOOL OF BIOLOGY MSC/MPHIL/PHD PROGRAMMES

Fisheries Management	MSC
Coastal Zone Management	MSC/MPHIL
Aquaculture	MSC/MPHIL
Molecular Biology	MPHIL
Biochemistry	MSC/MPHIL/PHD
Molecular Cell Biology of Infectious Diseases	MPHIL/PHD
Zoology	MPHIL
Biodiversity and Conservation Science	PHD
Applied Parasitology	PHD
Plant and Environmental Biology	MPHIL/PHD
Food Science	MPHIL/PHD

Nutrition	MPHIL/PHD
Marine Science	PHD
Fisheries Science	PHD
Fisheries	MSC

## INSTITUTE OF ENVIRONMENT AND SANITATION STUDIES

### MSC/MPHIL/PHD PROGRAMMES

Environment Science	MPHIL/PHD
Sustainable Science	MPHIL
Environmental Sanitation	MPHIL

## SCHOOL OF NUCLEAR AND ALLIED SCIENCES MSC/PHD PROGRAMMES

Applied Nuclear Physics	MPHIL/ PHD
Computation Nuclear Sciences and Engineering	MPHIL/ PHD
Medical Physics	MPHIL/ PHD
Nuclear Agriculture	MPHIL/ PHD
Nuclear Earth Science	MPHIL/ PHD
Nuclear Engineering	MPHIL/ PHD
Nuclear Environmental Protection	MPHIL/ PHD
Nuclear and Radiochemistry	MPHIL/ PHD
Radiation Processing	MPHIL/ PHD
Health Physics & Radiation Protection	MPHIL/ PHD
Nuclear Science and Technology Nuclear Technology Applications	MPHIL MPHIL
In Petroleum and Mining Industries	MPHIL

**CENTRE OF CLIMATE CHANGE AND SUSTAINABILITY STUDIES****MSC/MPHIL PROGRAMMES**

Climate Change and Sustainable Development	MSC/MPHIL
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**SCHOOL OF AGRICULTURE****MSC/MPHIL/PHD PROGRAMMES**

Extension & Livelihood Studies	MSC
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Home Science	MPHIL
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Agriculture Economics	MPHIL/PHD
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Agribusiness	M.AGRIC/MPHIL/ PHD
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Agricultural Extension	M.AGRIC/MPHIL/ PHD
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Animal Science	M.AGRIC/MPHIL/ PHD
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Crop Science	M.AGRIC/MPHIL/ PHD
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Soil Science	M.AGRIC/MPHIL/ PHD
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Agricultural Administration	M.AGRIC/MPHIL/ PHD
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Applied Agriculture Economic & Policy	PHD
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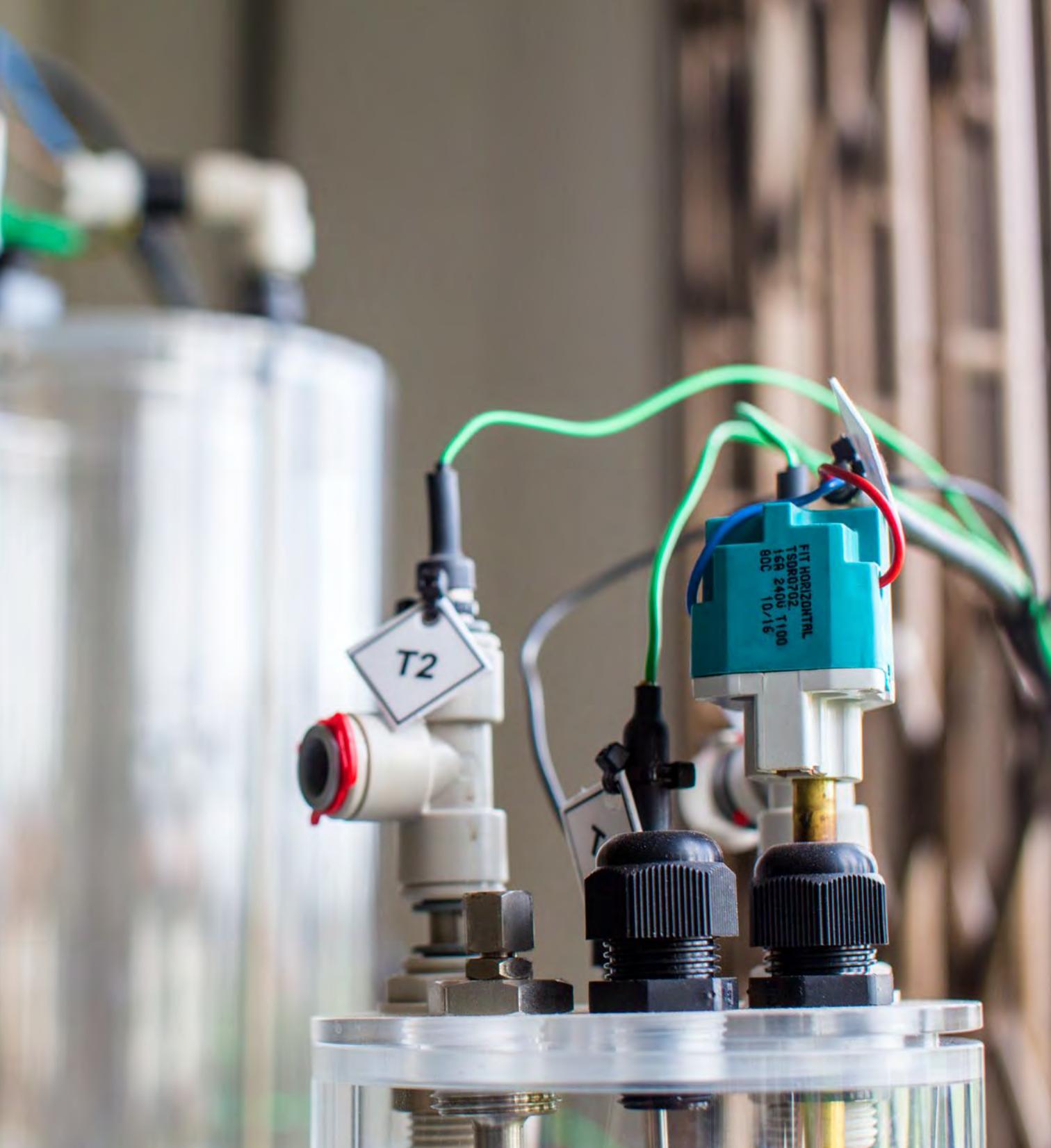
Entomology	M P H I L / PHD(ARPPIS)
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**SCHOOL OF ENGINEERING SCIENCES****MENG/MPHIL/PHD PROGRAMMES**

Computer Engineering	MENG/MPHIL/PHD
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Agricultural Engineering	MENG/MPHIL/PHD
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Material Science Engineering	MENG/MPHIL/PHD
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# Graduate Entry Medical Programme (GEMP)

## Introduction

The Graduate Entry Medical Programme (GEMP) is a parallel special programme of the University of Ghana School of Medicine and Dentistry (UGSMD) which admits first degree students of science- related courses. The duration of the programme is four and a half (4½) years, comprising an initial phase (Phase I) of one and a half (1½) years of three semesters and a clinical phase (Phase II) of three years. Phase I of the programme covers predominately basic and para-clinical sciences integrated with clinical sciences. Phase II is run with the existing University of Ghana School of Medicine and Dentistry (UGSMD) clinical programmes and remains unchanged.

## MODULES OF PHASE I YEAR I

### SEMESTER I

CODE	COURSE TITLE	CREDITS
GEMP 321	Cell Biology & Genetics	7
GEMP 323	Human Anatomy	7
GEMP 325	Immunity & Infections	7
<b>TOTAL</b>		<b>21</b>

*\*Credit made up of 5 contact hours for Lectures/Team-Based Learning and 2 hours for practicals*

### SEMESTER II

CODE	COURSE TITLE	CREDITS
GEMP 322	Mechanisms of Disease	5
GEMP 324	Nutrition and Metabolism	5
GEMP 326	Cardiovascular System	5

GEMP 328	Respiratory System	5
GEMP 332	Gastro-intestinal and Hepato-biliary System	5
<b>Total</b>		<b>25</b>

### SEMESTER 3

CODE	COURSE TITLE	CREDITS
GEMP 421	Body Fluids, Renal and Reproductive Systems	5
GEMP 423	Neuroscience	5
GEMP 425	Population Health, and Medical Statistics	5
GEMP 427	Haematopoietic and Lymphoreticular System	5
GEMP 429	Medical Psychology, Behavioural Science&	4
<b>TOTAL</b>		<b>24</b>

## ASSESSMENT

Students will be assessed through Formative and Summative Assessments which will contribute 40% and 60% respectively to the final semester mark. The pass mark for a module remains 60%.

### I) FORMATIVE ASSESSMENT

This examination will contribute 40% to the final semester mark.

There would be one (1) continuous assessment made up of multiple choice questions and long/short essays towards the end of the module as well as a minimum of two (2) Team-Based Learning (TBL) assessments and two (2) Practicals/Objective Structured Practical Examination (OSPE) per semester.

### II) SUMMATIVE ASSESSMENT

This examination will contribute 60% to the final semester mark.

There will be one of 2-part theory paper and an oral examination for each module:

- Part 1 – MCQs (50% of Summative mark)
- Part 2 – long and/or short essays (40% of Summative mark)
- Oral examination: (10% of Summative mark).

## SUPPLEMENTARY EXAMINATIONS

There will be two supplementary examinations:

I) The first will take place after End of Semester 2 examinations – to re-sit failed End of Semesters 1 and 2 examinations 4 to 6 weeks following the declaration of the results of the main examinations.

II) The second will be written after Semester 3, to re-sit failed Semester 3 examinations 4 to 6 weeks following the declaration of the results of the main examinations.

### III) A student who fails in:

- a) Semester one module will be asked to resit, repeat or withdraw based on the following premises.
  - (a) All three modules in Semester 1 and fails in 2 or less modules in Semester 2 will be asked to resit the modules
  - b) More than 5 modules (Semester 1 and 2 examinations)

at the end of Semester 2 with an average mark of 55% or more will be expected to repeat.

- c) More than 5 modules in Semester 1 and 2 examinations at the end of the Semester 2 with an average mark of less than 55% will be asked to withdraw.

**The failed module examinations will be written at the end of Semester 2 Main examinations.**

## PROGRESSION TO PHASE II

To progress to the clinical phase (Phase II), a student must have passed with at least 60% module mark in ALL Phase I Module Examinations

- a) A student who fails in more than 4 modules in Semester 3 (not including Medical Sociology and General Psychology) with an average mark of less than 55% will be asked to withdraw.
- b) A student who fails in 3 or less modules in Semester 3 (not including Medical Sociology and General Psychology) will be required to take the Semester 3 supplementary examinations. Subsequently if he/she is unsuccessful in any of the modules at the re-sit examination, he/she will be asked to repeat Semester 3 the following year and audit Semesters 1 and 2 Modules.

**If a student fails 3 attempts at any module examination, he/she shall be asked to withdraw from the programme.**

## DURATION OF PROGRAM

- The minimum period for the Basic Sciences and the Para-Clinical Sciences shall be 4 semesters and the maximum period shall be 8 semesters.
- The minimum period for completing the Clinical MB ChB/BDS programme shall be 6 semesters or three academic years.
- The maximum period for completing the Clinical MB ChB/BDS programme shall be 12 semesters or 6 academic years.

## REQUIREMENTS FOR GRADUATION

### **A candidate shall be deemed to have:**

- i) Satisfied all General University and Faculty requirements;
- ii) Obtained at least 60% in each subject featured in the Level 200, Level 300 and MBChB Final Part I, II and III examinations or BDS Final Part I,II and III examinations;

In addition to the above, all applicants are required to attend the Swearing-in-Ceremony and take the Hippocratic Oath.



# General Admission Requirements & Procedures

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## IMPORTANT INFORMATION

Please note that the following information as provided was correct at the time of going to press. For an updated information on admission requirements and procedures, please refer to our online prospectus at [www.ug.edu.gh/admissions](http://www.ug.edu.gh/admissions). This is the latest version of the prospectus and is updated as changes are made.

UNDERGRADUATE ADMISSIONS FOR THE 2018/2019 ACADEMIC YEAR WASSCE/SSCE RESULTS FROM THE WEST AFRICAN SUB-REGION

### Minimum/General Entry Requirements WASSCE/SSCE Applicants from the West African Sub-Region

An applicant for admission to a degree programme in the University of Ghana must have at least credits (A1 - C6 in WASSCE and A - D in SSCE) in English, Core Mathematics, a Social Science subject, a Science Subject and three relevant elective subjects, *with the total aggregate not exceeding 24 for the sciences and 30 for the humanities.*

## COLLEGE OF HEALTH SCIENCES

Short-listed applicants into programmes at the College of Health Sciences must pass an entrance examination and/or interview.

### School of Medicine and Dentistry

Bachelor of Medicine and Bachelor of Surgery

Bachelor of Dental Surgery

#### Entry requirements:

**Core:** Credit passes in English, Core Mathematics and a Science subject

**Electives:** Credit passes in Chemistry and two from Physics, Biology and Further Mathematics

### School of Pharmacy

Doctor of Pharmacy

**Core:** Credit passes in English, Core Mathematics and a Science subject

**Electives:** Credit passes in Three (3) Electives comprising Chemistry, Biology and either

Physics or Further Mathematics

## School of Biomedical and Allied Health Sciences

### Bachelor of Science in Dietetics

### Bachelor of Science in Medical Laboratory

### Bachelor of Science in Occupational Therapy

### Bachelor of Science in Physiotherapy

### Bachelor of Science in Radiography

**Core:** Credit passes in English, Core Mathematics and a Science subject

**Electives:** Credit passes in Three (3) Electives comprising Chemistry, Physics and either

Biology or Further Mathematics

### School of Nursing & Midwifery

Bachelor of Science in Nursing

#### Entry Requirements

**Core:** Credit passes in English, Core Mathematics and Biology.

**Electives:** Credit passes in Three (3) Electives from any of the combinations below:

Chemistry, Physics & Further Mathematics

Three General Arts Electives

Two General Arts Electives plus Food & Nutrition

Any three of the following Electives: Economics, Food & Nutrition, Chemistry and French.

### Bachelor of Science in Midwifery

#### Entry Requirements

**Core:** Credit passes in English, Core Mathematics and Biology.

**Electives:** Credit passes in Three (3) Electives from any of the combinations below:

Credit passes in Three (3) Electives from any of the combinations below:

Chemistry, Physics, and Further Mathematics

General Agriculture, Physics and Chemistry

Three General Arts Electives

Two General Arts Electives plus Food and Nutrition

Any three of the following Electives: Economics, Management in Living, Food and Nutrition, Chemistry, General Knowledge in Arts and French.

## **COLLEGE OF BASIC AND APPLIED SCIENCES**

### **School of Physical & Mathematical Sciences**

Bachelor of Science in Physical Sciences

#### *Physical Sciences*

Physics, Chemistry, Geophysics

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics and a Science subject

**Electives:** Credit passes in Physics, Chemistry, Further Mathematics

Bachelor of Science in Mathematical Sciences

#### *Mathematical Sciences*

Mathematics, Statistics, Actuarial Science, Computer Science, Biomathematics, Physics

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics and a Science subject

**Electives:** Credit passes in Further Mathematics and any other two subjects

Bachelor of Science in Earth Sciences

#### *Earth Sciences*

Geology, Applied Geology, Applied Geophysics

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science subject.

**Electives:** Credit passes in any three subjects Bachelor of Science in Information Technology

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three subjects

### **School of Biological Sciences**

Bachelor of Science in Biological Sciences

#### *Biological Sciences*

Animal Biology and Conservation Science, Biochemistry Cell and Molecular Biology, Nutrition, Food Science, Plant and Environmental Biology, Marine Science, Fisheries Science, Psychology, Microbiology.

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science subject.

**Electives:** Credit passes in Chemistry, and any two subject. At least one of which should be Biology, Further Mathematics or Physics.

### **School of Agriculture**

Bachelor of Science in Agriculture

Animal Science, Crop Science, Soil Science, Agriculture Economics, Agribusiness, Agriculture Extension, Post-Harvest Technology.

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science subject.

**Electives:** Credit passes in Chemistry, and any two of Physics, Biology/Agriculture Science, Geography and Further Mathematics.

Bachelor of Science in Family & Consumer Sciences

### **Family and Consumer Sciences (Food and Clothing Option)**

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science subject.

**Electives:** Credit passes in Chemistry and any two subjects.

## **Family and Consumer Sciences (Family and Child Studies Option)**

### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & a Science subject.

**Electives:** Credit passes in any three electives from

- Science
- General Arts (except Languages and Visual Arts)
- Home Economics/Science (Credit pass in Management in Living and any two of Food and Nutrition, Textiles and Clothing, General Knowledge in Art, Biology or Chemistry).

## **SCHOOL OF ENGINEERING SCIENCES**

### **Bachelor of Science in Engineering**

Material Science and Engineering, Computer Engineering, Biomedical Engineering, Food Process Engineering, Agriculture Engineering.

### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & a Science subject.

**Electives:** Credit passes in Further Mathematics and any two of Chemistry, Physics or Biology.

### **School of Veterinary Medicine**

- Doctor of Veterinary Medicine

### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science subjects

**Electives:** Credit passes in Biology, Chemistry and either Physics or Elective Mathematics.

## **COLLEGE OF HUMANITIES**

### **School of Arts/ School of Languages/ School of Social Sciences**

Bachelor of Arts

Credit passes in any Three (3) Elective subjects.

**Applicants must have the following subjects to qualify**

### **to read the under listed courses:**

Economics, Mathematics or Statistics - Further Mathematics

French - French

English - English Literature

Geography - Geography

## **UNIVERSITY OF GHANA BUSINESS SCHOOL**

Bachelor of Science in Business Administration

### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & a Social Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects.

## **UNIVERSITY OF GHANA SCHOOL OF LAW**

Bachelor of Laws (LLB)

**Core:** Credit passes in English, Core Mathematics & Social Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects.

## **SCHOOL OF LAW POST FIRST DEGREE LL.B. ADMISSIONS**

Applicants should note that the Post First Degree LLB Programme is an undergraduate programme.

### **Qualification:**

The minimum entry qualification is a Second Class (Lower Division) Degree in any discipline from a recognised University (i.e. Universities recognised and/ or accredited by the National Accreditation Board of Ghana).

## **HOW TO APPLY Ghanaian Applicants**

University of Ghana online application E-VOUCHERS can be obtained by Ghanaian applicants from the following banks: Ecobank, Republic Bank, Agricultural Development Bank, CCB Bank, Zenith Bank, Universal Merchant Bank, UniBank, Prudential Bank and Fidelity Bank.

## **International Applicants**

International applicants should NOT buy the e-voucher. They should use the following link to access the online application form for completion and submission

### ***Online Application for International Undergraduate Applicants***

All International applicants are expected to pay to the University a non-refundable application processing fee of US\$110.00. This fee can be paid directly or wire transferred into the University of Ghana ECOBANK Account.

#### **Details of the Account are:**

<b>Account Name:</b>	University of Ghana Foreign Students
<b>Account Number:</b>	0161014409780401
<b>Bank Details:</b>	Ecobank Ghana Limited, Legon Branch
<b>Swift:</b>	ECOCGHAC

#### **School of Performing Arts**

Bachelor of Fine Arts

**Core:** Credit passes in English, Core Mathematics & Social Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects. The programme is open to applicants interested in the Performing Arts with aggregate 24 or better. They will be expected to attend an audition or interview..

Bachelor of Music (BMus)

**Core:** Credit passes in English, Core Mathematics & Social Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects including Music. The programme is open to applicants interested in the Performing Arts with aggregate 24 or better. They will be expected to attend an audition or interview..

#### **COLLEGE OF EDUCATION**

##### **School of Education & Leadership**

Bachelor of Arts in Education (English)

##### **Entry Requirements**

**Core:** Credit passes in English, Core Mathematics & a

Social Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects including English Literature

##### **Bachelor of Arts in Education (Non-Teaching)**

##### **Entry Requirements**

**Core:** Credit passes in English, Core Mathematics a Social Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects. Credit passes in any Three (3) Elective subjects.

##### **Bachelor of Arts in Sport and Physical Culture Studies**

##### **Entry Requirements**

**Core:** Credit passes in English, Core Mathematics a Social Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects.

##### **Bachelor of Arts in Education (Mathematics)**

##### **Entry Requirements**

**Core:** Credit passes in English, Core Mathematics a Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects including Further Mathematics.

##### **Bachelor of Arts in Education (Biology)**

##### **Entry Requirements**

**Core:** Credit passes in English, Core Mathematics a Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects including Further Mathematics.

##### **Bachelor of Arts in Education (Chemistry)**

##### **Entry Requirements**

**Core:** Credit passes in English, Core Mathematics & a Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects including Chemistry.

## **Bachelor of Arts in Education (Physics)**

### **Entry Requirements**

**Core:** Credit passes in English, Core Mathematics & a Science subject.

**Electives:** Credit passes in any Three (3) Elective subjects including Chemistry.

or International Transfer through Ecobank (0161014409780401 or 0161094409780403 or Payment with Credit Card on the GT payment platform.

The pay-in-slips together with applicants' certificates/result slips should be scanned and attached to the application form before submission online. The certificates/results slips should be scanned into one PDF or WORD document and attached to the application form.

*Note that no application will be processed without proof of payment of the fee.*

Before starting your application, we strongly recommend that you read and review this advertisement carefully together with all relevant information and guidelines for prospective applicants. Please follow carefully all instructions given. You must submit your completed application forms on-line.

**Applicants must in addition provide or submit the following required documents and/or materials DIRECTLY to the School of Law before the given application deadline, namely: -**

- I. Two (2) copies of **ORIGINAL CERTIFICATE** authenticated by institution awarding degree;
- II. Two (2) copies of ORIGINAL ACADEMIC TRANSCRIPT;
- III. Three (3) Academic Referee reports;
- IV. Please provide, in your own handwriting, a candid evaluation of yourself as a person, discussing in order of importance to you the personal characteristics you feel are your strengths and those you feel are your weaknesses. The written self-evaluation must be signed by you with your usual signature;
- V. Two (2) recent passport-sized (45mm x 35mm) colour photographs of yourself, with each bearing your full name as the same appears on all

supporting documents and with your usual signature on the back thereof. The required colour photographs should be taken against a light coloured background; be clear and of good quality, and not framed or backed; they should be printed on normal photographic paper, and should show your full face and without sunglasses, hat or other head covering unless you wear this for cultural or religious reasons (but the face must not be covered).

VI. Application Confirmation Letter and Three (3) Self-addressed and appropriately stamped envelopes bearing applicant's contact telephone number(s) and applicant's serial number. (Applicants have the option to provide traceable return self-addressed envelopes).

### **FURTHER ADVICE AND CONTACT DETAILS:**

Please direct all formal and/or further enquiries to:

**The School Administrator,  
University of Ghana School of Law  
P.O. Box LG 70,  
Legon,  
Ghana.**

**E-mail:** lawschool@ug.edu.gh

**Telephone:** 0303963705 (working hours only, i.e. 8.30am to 5.00pm)

### **APPLICATION DEADLINE:**

*The DEADLINE for the submission of applications online and also for the submission of all of the above required and mentioned documents to the School of Law is 5. OOPM ON THE LAST WORKING DAY IN MARCH. Owing to high demand we regret that we are unable to consider incomplete and/or late applications.*

*Be sure, in your own interest, to put your full name as the same appears on all your supporting documents and to write your SERIAL NUMBER (as it appears on the e-voucher) on all the above documents before submission. The name of the programme being applied for should also be written on all documents. All documents should be in English. Documents not in English should be accompanied by accredited translations in English approved of by the National Accreditation Board of Ghana. Supporting Documents and/or Materials sent via post or courier mail service must be received by the proper officers of the School of*

*Law by the end of the working day, 5.00PM or 17.00GMT on the deadline date for submission of applications which is the last working day in March*

#### **ENTRANCE EXAMINATION:**

Qualified short-listed applicants will be expected to take a selection examination which will attract a non-refundable examination fee for both Ghanaian and International Applicants. The date for the Entrance Examination will be announced in due course. Applicants who pass the Entrance Examination will go through an admission interview process.

#### **INTEGRITY OF APPLICATION:**

The University of Ghana and its School of Law are committed to maintaining the integrity of all programmes. Please be aware that if you provide us with false, fraudulent, incomplete or misleading information your application runs the risk of being rejected or denied. Applications can only be formally considered when all required documents have been received no later than the notified closing deadline for submission of application forms (i.e. no later than 5.00PM ON THE LAST WORKING DAY IN MARCH).

*REGISTRAR*

#### **CAMBRIDGE 'A' AND 'O' LEVELS MINIMUM/GENERAL ENTRY REQUIREMENT**

##### **GCE (Cambridge) – 'A' and 'O' Levels**

Applicants must have three relevant subjects at the Cambridge 'A' Levels. In addition, they must have at least five (5) passes including English and Mathematics at the Cambridge 'O' Level.

#### **COLLEGE OF HEALTH SCIENCES**

Short-listed applicants into programmes at the College of Health Sciences must pass an entrance examination and/or interview.

School of Medicine & Dentistry

- **Bachelor of Medicine and Bachelor of Surgery**
- **Bachelor of Dental Surgery GCE (Cambridge) – 'A' Levels**

#### **Entry Requirements**

Three (3) of the following 'A' Level Subjects: Chemistry and two from Physics, Biology and

Mathematics

#### **School of Pharmacy**

- **Doctor of Pharmacy GCE (Cambridge) – 'A' Levels**

#### **Entry Requirements**

Three (3) 'A' Level subjects comprising Chemistry, Biology and either Physics or Mathematics.

- **School of Biological & Allied Health Sciences**
- **Bachelor of Science in Dietetics**
- **Bachelor of Science in Medical Laboratory**
- **Bachelor of Science in Occupational Therapy**
- **Bachelor of Science in Physiotherapy**
- **Bachelor of Science in Radiography GCE (Cambridge) – 'A' Levels**

Three (3) 'A' Level subjects comprising Chemistry, Physics and either Biology or Mathematics

#### **School of Nursing & Midwifery**

- **Bachelor of Science in Nursing GCE (Cambridge) – 'A' Levels**

Three (3) of the following 'A' Level subjects: Chemistry, Biology, Physics and Mathematics or Any Three 'A' Level subjects

#### **COLLEGE OF BASIC AND APPLIED SCIENCES**

##### **School of Physical & Mathematical Sciences**

Bachelor of Science in Physical Sciences

##### *Physical Sciences*

Physics, Chemistry, Geophysics

**Entry requirements:** Three (3)'A' Level subjects comprising: Physics, Chemistry, Mathematics

- **Bachelor of Science in Mathematical Sciences**

##### *Mathematical Sciences*

Mathematics, Statistics, Actuarial Science, Computer Science, Biomathematics, Physics

#### **Entry requirements:**

Three (3)'A' Level subjects comprising: Mathematics and any other two (2) subjects

- **Bachelor of Science in Earth Sciences**

*Earth Sciences*

Geology, Applied Geology, Applied Geophysics

**Entry requirements:**

Three (3)'A' Level subjects comprising:  
Chemistry and any two (2) of Physics, Mathematics and Biology/ Geography

- **Bachelor of Science in Information Technology**

**Entry requirements:**

Any Three (3) 'A' Level subjects

**SCHOOL OF BIOLOGICAL SCIENCES**

- **Bachelor of Science in Biological Sciences**

*Biological Sciences*

Animal Biology and Conservation Science, Biochemistry  
Cell and Molecular Biology, Nutrition, Food Science, Plant  
and Environmental Biology, Marine Science, Fisheries  
Science, Psychology, Microbiology.

**Entry requirements:**

Three (3)'A' Level subjects comprising:  
Chemistry and Biology, and either Mathematics or  
Physics.

**SCHOOL OF AGRICULTURE**

- **Bachelor of Science in Agriculture**

Animal Science, Crop Science, Soil Science, Agriculture  
Economics, Agribusiness, Agriculture Extension, Post-  
Harvest Technology.

**GCE (Cambridge) – 'A' Levels**

**Entry requirements:**

Three (3)'A' Level subjects comprising:  
Chemistry, and any two (2) of Physics, Biology, Geography  
and Mathematics.

**Bachelor of Science in Family & Consumer Sciences**

*Family and Consumer Sciences (Food and Clothing  
Option)*

**Entry requirements:**

Three (3)'A' Level subjects comprising:  
Chemistry and any two (2) subjects.

- **Family and Consumer Sciences (Family and Child Studies Option)**

**Entry requirements:**

Any Three (3) 'A' Level subjects

**School of Engineering Sciences**

**Bachelor of Science in Engineering Sciences**

Material Science and Engineering, Computer  
Engineering, Biomedical Engineering, Food Process  
Engineering, Agricultural Engineering.

**Entry requirements:**

Three (3)'A' Level subjects comprising:  
Mathematics and any two (2) of Chemistry, Physics,  
Biology.

## School of Veterinary Medicine

- **Doctor of Veterinary Medicine**
- **Entry requirements:**

Three (3) 'A' Level subjects comprising:

Biology, Chemistry and either Physics or Mathematics.

## COLLEGE OF HUMANITIES

School of Social Sciences/ School of Arts/ School of Languages

- **Bachelor of Arts GCE (Cambridge) - 'A' Levels**

Passes in any Three (3) 'A' Level subjects

*Applicants must have the following subjects to qualify to read the under listed courses:*

- Economics, Mathematics or Statistics - 'A' Level Mathematics
- French - 'A' Level French
- English - 'A' Level English Literature
- Geography - 'A' Level Geography

## University of Ghana Business School

- **Bachelor of Science in Business Administration (Cambridge) - 'A' Levels**

**Entry requirements:**

Any Three (3) 'A' Level subjects

## University of Ghana School of Law

- **Bachelor of Laws (LLB) GCE (Cambridge) - 'A' Levels**

**Entry requirements:**

Any Three (3) 'A' Level subjects

## School of Performing Arts

- **Bachelor of Fine Arts GCE (Cambridge) - 'A' Levels**

**Entry requirements:**

Any Three (3) 'A' Level subjects

The programme is open to applicants interested in the Performing Arts with aggregate 12 or better. They will be expected to attend an audition or interview.

- **Bachelor of Music GCE (Cambridge) - 'A' Levels**

**Entry requirements:**

Any Three (3) 'A' Level subjects including Music. The programme is open to applicants interested in the Performing Arts with aggregate 12 or better. They will be expected to attend an audition or interview.

## COLLEGE OF EDUCATION

### School of Education & Leadership

- **Bachelor of Arts in Education (English) GCE (Cambridge) - 'A' Levels**

**Entry requirements:**

Any Three (3) 'A' Level subjects including English Literature

- **Bachelor of Arts in Education (Non-Teaching) GCE (Cambridge) - 'A' Levels**

**Entry requirements:**

Any Three (3) 'A' Level subjects

- **Bachelor of Arts in Sport and Physical Culture Studies GCE (Cambridge) - 'A' Levels**

**Entry requirements:**

Any Three (3) 'A' Level subjects including Mathematics

- **Bachelor of Arts in Education (Mathematics) GCE (Cambridge) - 'A' Levels**

**Entry requirements:**

Any Three (3) 'A' Level subjects including Mathematics

- **Bachelor of Arts in Education (Biology) GCE (Cambridge) - 'A' Levels**

**Entry requirements:**

Three (3) 'A' Level subjects comprising 'A' Level Biology and any other Two (2) 'A' Level subjects

- **Bachelor of Arts in Education (Chemistry) GCE (Cambridge) - 'A' Levels**

**Entry requirements:**

Three (3) 'A' Level subjects comprising 'A' Level Chemistry any other Two (2) 'A' Level subjects

- **Bachelor of Arts in Education (Physics) GCE (Cambridge) – ‘A’ Levels**

**Entry requirements:**

Three (3) ‘A’ Level subjects comprising ‘A’ Level Physics any other Two (2) ‘A’ Level subjects  
School of Continuing & Distance Education

- **Bachelor of Science in Business Administration GCE (Cambridge) – ‘A’ Levels**

**Entry requirements:**

Any Three (3) ‘A’ Level subjects

- **Bachelor of Science in Information Technology GCE (Cambridge) – ‘A’ Levels**

**Entry requirements:**

Any Three (3) ‘A’ Level subjects

**MINIMUM/GENERAL ENTRY REQUIREMENTS UNDERGRADUATE ADMISSIONS FOR THE 2018 - 2019 ACADEMIC YEAR**

The University of Ghana announces for the information of the general public that applications are open for the admission of prospective applicants into various undergraduate programmes for the 2018/2019 academic year. Applicants should take note of the following:

**General Entry Requirements into Legon Campus, Accra City Campus and Korle Bu Campus**

An applicant for admission to a degree programme in the University of Ghana must have at least credits (**A1 - C6 in WASSCE and A – D in SSCE**) in English, Core Mathematics and Integrated Science (for Science related programmes) or Social Studies (for non-Science related programmes) and three elective subjects in Science for applicants applying to Science or Agriculture related disciplines or three elective subjects in General Arts/ Business for applicants applying to non-Science related disciplines, with the total aggregate not exceeding 24. In addition, Science applicants should have at least a grade C6 in WASSCE/D in SSCE in Social Studies/Life Skills and non-Science applicants should also have at least a grade C6 in **WASSCE/D IN SSCE** in Integrated Science/Core Science.

**COLLEGE OF HEALTH SCIENCES**

**WASSCE/SSCE Applicants**

Short-listed applicants into programmes at the College of

Health Sciences must pass an entrance examination and/or interview.

**School of Medicine & Dentistry**

- **Bachelor of Medicine and Bachelor of Surgery**
- **Bachelor of Dental Surgery**

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Chemistry and any two from Physics, Biology and Elective Mathematics

**School of Pharmacy**

- **Doctor of Pharmacy**

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Chemistry, Biology and either Physics or Elective Mathematics

**School of Biological & Allied Health Sciences**

- Bachelor of Science in Dietetics
- Bachelor of Science in Medical Laboratory
- Bachelor of Science in Occupational Therapy
- Bachelor of Science in Physiotherapy
- Bachelor of Science in Radiography
- Bachelor of Science in Respiratory Therapy

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Chemistry, Physics and either Biology or Elective Mathematics

**School of Nursing & Midwifery Bachelor of Science in Nursing**

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in three electives from any of the

combinations below:

- ◇ Chemistry, Physics, Biology or Elective Mathematics
- ◇ General Agriculture, Physics & Chemistry
- ◇ Three General Arts Electives
- ◇ Two General Arts Electives plus Food & Nutrition
- ◇ Any three of the following Electives: Economics, Management in Living, Food & Nutrition, Chemistry, General Knowledge in Art and French.

### **Bachelor of Science in Midwifery**

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, and Integrated Science or Science

**Electives:** Credit passes in three electives from any of the combinations below:

- ◇ Chemistry, Physics, Biology or Elective Mathematics
- ◇ General Agriculture, Physics & Chemistry
- ◇ Three General Arts Electives
- ◇ Two General Arts Electives plus Food & Nutrition

Any three of the following Electives: Economics, Management in Living, Food & Nutrition, Chemistry, General Knowledge in Art and French.

## **COLLEGE OF BASIC AND APPLIED SCIENCES**

### **WASSCE/SSCE Applicants**

#### **School of Physical & Mathematical Sciences Bachelor of Science in Physical Sciences**

##### *Physical Sciences*

Physics, Chemistry, Geophysics

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Physics, Chemistry, and Elective Mathematics

Bachelor of Science in Mathematical Sciences  
Mathematical Sciences

Mathematics, Statistics, Actuarial Science, Computer

Science, Biomathematics,

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Elective Mathematics and any other two subjects

#### **Bachelor of Science in Earth Sciences Earth Sciences**

Geology, Applied Geology, Applied Geophysics

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Chemistry and any two of Physics, Elective Mathematics and Biology/Geography

#### **Bachelor of Science in Information Technology**

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three subjects

#### **School of Biological Sciences**

#### **Bachelor of Science in Biological Sciences**

#### **Biological Sciences**

Animal Biology and Conservation Science, Biochemistry  
Cell and Molecular Biology, Nutrition, Food Science, Plant  
and Environmental Biology, Marine Science, Fisheries  
Science, Psychology, Microbiology.

#### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Chemistry, and any two subjects. At least one of which should be Biology, Elective Mathematics or Physics

#### **School of Agriculture**

#### **Bachelor of Science in Agriculture**



Animal Science, Crop Science, Soil Science, Agriculture Economics, Agribusiness, Agriculture Extension, Post-Harvest Technology.

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Chemistry, and any two of Physics, Biology/ Agriculture Science, Geography and Elective Mathematics.

**Bachelor of Science in Family & Consumer Sciences Family and Consumer Sciences (Food and Clothing Option)**

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Chemistry and any two subjects.

**Family and Consumer Sciences (Family and Child Studies Option)**

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three electives from

- Science

- General Arts (except Languages and Visual Arts)
- Home Economics/Science (Credit pass in Management in Living and any two of Food and Nutrition, Textiles and Clothing, General Knowledge in Art, Biology or Chemistry).

**School of Engineering Sciences**

Bachelor of Science in Engineering Sciences

Material Science and Engineering, Computer Engineering, Biomedical Engineering, Food Process Engineering, Agriculture Engineering.

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Elective Mathematics and any two of Chemistry, Physics or Biology.

**School of Veterinary Medicine Doctor of Veterinary Medicine**

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Biology, Chemistry and either Physics or Elective Mathematics.

**COLLEGE OF HUMANITIES**

**WASSCE/SSCE Applicants**

School of Social Sciences/ School of Arts/ School of Languages Bachelor of Arts

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three elective subjects

Applicants must have the following WASSCE subjects to qualify to read the under listed courses:

Economics, Mathematics or Statistics - Elective Mathematics

Computer Science - Elective Mathematics

French - French

English - English Literature

Geography - Geography

University of Ghana Business School  
Bachelor of Science in Business Administration

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three elective subjects

**University of Ghana School of Law**

Bachelor of Laws (LLB)

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three elective subjects

**School of Performing Arts**

Bachelor of Fine Arts

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three electives subjects.

The programme is open to applicants interested in the

Performing Arts with aggregate 24 or better. They will be expected to attend an audition or interview.

**COLLEGE OF EDUCATION**

**School of Education & Leadership  
BA Education (English)**

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three elective subjects including English,Literature.

BA Education (Non-Teaching)

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three elective subjects.

B.Sc. Education (Mathematics)

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Elective Mathematics. and any other two elective subjects

B.Sc. Education (Mathematics)

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Elective Mathematics. and any other two elective subjects

B.Sc. Education (Chemistry)

**Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Chemistry and any other two elective subjects

B.Sc. Education (Physics)

### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in Physics and any other two elective subjects

School of Continuing & Distance Education Bachelor of Science in Business Administration

### **Entry requirements:**

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three elective subjects with the total aggregate not exceeding 24

Bachelor of Arts

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three elective subjects with the total aggregate not more than 30

Bachelor of Science in

**Core:** Credit passes in English, Core Mathematics, Integrated Science & Social Studies

**Electives:** Credit passes in any three elective subjects with the total aggregate not exceeding 30

### **Bachelor of Science in Nursing**

Applicants must be professional nurses who already have a Diploma in Nursing from a recognized Nursing Training College, with a Final Grade Point Average (FGPA) OF 2.5 or better.

## **INTERNATIONAL APPLICANTS AND GHANAIANS WITH FOREIGN BACKGROUND**

### **Minimum/General Entry Requirements**

- **WASSCE/SSCE Applicants from the West African Sub-region**

An applicant for admission to a degree programme in the University of Ghana must have at least credits (A1 - C6 in WASSCE and A – D in SSCE) in English, Core Mathematics, a Social Science subject, a Science Subject and three relevant elective subjects, with the total aggregate not exceeding 24.

- **GCE (Cambridge) – ‘O’ and ‘A’ Levels**

Applicants must have three relevant subjects at the Cambridge ‘A’ Levels. In addition, they must have at least five (5) passes including English and Mathematics at the Cambridge ‘O’ Level.

- **International Baccalaureate (IB)**

Applicants must have at least Grades 4 - 7 in the specified requirements for various programmes.

In addition, applicants must have at least grade 4 in English, Mathematics and Science at the Standard (SL) / IGCSE.

- **American High School Grade 12**

An applicant for admission to a degree programme in the University of Ghana must have and a Final Grade Point of at least 3.0

Admissions will be to Level 100.

## **COLLEGE OF HEALTH SCIENCES**

Short-listed applicants into programmes at the College of Health Sciences must pass an entrance examination and/ or interview.

School of Medicine & Dentistry

- a. Bachelor of Medicine and Bachelor of Surgery
- b. Bachelor of Dental Surgery

### **Entry requirements:**

- **WASSCE/SSCE Applicants from the West African Sub-region**

Credit passes in Three (3) of the following Elective Subjects: Chemistry and two from Physics, Biology and Further Mathematics

## GCE (Cambridge) – ‘A’ Levels

- ◇ Three (3) of the following ‘A’ Level Subjects: Chemistry and two from Physics, Biology and Mathematics

- ◇ Three General Arts Elective

- **International Baccalaureate (IB)**

Applicants must have at least Grade 5 in Chemistry and either Biology or Physics at the Higher Level.

In addition, applicants must have at least grade 4 in English Language/Literature (SL) and Mathematics SL and at least grade C for the third science at the IGCSE or equivalent.

## School of Pharmacy

- a. Bachelor of Pharmacy

### Entry requirements:

- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in Three (3) Electives comprising Chemistry, Biology and either Physics or Further Mathematics

- **GCE (Cambridge) – ‘A’ Levels**

Three (3) ‘A’ Level subjects comprising Chemistry, Biology and either Physics or Mathematics.

- **International Baccalaureate (IB)**

Applicants must have at least Grade 5 in Chemistry, and either BApplicants must have at least Grade 5 in Chemistry, and either Biology or Physics at the Higher Level.

In addition, applicants must have at least grade 4 in English Language/Literature (SL) and Mathematics SL and at least grade C for the third science at the IGCSE or equivalent

- **School of Biological & Allied Health Sciences**

- a. Bachelor of Science in Dental Laboratory Sciences
- b. Bachelor of Science in Dietetics
- c. Bachelor of Science in Medical Laboratory
- d. Bachelor of Science in Occupational Therapy
- e. Bachelor of Science in Physiotherapy
- f. Bachelor of Science in Radiography

- g. Bachelor of Science Respiratory Therapy

- **WASSCE/SSCE Applicants from the West African Sub-region**

Credit passes in Three (3) Electives comprising Chemistry, Physics and either Biology or Further Mathematics

- **GCE (Cambridge) – ‘A’ Levels**

Three (3) ‘A’ Level subjects comprising Chemistry, Physics and either Biology or Mathematics

- **International Baccalaureate (IB)**

Applicants must have at least Grade 5 in Chemistry, and either Biology or Physics at the Higher Level.

In addition, applicants must have at least grade 4 in English Language/Literature (SL) and Mathematics SL and at least grade C for the third science at the IGCSE or equivalent.

## School of Nursing and Midwifery

- a. Bachelor of Science in Nursing

### Entry requirements:

- WASSCE//SSCE Applicants from the West African Sub-region At least credits (A1 - C6 in WASSCE and A – D in SSCE) in English, Core Mathematics and Biology and credit passes in Three (3) Electives from any of the combinations below:

- ◇ Chemistry, Physics & Elective Mathematics
- ◇ Three General Arts Electives
- ◇ Two General Arts Electives plus Food & Nutrition
- ◇ Any three of the following Electives: Economics, Food & Nutrition, Chemistry and French.

- **GCE (Cambridge) – ‘A’ Levels**

- ◇ Three (3) of the following ‘A’ Level subjects: Chemistry, Biology, Physics and Mathematics or
- ◇ Three General Arts Electives.

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in Chemistry, and either Biology or Physics at the Higher Level.

In addition, applicants must have at least grade 4 in English Language/Literature (SL) and Mathematics SL and at least grade C for the third science at the IGCSE or equivalent

Bachelor of Science in Midwifery

### Entry requirements:

- WASSCE//SSCE Applicants from the West African Sub-region At least credits (A1 - C6 in WASSCE and A – D in SSCE) in English, Core Mathematics and

Biology and credit passes in Three (3) Electives from any of the combinations below:

- ◊ Chemistry, Physics & Elective Mathematics
- ◊ Three General Arts Electives
- ◊ Two General Arts Electives plus Food & Nutrition
- ◊ Any three of the following Electives: Economics, Food & Nutrition, Chemistry and French.
- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in Chemistry, and either Biology or Physics at the Higher Level.

In addition, applicants must have at least grade 4 in English Language/Literature (SL) and Mathematics SL and at least grade C for the third science at the IGCSE or equivalent

### COLLEGE OF BASIC AND APPLIED SCIENCES

#### School of Engineering Sciences

Material Science and Engineering, Computer Engineering, Biomedical Engineering, Food Process Engineering, Agriculture Engineering.

- **WASSCE/SSCE Applicants from the West African Sub-region**

Credit passes in Three Electives comprising Chemistry, Physics and Further Mathematics (at least B3).

- **GCE (Cambridge) – ‘A’ Levels**

Three (3) ‘A’ Level subjects comprising: Chemistry, Physics and Mathematics

- **International Baccalaureate (IB)**

Applicants must have at least Grade 5 in Mathematics (HL) and a Grade 4 in Chemistry and Physics at the HL. In addition, applicants must have at least Grade 4 in English Language/Literature (SL), and at least grade C in a science subject at the IGCSE or equivalent.

#### School of Agriculture

- a. Bachelor of Science in Agriculture

Animal Science, Crop Science, Soil Science, Agricultural Economics, Agribusiness, Agricultural Extension, Post-

Harvest Technology.

- WASSCE/SSCE Applicants from the West African Sub-region must have Credit passes in Three (3) of the following Elective Subjects: Chemistry, Physics, Further Mathematics, General Agriculture or Biology, Geography or Economics

- **GCE (Cambridge) – ‘A’ Levels**

Three (3) of the following ‘A’ Level subjects:

Chemistry, Physics and Mathematics, Biology and Geography or Economics

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any Three (3) of the following HL Subjects: Mathematics, Chemistry, Physics, Biology, Geography and Economics. In addition, they must have at least Grade 4 in English Language/ Literature (SL), Mathematics (SL) and a Science subject at the IGCSE or equivalent.

- **Bachelor of Science in Family and Consumer Sciences There are two (2) options available:**

- Food and Clothing – For Science Students
  - Family and Child Studies –For Home Economics and General Arts Students
  - Food & Clothing Option - For Science Students
- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in Three (3) of the following Electives Subjects: Biology, Chemistry, Physics, Further Mathematics and General Agriculture

- **GCE (Cambridge) – ‘A’ Levels**

Three (3) of the following ‘A’ Level subjects: Biology, Chemistry, Physics and Mathematics

- **International Baccalaureate (IB)**

- **At least Grade 4 in any three (3) HL subjects.**

In addition, they must have at least Grade 4 in English Language/Literature (SL), Mathematics (SL) and at least C in a Science subject at the IGCSE or equivalent.

- **Family & Child Studies Option**

WASSCE/SSCE applicants from the West African Sub-region must have Credit passes in any three electives from Science, General Arts and Home Science

- **GCE (Cambridge) – ‘A’ Levels**

Applicants must have any three of the following ‘A’ Level subjects; Economics, Chemistry, Physics, Biology &

Geography or any three 'A' Level subjects

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any Three (3) HL Subjects.

In addition, they must have at least Grade 4 in English Language/Literature (SL), Mathematical studies (SL) and a Science subject at the IGCSE or equivalent.

### **School of Veterinary Medicine Doctor of Veterinary Medicine**

a. Doctor of Veterinary Medicine

- WASSCE/SSCE Applicants from the West African Sub-region must have Credit passes in Three (3) Elective subjects comprising Biology, Chemistry and either Physics or Further Mathematics

- **(Cambridge) – 'A' Levels**

Three (3) 'A' Level subjects comprising Biology, Chemistry and either Physics or Mathematics

- **International Baccalaureate (IB)**

At least Grade 4 in three (3) HL subjects comprising:

Biology, Chemistry, Mathematics.

In addition, applicants must have at least Grade 4 in English Language/Literature (SL), and at least C in Physics subject at the IGCSE or equivalent.

- **Degree Holders**

An applicant who hold a Bachelor of Science Degree in Animal Science, Biological or Allied Sciences, with a class not lower than 2nd Class Lower division is eligible to apply. Such an applicant would be admitted to level 200 of the programme after passing an interview organized by the School of Veterinary Medicine.

### **School of Biological Sciences**

Animal Biology and Conservation Science, Biochemistry Cell and Molecular Biology, Nutrition, Food Science, Plant and Environmental Biology, Marine Science, Fisheries Science, Psychology, Microbiology.

- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in Three (3) Elective subjects comprising Chemistry and any two of subjects one of which should be Physics, further mathematics, Biology or General Agriculture

- **(Cambridge) – 'A' Levels**

Three (3)'A' Level subjects comprising:

Chemistry and Biology, and either Mathematics or Physics

- **International Baccalaureate (IB)**

At least Grade 4 in three (3) HL subjects comprising:

Chemistry, Biology and Mathematics

In addition, they must have at least Grade 4 in English Language/Literature (SL), Mathematics (SL) and at least C in Physics at the IGCSE or equivalent

### **School of Physical & Mathematical Sciences**

a. **Bachelor of Science in**

- WASSCE/SSCE Applicants from the West African Sub-region must have Credit passes in any Three (3) Elective subjects.
- GCE (Cambridge) – 'A' Levels
- Passes in Three any (3) 'A' Level subjects
- International Baccalaureate (IB)

Applicants must have at least Grade 4 in any three (3) subjects

b. **Bachelor of Science in Earth Sciences**

Geology, Applied Geology, Applied Geophysics

WASSCE/SSCE Applicants from the West African Sub-region

- Credit passes in Three (3) electives comprising Chemistry and any two (2) of Physics, Further Mathematics and Biology/ Geography
- GCE (Cambridge) – 'A' Levels

Passes in Three (3) 'A' Level subjects comprising Chemistry and either Physics, Biology, Mathematics or Geography

- **International Baccalaureate (IB)**

Three (3) HL subjects comprising:

At least Grade 4 in Chemistry and any two of Physics, Mathematics and Biology/Geography.

In addition, they must have at least Grade 4 in English Language/Literature (SL) and at least C in a Science subject at the IGCSE or equivalent

### **Bachelor of Science in Information Technology**

**Entry requirements:**

At least Grade 4 in any three (3) HL subjects

In addition, they must have at least Grade 4 in English Language/Literature (SL), Mathematics (SL) and at least C in a science subject at the IGCSE or equivalent.

### **Bachelor of Science in Physical Sciences**

#### **Physics, Chemistry, Geophysics**

- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in Three (3) Elective subjects comprising Chemistry, Physics and Further Mathematics
- (Cambridge) – 'A' Levels

Three (3) 'A' Level subjects comprising Chemistry, Physics and Mathematics

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in Chemistry and Physics and at least grade 5 in Mathematics (SL). In addition, they must have at least Grade 4 in English Language/ Literature (SL) and a Science subject at the IGCSE or equivalent.

#### **c. Bachelor of Science in Mathematical Sciences**

Mathematics, Statistics, Actuarial Science, Computer Science, Biomathematics

- WASSCE/SSCE Applicants from the West African Sub-region

Credit passes in Three (3) Elective subjects including Further Mathematics (A1).

- **GCE (Cambridge) – 'A' Levels**

Three (3) 'A' Level subjects including Mathematics (A)

- **International Baccalaureate (IB)**

At least Grade 4 in Mathematics and any other two (2) subjects.

In addition, they must have at least Grade 4 in English Language/Literature (SL), Mathematics (SL) and at least C in a Science subject at the IGCSE or equivalent.

### **COLLEGE OF HUMANITIES**

School of Social Sciences/ School of Arts/ School of Languages

#### **Bachelor of Science in Business Administration**

- **WASSCE/SSCE Applicants from the West African**

#### **Sub-region Credit passes in any Three (3) Elective subjects.**

- (Cambridge) – 'A' Levels

Any Three (3) 'A' Level subjects

- **International Baccalaureate (IB)**

Applicants must have at least Grade 5 in any Three (3) HL subjects

In addition, they must have at least Grade 4 in English Language/Literature (SL) and Mathematics (SL).

#### **Bachelor of Laws (LLB)**

- **WASSCE/SSCE Applicants from the West African Sub-region**

Credit passes in any Three (3) Elective subjects.

- GCE (Cambridge) – 'A' Levels

Any Three (3) 'A' Level subjects

- **International Baccalaureate (IB)**

Applicants must have at least Grade 6 in any Three (3) HL subjects.

In addition, they must have at least Grade 4 in English Language/Literature (SL) and Mathematics (SL).

#### **Bachelor of Arts**

- **WASSCE/SSCE Applicants from the West African Sub-region**

Credit passes in any Three (3) Elective subjects.

Applicants must have the following grades to qualify to read the under listed courses:

- ◇ Economics, Maths or Statistics - At least B2 in Elective Maths
- ◇ Computer Science - At least B3 in Elective Maths
- ◇ French - At least B3 in French
- ◇ English - At least B3 in English Literature
- ◇ Geography - At least B3 in Geography
- ◇ ]GCE (Cambridge) – 'A' Levels

Any Three (3) 'A' Level subjects

Applicants must have the following grades to qualify to read the under listed courses:

- ◇ Economics, Maths or Statistics - At least grade B in

Maths

- ◇ Computer Science - At least grade C in Maths
- ◇ French - At least grade C in French
- ◇ English - At least C in English Literature
- ◇ Geography - At least grade C in Geography
- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any Three (3) HL subjects. Applicants must have the following grades to qualify to read the under listed courses at the HL:

- ◇ Economics, Maths or Statistics - At least grade 5 in Maths
- ◇ Computer Science - At least grade 5 in Maths
- ◇ French - At least grade 4 in French
- ◇ English - At least 4 in English Literature
- ◇ Geography - At least grade 4 in Geography

In addition, they must have at least Grade 4 in English Language/Literature (SL) and any other subject at SL.

### School of Performing Arts

#### a. Bachelor of Fine Arts

- WASSCE/SSCE Applicants from the West African Sub-region

Credit passes in any Three (3) Elective subjects.

The programme is open to applicants interested in the Performing Arts with aggregate 24 or better. They will be expected to attend an audition or interview.

- **GCE (Cambridge) - 'A' Levels**

Any Three (3) 'A' Level subjects

The programme is open to applicants interested in the Performing Arts with aggregate 12 or better. They will be expected to attend an audition or interview.

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any Three (3) HL subjects

In addition, they must have at least Grade 4 in English Language/Literature (SL) and Mathematics (SL).

They will be expected to attend an audition or interview.

### COLLEGE OF EDUCATION

Main Campus

### Bachelor of Arts/Bachelor of Science

- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in any Three (3) Elective subjects with the total aggregate not exceeding 30.
- GCE (Cambridge) – 'A' Levels

Any Three (3) 'A' Level subjects with the total aggregate not exceeding 12.

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any Three (3) HL subjects

In addition, they must have at least Grade 4 in English Language/Literature (SL), Mathematical (SL) and any other subject at the SL.

### School of Education & Leadership

#### Bachelor of Arts in Education (English)

- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in any Three (3) Elective subjects including at least grade B3 in English Literature
- **GCE (Cambridge) - 'A' Levels**

Any Three (3) 'A' Level subjects with at least a grade C in English Literature

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any three HL subjects including English Literature.

In addition, they must have at least Grade 4 in English Language/Literature (SL) and Mathematics (SL).

#### Bachelor of Arts in Education (Non-Teaching)

- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in any Three (3) Elective subjects.
- GCE (Cambridge) – 'A' Levels

Any Three (3) 'A' Level subjects

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any three (3) HL subjects.

In addition, they must have at least Grade 4 in English Language/Literature (SL) and Mathematics (SL).

#### Bachelor of Arts in Education (Mathematics)

- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in any Three (3) Elective subjects including at least grade B2 in Elective Mathematics
- **GCE (Cambridge) - 'A' Levels**

Any Three (3) 'A' Level subjects with at least a grade C in Mathematics

- **International Baccalaureate (IB)**

Applicants must have at least grade 5 in Mathematics and at least grade 4 in any other two (2) HL subjects. In addition, they must have at least Grade 4 in English Language/Literature and any other subject at SL

### **Bachelor of Arts in Education (Biology)**

- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in any Three (3) Elective subjects including at least grade B3 in Biology
- **GCE (Cambridge) - 'A' Levels**

At least grade C in 'A' Level Biology any other Two (2) 'A' Level subjects

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any three (3) HL subjects including Biology. In addition, they must have at least Grade 4 in English Language/ Literature (SL) Mathematics (SL).

### **Bachelor of Arts in Education (Chemistry)**

- WASSCE/SSCE Applicants from the West African Sub-region

Credit passes in any Three (3) Elective subjects including at least grade B3 in

Chemistry

- **GCE (Cambridge) - 'A' Levels**

At least grade C in 'A' Level Chemistry any other Two (2) 'A' Level subjects

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any three (3) HL subjects including Chemistry. In addition, they must have at least Grade 4 in English Language/Literature (SL) and Mathematics (SL).

### **Bachelor of Arts in Education (Physics)**

- WASSCE/SSCE Applicants from the West African Sub-region Credit passes in any Three (3) Elective subjects including at least grade B3 in Physics
- **GCE (Cambridge) - 'A' Levels**

At least grade C in 'A' Level Physics any other Two (2) 'A' Level subjects

- **International Baccalaureate (IB)**

Applicants must have at least Grade 4 in any three (3) HL subjects including Physics. In addition, they must have at least Grade 4 in English Language/ Literature (SL) Mathematics (SL).

### **School of Continuing & Distance Education**

#### **a. Bachelor of Science in Business Administration**

Applicants must have at least Grade 4 in any Three (3) HL subjects In addition, they must have at least Grade 4 in English Language/ Literature (SL), Mathematics SL and any other subject at SL.

#### **Bachelor of Science in Information Technology**

Applicants must have at least Grade 4 in any Three (3) HL subjects. In addition, they must have at least Grade 4 in English Language/Literature (SL) and Mathematics (SL).

### **SUB-DEGREE ADMISSIONS**

#### **Available Sub-degree Programmes**

##### **a. CERTIFICATE IN ENGLISH PROFICIENCY**

#### **Proficiency in English Language (For applicants from non-English speaking countries only)**

Prospective applicants who are waiting for the declaration of their baccalaureate results may apply before the deadline. They need not wait for the declaration of their results before applying.

##### **b. DIPLOMA PROGRAMMES**

Currently, the following Diploma programmes will only be run at the Accra, Kumasi and Tamale Learning Centres.

#### **Applicants should note that the distance learning is non-residential**

- Diploma in Accounting
- Diploma in Public Administration
- Diploma in Librarianship

- Diploma in Adult Education
- Diploma in Youth and Development (CYP)

### Entry Requirements

Applicants must satisfy the following minimum requirements:

#### SSSCE Holders:

- Passes (A-D) in six (6) subjects, including English Language and Mathematics; and
- At least three (3) of the passes must be relevant to the area of specialization.

#### WASSCE Holders:

- Passes (A1-D7) in six (6) subjects, including English Language and Mathematics; and
- Must possess a minimum of C6 in any three (3) of the passes relevant to the area of specialization.

Applicants who satisfy the above requirements can gain direct admission into the above mentioned Diploma programmes.

### GENERAL INFORMATION FOR ALL APPLICANTS

1. All applications must be submitted ONLINE at <http://admission.ug.edu.gh> on the purchase of the University of Ghana application e-voucher.

2. All applicants who have ever attended or graduated with Certificate/Diploma from the University of Ghana from 1996 to date should indicate their **\*\*STUDENT IDENTITY NUMBERS\*\*** on their application forms. The same number will be used in the intended programme of study, if admitted.

### HOW TO APPLY

#### I. GHANAIAN APPLICANTS TO DEGREE AND DIPLOMA

PROGRAMMES University of Ghana on-line application E-VOUCHERS can be obtained by Ghanaian applicants for (please refer to our online version at [www.ug.edu.gh](http://www.ug.edu.gh) admissions for the current fee) at the following banks: Ecobank, HFC Bank, Agricultural Development Bank, Ghana Commercial Bank, UniBank and Fidelity Bank. Ghanaian applicants in the following categories are expected to apply using the E-VOUCHER:

- ◇ WASSCE/SSCE Applicants
- ◇ Diploma Applicants
- ◇ Diploma to Degree Applicants
- ◇ HND Holders



# DIPLOMA/HND/OTHER QUALIFICATIONS TO DEGREE PROGRAMS

## Diploma to Degree Applicants

### i. Applicants in Possession of University of Ghana Diplomas

Holders of University of Ghana Diplomas or recognised equivalents, with a Final Grade Point Average (FGPA) of 3.25 or better (for Legon Campus and City Campus programmes) and 2.5 or better (for Distance Learning programmes) in any of the under-listed programmes, are eligible to apply to the SAME area of study, and supported with two other subjects in a related field, for admission. In addition, such applicants MUST have WASSCE/SSSCE passes in three (3) Core subjects and two (2) electives in the appropriate subjects or credit passes in five subjects including English Language, Science and Mathematics at the GCE 'O' Level as well as passes in two subjects at the GCE 'A' Level.

**All Diploma holders will be admitted to Level 200 in the same subject area as their diploma qualification.**

### Area of Study

Accounting	Commonwealth Youth Programme (CYP)
Adult Education	Library and Archives Administration
General Music	Dance Studies
Public Administration	Social Administration
Theatre Arts	Study of Religions
Nursing* Technology	Medical Laboratory
General Agriculture	Statistics
Midwifery *	
Home Science (Family & Consumer Sciences)	

### Other Diplomas accepted by the University of Ghana

Diploma	Degree Programme to be admitted into
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**Diploma in Animal Health (Distinction)** – Doctor of Veterinary Medicine

**Diploma in Laboratory Science**– B.Sc. Medical Laboratory Sciences

## Programmes Offered

### a. Accounting

### b. Public Administration

Qualified applicants will be admitted into the B.Sc. Administration Programme. Campus offered will depend on FGPA obtained at the Diploma Level.

### c. Commonwealth Youth Programme (CYP)

### d. Adult Education

### e. Library and Archives Administration

### f. Social Administration

### g. Study of Religions

Qualified applicants will be offered the Bachelor of Arts programmes.

### h. Statistics

Qualified applicants will either be offered the Bachelor of Science or the Bachelor of Arts programme.

### i. General Music

### j. Dance Studies

### k. Theatre Arts

Qualified applicants will be admitted into the Bachelor of Fine Arts programme.

## I. Medical Laboratory Technology

Qualified applicants will be admitted into the Bachelor of Science programme in Medical Laboratory Sciences

### i. First Degree Holders:

An applicant with a Bachelor's degree in Biological or Physical Sciences from a recognized University may be considered for admission on the recommendation of a special committee appointed by the Dean. The special committee shall vet the transcript of the applicant as well as course contents of the degrees, with a view to

determine suitability of previous training and make recommendations to the University's Admissions Board.

**ii. Other Qualifications:**

a. Applicants in possession of Diploma in Medical Laboratory Technology (DMLT) awarded by the University of Ghana with a minimum FGPA of 3.25 (Grade B) may be considered for admission to Level 200 of the B.Sc. (Medical Laboratory Science) degree programme. Applicants shall be required to attend a selection interview.

b. Applicants in possession of the 3-year Post-Secondary Certificates in Radiography and Medical Laboratory Technology may be considered for admission to Level 100 of the B.Sc. (Diagnostic Radiography/Therapy Radiography) and B.Sc. (Medical Laboratory Sciences) degree programmes respectively. In addition, such applicants MUST have WASSCE/SSSCE passes in three (3) Core subjects and two (2) electives in science or credit passes in five subjects including English Language, Science and Mathematics at the GCE 'O' Level as well as passes in two science subjects at the GCE 'A' Level. Applicants will be required to sit an entrance examination and pass an interview.

c. Applicants in possession of a Diploma in Laboratory Science with a minimum FGPA of 3.25 (Grade B) may be considered for admission to Level 200 in Medical Laboratory Sciences. Applicants will be required to sit an entrance examination and pass an interview.

**m. General Agriculture**

Qualified applicants will be admitted into the Bachelor of Science programme in Agriculture

**n. Veterinary Medicine  
Diploma Holders**

Applicants must have Diploma in Animal Health (Distinction)

**First Degree Holders:**

Holders of B.Sc. Degree in Animal Science, Biological or Allied Sciences are eligible to apply

**o. Bachelor of Public Health**

The Bachelor of Public Health programme is designed with the view to develop capacity to improve the implementation of public health programmes and interventions. It is intended to help develop middle-level public health practitioners who will work at the district

level and programme level in the Ghana Health Service and its Allied Institutions.

The undergraduate programme is also to offer opportunities for these middle-level health professionals to upgrade themselves and promote continuing professional development.

Applicants should have been recommended by the Ministry of Health (MOH)/ Ghana Health Service (GHS) to pursue the Bachelor of Public Health programme.

The following programme options are available:

- Applied Environmental Health Sciences
- Disease Prevention & Control
- Health Information Systems
- Health Promotion
- Nutrition
- Public Health Nursing

**Admission requirements (peculiar to the School) are as follows:**

i. Applicants with Diplomas awarded by the University of Ghana, Institutions recognized by or affiliated to the University of Ghana and Institutions under the Ministry of Health, shall require an FGPA of 3.25 or better/equivalent and shall attend a selection interview organized by the School of Public Health.

ii. Diplomas awarded by institutions other than those indicated in (i) above, may be considered eligible on recommendation by a special Committee. Shortlisted applicants shall be required to sit an entrance examination and attend a selection interview.

iii. Applicants would be credited with courses undertaken at the diploma level. All successful applicants will be admitted to Level 200.

**p. Home Science (Family & Consumer Sciences)**

An Applicant in possession of a Diploma with a B+ grade in any of the following areas is eligible to apply.

- Textiles & Clothing
- Human Development
- Family Resource Management
- Food & Nutrition

Qualified applicants will be admitted into the Bachelor of Science programme in Family and Consumer Sciences.

**q. Midwifery\***

Applicants must be holders of a Diploma awarded by a recognized University, with a Final Grade Point Average (FGPA) of 3.0 or better.

**r. Nursing\***

Applicants must be holders of a Diploma awarded by a recognized University, with a Final Grade Point Average (FGPA) of 3.25 or better.

This programme is open to applicants who have participated in the top-up programme since AUGUST 2008. Applicants will also be expected to take an aptitude test at the University in April.

**Applicants will receive Index Numbers and venues for the examination immediately they successfully submit their applications on-line. They are expected to print out the information for their reference only. They are not to bring them to the examination Centre.**

Successful applicants will be admitted into the Bachelor of Science programme in Nursing.

**Higher National Diploma (HND) to Degree Applicants**

Holders of Higher National Diplomas (HND) from a recognized Polytechnic with a Final Grade Point Average (FGPA) of 4.00 or better (for Legon Campus and City Campus programmes) and 3.25 or better (for Distance Learning programmes) in any of the under-listed programmes, are eligible to apply to the SAME area of study, and where required, supported with one other subject in a related field, for admission. In addition, such applicants MUST have WASSCE/SSSCE passes in three (3) Core subjects and two (2) electives in the appropriate subjects or credit passes in five subjects including English Language, Science and Mathematics at the GCE 'O' Level as well as passes in two subjects at the GCE 'A' Level.

Applicants may be asked to write an entrance examination and/or attend an interview as part of the admission process. All HND holders will be admitted to Level 200 in the same subject area as their HND qualification.

<b>Area of Study - HND</b>	<b>Programme Available for Study</b>
<b>College of Health Sciences - School of Biomedical and Allied Health Sciences</b> <ul style="list-style-type: none"> <li>· Science Laboratory Technology</li> <li>· Laboratory Science</li> </ul>	B.Sc. Medical Laboratory Science
<b>College of Basic and Applied Sciences</b> <ul style="list-style-type: none"> <li>· Laboratory Science</li> </ul>	<b>B.Sc. in Natural Sciences Options</b>  Animal Biology & Conservation Science Option  Biochemistry, Cell & Molecular Biology Option  Botany Option  Fisheries Science Option  Food Science Option  Nutrition Option  Oceanography Option
<b>Computer Science / Network Management</b>	B.Sc. in Natural Sciences (Computer Science)
<b>Statistics</b>	B.Sc. in Natural Sciences, Statistics Option
<b>Fashion Design &amp; Technology</b>	B.Sc. Family and Consumer Sciences
<b>Fashion Design &amp; Textiles Production</b>	(Food & Clothing Option)
<b>Agricultural Engineering Automotive Engineering Mechanical Engineering</b>	B.Sc. Engineering (Agricultural Engineering).

<b>Civil Engineering</b>	B.Sc. Engineering (Material Science Engineering)
<b>Electrical/Electronic Engineering</b>	B.Sc. Engineering (Computer Engineering)
<b>College of Humanities - Business School</b>	B. Sc. Administration  Public Administration Option
<b>Bilingual Secretaryship</b>	Public Administration
<b>Liberal and General Studies</b>	Option
<b>Hotel, Catering &amp; Institutional Management</b>	Public Administration
<b>Public Administration</b>	Option
<b>Purchasing &amp; Supply</b>	Public Administration
<b>Secretary &amp; Management Studies</b>	Option
<b>Statistics</b>	Public Administration
<b>Tourism</b>	Option
	Human Resource Management
	Public Administration Option
	Public Administration Option
	Public Administration Option
	E-Commerce and Customer Management Option
<b>Accounting</b>	Accounting Option
<b>Marketing</b>	Marketing Option
<b>Estate Management</b>	E-Commerce and Customer Management Option
<b>Hospitality/Hotel, Catering &amp; Institutional Management</b>	E-Commerce and Customer Management Option

# UNDERGRADUATE ADMISSIONS GENERAL INFORMATION FOR ALL APPLICANTS

- i. All prospective applicants are advised to visit the University's website [www.ug.edu.gh](http://www.ug.edu.gh) and carefully read all relevant information and guidelines for prospective applicants before applying.
- ii. All applicants who will be writing WASSCE in May/June are eligible to apply.
- iii. Applicants are expected to collect a free copy of the University of Ghana prospectus from the Bank when they purchase the e-voucher.
- iv. Programmes at the College of Health Sciences, except those offered at the School of Allied Health Sciences, are offered as first choice programmes only.
- v. For second and third choices, applicants must choose courses from the Sciences.
- vi. There is direct admission of applicants into the various Programmes available in the College of Basic and Applied Sciences. Applicants will be expected to select up to four (4) choices in order of preference.
- vii. Applicants who select either B.Sc. Administration or Bachelor of Laws (LLB) as first choice are advised strongly to select bouquets from the Bachelor of Arts programme as second choice to enhance their chances of gaining admission.
- viii. For the Bachelor of Arts (BA) programme, applicants are required to select subjects from the list of bouquets provided. Up to four (4) subject bouquets must be selected in order of preference.
- ix. All students entering the BA programme must offer three (3) subjects at Level 100, two (2) subjects at Level 200 and Level 300 and either two (2) subjects or one (1) subject at Level 400.
- x. Qualified Applicants to the Bachelor's degree on the Legon Campus who are unable to meet the competitive cut-off points determined by the Admissions Board for admission to preferred programmes of study may opt for the Fee-paying

Scheme. Interested applicants must indicate this option on their application forms.

- xi. Mature Students Admission has been re-introduced into the Bachelor of Arts Distance Education (DE) Programme with effect from the 2017/2018 academic year.
- xii. All applications must be submitted ONLINE at <http://admission.ug.edu.gh> on the purchase of the University of Ghana application e-voucher.
- xiii. All applicants will be considered on the basis of result equivalents as provided by the National Council for Tertiary Education (NCTE), as per schedule below:

WASSCE	CURRENT INTERPRETATION	SSSCE	INTERPRETATION
A1	1 - Excellent	A	1 - Excellent
B2	2 - Very Good	B	2 - Very Good
B3	3 - Good	C	3 - Good
C4	4 - Credit	D	4 - Credit
C5	5 - Credit	E	5 - Pass
C6	6 - Credit	F	- Fail
D7	7 - Pass		
E8	8 - Pass		
F9	9 - Fail		

- xiv. Qualifications acceptable for admissions include the following:

## Senior Secondary School Certificates (SSSCE/ WASSCE)

- Baccalaureate (French)
- International Baccalaureate (IB)
- GCE (Cambridge) – 'A' and 'O' Levels
- GCSE & 'A' Levels
- American High School– Grade 12 examinations
- Other external qualifications which have equivalences to the WASSSCE/SSSCE and the GCE (A Levels)

**All admissions will be to Level 100.**

- xv. All applicants who have ever attended or graduated with Certificate/Diploma from the University of Ghana from 1996 to date should indicate their **\*\*STUDENT IDENTITY NUMBERS\*\*** on their application forms. The same number will be used in the intended programme of study if admitted.
- xvi. Since the 2007/2008 academic year, the University of Ghana has ceased to admit applicants with the West African Examination Council's Ordinary and Advanced Level Certificates
- xvii. All Applicants must take note that the process for admission to the University of Ghana is very transparent. Applicants should therefore beware of any persons who may approach them on the pretext of assisting them gain admission for a fee.

**ALL APPLICANTS MUST ENSURE THAT THEIR ON-LINE APPLICATIONS ARE CORRECTLY FILLED AND SUBMITTED AT THE BANK, APPLICANTS WILL BE REQUIRED TO INDICATE THEIR NAMES, MOBILE PHONE NUMBERS AND E-MAIL ADDRESSES ON THE BANK VOUCHER BEFORE THEY ARE SERVED. THOSE WITHOUT E-MAIL ADDRESSES WILL HOWEVER NOT BE DISADVANTAGED. A CONFIRMATION OF THEIR PIN WILL BE SENT TO THEIR MOBILE PHONES. APPLICANTS SHOULD BUY UNIVERSITY OF GHANA APPLICATION E-VOUCHER AND CAREFULLY FOLLOW THE INSTRUCTIONS GIVEN.**

After the application has been submitted on-line, the PIN should be kept in a safe place as it may be required by applicants when assessing their admission status at a later date.

After submission of the online application, Diploma to Degree and HND applicants are expected to submit the following documents to the address below:

- i. Two (2) original copies of Diploma/HND transcripts
- ii. Where applicable, two (2) certified copies of 'O' and 'A' Level certificates/ result slips.

**The Director  
Academic Affairs Directorate  
University of Ghana  
P. O. Box LG 25,  
Legon, Accra – Ghana.**

## **ii. INTERNATIONAL APPLICANTS AND GHANAIS APPLYING FROM ABROAD**

International applicants and Ghanaians applying from abroad should visit the University's website at <http://admission.ug.edu.gh> and follow the instructions given.

After completing and submitting the form on-line, applicants are to print a proof of submission, add all relevant certificates and send to the address given below with a non-refundable fee (refer to our online version at [www.ug.edu.gh/admissions](http://www.ug.edu.gh/admissions) for the current fee) in US Dollars or its equivalent in International Money Order. Applicants in the West African sub-region should pay the application fee through ECOBANK. The original copy of the pay-in slip should be added to the downloaded form and other documents. Completed documents are to be sent to the address given on 190.

## **iii. GHANAIS WITH FOREIGN BACKGROUND**

Ghanaians who apply with foreign qualifications from schools which write the International Baccalaureate (IB) and the IGCSE such as Alpha Beta, Faith Montessori International School, Ghana International School, New Nation International School, SOS – Hermann GMEINER International College and Tema International School etc., should follow the application procedure for international students stated above. They should however pay the application fee (refer to our online version at [www.ug.edu.gh/admissions](http://www.ug.edu.gh/admissions) for the current fee) through any Ecobank branch and submit the original copy of the pay-in slip to the above given address together with a copy of the other specified documents.

## **IMPORTANT NOTICES**

- i. All Applicants must take note that the process for admission to the University of Ghana is very transparent. Applicants should therefore beware of any persons who may approach them on the pretext of assisting them gain admission for a fee.
- ii. Since the 2007/2008 academic year, the University of Ghana has ceased to admit applicants with the West African Examination Council's Ordinary and Advanced Level Certificates.

## HELP DESK

Applicants needing any help can send their enquiries to the following addresses:

No	Unit	Email Address	Phone Numbers
1	Admission Unit	admissions@ug.edu.gh	0302 213820 ext 6018 0302 213820 ext2637 026-095-0170/ 020-048-0431/ 020-048-0344/ 024-398-5001
2	College Of Health Science	academicaffairs@chs.edu.gh P. O. Box KB 52 Korle-Bu, Accra	0302 665 103 Ext 231 & 151 0245 107 315
3	College of Humanities	coh@ug.edu.gh P. O. Box LG 1173 Legon	0303 708 0628
4	College of Basic & Applied Sciences	cbas@ug.edu.gh P. O. Box LG 1195 Legon	0288 266 017
5	College of Education	coeacademic@ug.edu.gh P. O. Box LG 1181 Legon	050 3899 803

The Help Lines can be reached between the hours of 9.00am and 5.00pm (Mondays to Fridays).

**ALL APPLICANTS MUST ENSURE THAT THEIR ONLINE APPLICATIONS ARE CORRECTLY FILLED AND SUBMITTED**

# Regulations For Junior Members

1. The term "Junior Member" means a person in statu pupillari enrolled for the time being in the University of Ghana whether in a campus – based or distance education programme.
2. Regulations affecting Junior Members shall be made from time to time by the Academic Board in accordance with the University of Ghana Act, 2010 (Act 806) ("the Act") and the Statutes of the University of Ghana, 2011 ("the Statutes") . In addition to these Regulations, each Hall, College, Faculty, Department, Institute, School, Centre, the Library, the Hospital or any other unit of the university may issue its own rules governing the conduct of Junior Members within its precincts, provided that such regulations are not inconsistent with the general regulations made by the Academic Board. Such regulations must be tabled before the Academic Board.
3. These regulations shall apply to all Junior Members.
4. Ignorance of Regulations or of any Public Notice shall not be accepted as an excuse for breach. Accordingly, every student on enrolment shall be required to obtain a copy of such University, Hall and other regulations relating to his condition and which are for the time being in force.
5. Junior Members shall conduct themselves in a quiet and orderly manner and shall pursue their studies with all diligence; they shall observe the Statutes, regulations and orders made from time to time by the appropriate authorities.
6. The operation of these Regulations is without prejudice to the application of the general laws of Ghana, the Act and the Statutes which apply to all persons in the University.
7. The officers of the University who have a special responsibility, under the Vice- Chancellor, for the discipline of Junior Members are the Dean of Students, Heads of Halls, Senior Tutors and Tutors and such officers who may be appointed from time to time. It shall be an offence to disobey these officers in the discharge of their University duties.

## 8. ADMISSION AND RESIDENCE

8.1 A Junior Member who does not hold an award granted by the Government, or by an institution

recognized by the University, shall be required to pay all approved fees on or before registration.

8.2 A Junior Member whose accounts are in arrears and unpaid at the beginning of an academic year or semester shall not normally be allowed to come into residence or attend lectures until his outstanding accounts have been settled.

8.3 Dates of Semesters are announced in University Notices. Junior Members admitted to residence are required to come into residence following registration and to remain continuously in residence until the last day of semester unless permission is granted for temporary absence. Students who are non-resident are required to register at the Halls to which they have been assigned.

8.4 Procedure regarding exeats is notified in the Hall Regulations. In cases of absence involving non-attendance at Lectures, Tutorials or Practicals, or Examinations, the written permission of the Department concerned must be obtained in addition to that of the Hall authorities.

8.5 Admission of Junior Members to the University shall be subject to their passing a Medical Examination.

8.6 Membership of the Students' Representative Council and respective sporting clubs is compulsory for all Junior Members.

## 9. NAMES OF JUNIOR MEMBERS

9.1 For the purposes of the University, Junior Members are known only by the names which they have signed in the Application Form/Register of Matriculation and are known by those names only in the sequence in which they were signed (that is, first name, middle name[s] and surname).

### 9.2 Change of Name

As an institutional policy, the University does not accept requests to change or amend names or other records of students.

## 10. ATTENDANCE AT LECTURES AND EXAMINATIONS

10.1 Junior Members are required to attend lectures, tutorials and practical classes specified for their course of study, and all such examinations as the University or the departments may from time to time require, and to perform all written and practical work prescribed for them.

10.2 Junior Members who absent themselves from lectures, tutorials and practical classes for a cumulative total of twenty-five percent (25%) in any one semester will be deemed not to have satisfied the attendance requirements for the semester. Such Junior Members shall be asked to withdraw from the University.

## **11. USE OF ACADEMIC DRESS**

All Junior Members are required to wear the academic dress appropriate to their status on the following ceremonial occasions:

- i. Matriculation
- ii. Congregation, and other occasions as required.

## **12. IMPOSITION OF FINES**

A fine may be imposed by the Dean of Students, Master of the Hall or by the Hall Tutor upon any Junior Member who has in the judgment of the said Dean, Master or Tutor infringed any of the published Regulations of the University or rules of any Hall, University Department, Institute, School, Library or any other unit of the University.

## **13. FORMATION OF SOCIETIES AND CLUBS**

13.1 Student Societies and Clubs in the University shall be formed at the request of at least ten interested students. In addition, there must be a Senior Member who will be the Senior Treasurer.

13.2 The request should be submitted for approval by the Residence Board through the Students' Representative Council and shall be accompanied by the recommendation of the Students' Representative Council and the Constitution/Byelaws of the proposed Society or Club.

13.3 The proposed Society or Club shall be formally promulgated in the University Reporter after the Residence Board has given its approval.

13.4 Within three (3) 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 Principal Officers, once a year.

## **14. PUBLIC FUNCTIONS WITHIN THE UNIVERSITY**

14.1 Students who wish to organise any public function within or outside the Hall of Residence shall obtain prior permission from the Head of Hall/ Dean

of Students as appropriate. The Head of Hall/Dean of Student Affairs shall in turn inform the Registrar and the Vice-Chancellor.

14.2 An application for permission to organise 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.

14.3 This information together with evidence of fulfilment by the organisers of any requirements imposed by law in relation to the holding of such a function should normally reach the Head of Hall/Dean of Student Affairs at least three days before the function takes place. The Head of Hall/Dean of Student Affairs may impose such other requirements and conditions as may appear to him to be necessary or desirable.

14.4 For the purpose of this section, a public function is one to which persons other than Senior and Junior Members of the University are invited or entitled to attend.

## **15. PROCESSIONS AND DEMONSTRATIONS**

15.1 Any student or students wishing to organise a procession/ demonstration in the University shall notify the Dean of Student Affairs in writing with a copy to the Registrar at least three days before the procession/demonstration is due to take place .

15.2 The notification shall state the purpose of the procession/ demonstration and the name(s) of the organiser(s).

15.3 Students may not demonstrate or go on procession in or outside campus without the prior written approval of the Dean of Student Affairs.

15.4 The Dean of Student Affairs may prescribe special conditions, limitations or restrictions as may be considered appropriate in the circumstances.

15.5 The procession/demonstration will follow an approved route and keep as close as possible to the right side of the road in order to ensure free passage of traffic.

15.6 No procession/demonstration shall be held between the hours of 6.00 pm and 6.00 am.

15.7 During the procession/demonstration, nothing

shall be done or said that may occasion violence or cause a breach of the peace.

15.8 If any acts of violence and/or breach of University, Hall or other regulations occur during a procession/demonstration or other mass action, the perpetrators as well as the organiser(s) shall be held jointly and severally responsible.

15.9 The fact that a procession/demonstration is not prohibited in no way implies that the University has either approved of or is in sympathy with its objectives.

15.10 For processions/demonstrations outside the University, the organiser(s) should, in addition to the foregoing notify the Police and follow other requirements under the Public Order Act, 1994 (Act 491).

## 16. PUBLICATIONS

16.1 The Vice-Chancellor will be informed of any intention to produce a student publication within the University and his approval in writing shall be obtained for such a publication.

16.2 A copy of each issue will be lodged with the Vice-Chancellor, Head of Hall and Dean of Student Affairs as appropriate and the University Librarian on the day of publication.

16.3 Each issue shall state the name of the Editor, the Membership of the Editorial Board and the Publisher.

16.4 The members of the Editorial Board will be held jointly responsible for the full contents of each issue of the publication.

## 17. OFFENCES

### 17.1 Academic Offences

It shall be an offence for a student knowingly:

a. to forge or in any other way alter or falsify any document or evidence required by the University, or to circulate or make use of any such forged, altered or falsified document, whether the document or record be in print or electronic form;

b. to use or possess an unauthorised aid or aids or obtain unauthorised assistance in any academic examination or term test or in connection with any other form of academic work;

c. to impersonate another person, or to have another person impersonate, at any academic examination or term test or in connection with any other form of academic work;

d. to represent, without acknowledgement of its authorship by another, an expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work;

e. to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or programme of study in the University or elsewhere;

f. to submit any academic work containing a purported statement of fact or reference to a source which has been concocted;

g. to engage in the sale of unpublished academic lecture material, such as lecture notes, handouts, slides without authority;

h. to gain access to or procure or cause such access to be gained to any office or other facility of the University or University official for purposes of depositing, altering or substituting examination material for the benefit of the student or any other person;

i. to steal a colleague's assignment; or (j) to steal a colleague's answer script.

j. to forge or in any other way alter or falsify any academic record or document, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form; or

k. to engage in any form of academic cheating, dishonesty, misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.

17.2 A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when in the opinion of the University, the offence would have resulted in a sanction had it been detected at the time it was committed.

## 17. Non-Academic Offences

Without prejudice to the application of the national laws

by the University, no junior member of the University shall:

- a. assault another person or threaten any other person with assault whether sexual or otherwise or commit a battery against another person;
- b. cause or threaten any other person with bodily harm, or cause any other to fear bodily harm;
- c. knowingly create a condition that unnecessarily endangers the health or safety of other persons;
- d. threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property;
- e. engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of birth, origin, colour, ethnic origin, citizenship, sex, sexual orientation, creed, age, marital status, family status, disability, receipt of public assistance or record of offences of that individual or those individuals; that is known to be unwelcome; and that exceeds the bounds of freedom of expression or academic freedom as these are understood in University policies and accepted practices, including but not restricted to those explicitly adopted;
- f. cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organised by the University or by any of its divisions, or the right of other members to carry on their legitimate activities, to speak or to associate with others. For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent;
- g. steal, knowingly take, destroy or damage premises of the University or any physical property that is not his own;
- h. knowingly destroy or damage information or intellectual property belonging to the University or to any of its members;
- i. in any manner or whatsoever, knowingly deface the inside or outside of any building of the University;
- j. knowingly possess effects or property of the University appropriated without authorisation;
- k. knowingly create a condition that endangers or threatens destruction of the property of the University

or of any of its members;

- l. knowingly use any facility, equipment or service of the University contrary to the expressed instruction of a person or persons authorised to give such instruction, or without just cause;
- m. knowingly mutilate, misplace, misfile, or render inaccessible or inoperable any stored information such as books, film, data files or programmes from a library, computer or other information or storage, processing or retrieval system;
- n. knowingly or maliciously bring false charge against any member of the University;
- o. counsel, procure, conspire with, abet, incite or aid a person in the commission of an offence defined in these Statutes;
- p. deface the trees on campus with advertising or other material or notices howsoever described;
- q. sexually assault or rape a person;
- r. defecate outside the designated buildings or places on campus;
- s. produce or distribute pornographic material on the premises of the University; or
- t. indecently expose himself or herself in public.

17.4 Without prejudice to the generally of the above, it is an offence for a member of the University to sexually harass another member of the University by engaging in unwelcome or unwanted behaviour of a sexual nature, including, but not limited to attempting to touch or touching, attempting to fondle or fondling, attempting to caress or caressing.

17.5 No person found by a disciplinary board to have committed an offence under these Regulations shall refuse to comply with a sanctions imposed under the procedures of the Statutes.

17.6 In addition to offences stated above, it shall be an offence for a junior member to:

- i. Cultivate, possess, use or peddle narcotics and other drugs as listed in the Schedule to the Narcotic Drugs (Control, Enforcement and Sanctions) Act. 1990 (PNDCCL 236).
- ii. Willfully cause damage to University property or the good name of the University and incite others

to cause such damage.

- iii. Publish defamatory material on the campus.
- iv. Smoke in a library, lecture theatres or other public places on the campus.
- v. Throw any person into ponds in the University.
- vi. Possess firearms on campus.
- vii. Engage in petty trading
- viii. Make undue noise within the University precincts. In particular, the hours between 10.00 p.m. and 6.00 a.m. are to be regarded as hours of quiet, provided that this rule shall not apply where permission to organise a function has been granted by the Head of Hall or Dean of Students

## **18. USE OF VEHICLES**

18.1 Any Junior Member who wishes to use or keep a vehicle on the campus of the University must obtain permission from the Vice-Chancellor through the Senior Tutor of his Hall.

18.2 The University accepts no responsibility for such vehicles, or for any damage that may occur to them or to their owners, drivers or passengers. The use of such vehicles is a privilege which is enjoyed at the sole risk of the persons concerned and which will be withdrawn if it is abused.

18.3 The University does not provide garages for students' vehicles. Any arrangement for garaging such vehicles in the University should be made privately by the owners.

## **19. COLLECTION OF MONEY**

Permission to make general collections of money other than for club subscriptions and cinema shows or parties must be obtained from the Dean of Student Affairs/Senior Tutors of the Halls. Junior Members are advised to ask to see the license or other valid authority of any collector who comes from outside the University.

## **20. THE DEAN OF STUDENT AFFAIRS**

20.1 The Dean of Student Affairs is responsible for the welfare and discipline of students outside their Halls of residence. The Dean works in close collaboration with the Students' Representative Council (SRC), the Halls of Residence, the Counseling and Placement Centre and the Sports Directorate.

20.2 For the efficient running of the office, the Dean shall be assisted by an Advisory Board comprising:

- All Senior Tutors and Hostel Managers
- A representative of undergraduate students of the University elected by the Students' Representative Council
- A representative of postgraduate students elected by the University of Ghana branch of the Graduate Students Association
- The Director, Public Affairs Directorate or his/her representative

## **21. RULES AND PROCEDURES RELATING TO DISCIPLINE**

21.1 If a student violates Hall regulations, disciplinary measures shall be taken by the authorities of the hall to which he/she belongs.

21.2 (a) There shall be a disciplinary board or committee for Junior Members.

a. A disciplinary board or committee shall investigate an allegation of misconduct referred to it by the Disciplinary Officer or the Registrar and shall make appropriate decisions on the charges including sanctions. The Vice-Chancellor shall implement the decisions of the Disciplinary Board or Committee in accordance with these Statutes.

b. (i) The Registrar or other authorised university official shall cause to be investigated an allegation of misconduct referred to it by the Disciplinary Officer.

(ii) Where investigations disclose misconduct disciplinary proceedings shall be instituted before the appropriate disciplinary board or committee by the Disciplinary Officer.

c. For the avoidance of doubt, it shall not be necessary to conduct an investigation of misconduct where the University is already in possession of the relevant evidence. The persons identified in the evidence shall be charged directly before the appropriate disciplinary committee by the Disciplinary Officer.

d. Where a disciplinary action concerns a person who is a member of the disciplinary committee, the Vice-Chancellor shall replace that person with a suitably qualified alternate.

e. (The Registrar shall appoint a disciplinary board to deal with any matter of discipline affecting junior

members which shall comprise:

- i. two senior members, one of whom is a senior member of the Faculty of Law and who shall be designated as chairman by the Registrar;
- ii. one student nominated by the Students' Representative Council; and
- iii. one student representative of the graduate students of the University nominated by the University of Ghana branch of Graduate Students' Association of Ghana (GRASAG);
- iv. one senior member to be appointed by the Registrar taking into account the subject matter of the proceedings.

21.3 A disciplinary proceeding in respect of a junior member is without prejudice to the right of the Academic Board to investigate an allegation of impropriety or malpractice relating to admission into the University or examinations and to take appropriate action including disciplinary sanctions.

21.4 The Registrar shall provide secretarial services to the disciplinary board.

21.5 The University shall appoint a Disciplinary Officer not below the rank of an Assistant Registrar who shall be responsible for prosecuting junior members accused of breaching the provisions of any enactment.

21.6 No charge shall be laid except with the approval of the Vice- Chancellor.

21.7 A charge shall be in writing, addressed to the accused, signed by or under the authority of the Disciplinary Officer and filed with the Secretary to the disciplinary board or committee. It shall contain a statement of the offence or breach with sufficient detail and shall be filed with the Registrar. The Registrar shall promptly notify the Chairman and the Secretary

21.8 Upon receipt by the Chairman and the Secretary of a charge which appears to be in proper form, the Chairman shall convene proceedings immediately and give appropriate notice of a date, time and place for the hearing to the accused. The Chairman shall ensure that the proceedings are conducted with due dispatch.

21.9 The Vice-Chancellor shall implement the decisions of the Disciplinary Board or Committee.

21.10 Disputes between Students of Different Halls: Where disputes arise between students from different Halls, the Tutors of the students involved shall attempt to resolve the dispute. Should their attempts fail, the matter shall be referred to the Senior Tutors of the Halls involved. Should the dispute persist, the matter shall be referred to the Dean of Students.

## 22. SANCTIONS

22.1 One or more of the following sanctions may be imposed by a Board upon the conviction of any person:

- i. an oral or written reprimand;
- ii. an order for the resubmission of the piece of academic work in respect of which the offence was committed, for evaluation, such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
- iii. assignment of a grade of zero or a failure for the piece of academic
- iv. work in respect of which the offence was committed;
- v. a reduction of the final grade in the course in respect of which the offence was committed;
- vi. denial of privileges to use any facility of the University, including library and computer facilities;
- vii. a monetary fine;
- viii. suspension from a course or courses, a programme, an academic unit or division, or the University for such a period of time up to five years as may be determined by the Disciplinary Board;
- ix. expulsion from the University. Expulsion shall mean that the student shall be permanently denied registration in any University programme;
- x. disqualification from contesting elections or removal from any office in the University; or

22.2 For the avoidance of doubt, notwithstanding previous conferment or confirmation of an award of a degree, diploma, certificate, standing, credits or any other qualification how-so-ever described, the University shall have the power to cancel or withhold or withdraw any award at any time it becomes known that:

- a. a candidate had gained admission into the University with false qualifications; or
- b. a candidate had impersonated someone else, or
- c. a candidate had been guilty of an examination malpractice for which a grade Z would have been awarded; or
- d. a candidate had engaged in any other conduct which in the opinion of the University would have resulted in the cancellation or withdrawal of the award.

22.3 The decision to cancel, withhold or withdraw an award shall be made by Council on the recommendation of the Academic Board.

22.4 The Vice-Chancellor shall have power to order that any sanction imposed by the Board be recorded on the student's academic record and transcript. The decision of the Vice-Chancellor shall be reported by the University in the University bulletin and, where appropriate, in the national media.

## **APPEAL**

23.1 Any Junior Member who is aggrieved by any disciplinary action may appeal to the University of Ghana Appeals Board in accordance with the rules in the Appendix.

23.2 The Appeals Board shall hear and determine appeal matters on (a) acts or omissions in contravention of the Act or the Statutes enacted by the Council;

- e. grievances by students against the University on matters related to welfare and discipline; or
- f. any other matter or dispute referred to the Board by the Council.

23.3 The University of Ghana Appeals Board consists of:

- a. A President who is a retired justice of the Superior Court of Judicature or a lawyer qualified to be so appointed;
- b. Two lawyers of at least ten years standing at the Bar who are persons of high moral integrity one of whom is a woman; and
- c. Two persons who are not legal practitioners or

employees of the University who are persons of high moral integrity one of whom is a woman.

23.4 The President of the Board or the President's alternate and two other members constitute a panel for the hearing and determination of a case or matter before the Tribunal.

23.5 The President's alternate shall be appointed by Council from outside the membership of the Appeals Board after the appointment of the President of the Appeals Board and the President's alternate shall have the same qualification as the President.

23.6 The Council shall establish the rules and procedures which govern:

- a. The operations of the Board;
- b. The appointment and remuneration of its members;
- c. The functions of the President's alternate;
- d. The establishment of the Secretariat of the Board;
- e. The co-opting of members to the Appeals Board;
- f. and any other relevant matter.

# Terms & Conditions

This prospectus is intended for both postgraduate and undergraduate students wishing to enter the University of Ghana in 2019/2020 Academic Year as regular students or through our Distance Learning(DL) system. Every effort has been made to ensure that the information contained in this Prospectus is correct at the time of going to press. The University will use reasonable endeavours to deliver programmes and other services in accordance with the descriptions provided. The University, however, reserves the right to make variations to programme contents, entry requirements and methods of delivery, and to discontinue, merge or combine programmes, both before and after a student's admission to the University, if such action is reasonably considered necessary by the University. For details of any changes made since publication of this prospectus, please refer to our online prospectus at **[www.ug.edu.gh/admissions](http://www.ug.edu.gh/admissions)**. This is the latest version of the prospectus and it is updated as changes are made.

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## **SPECIAL THANKS**

To all the people featured in this prospectus,

# University Anthem

Hail University of Ghana  
The nation's hope and glory  
The place that bears the star of peace  
That bids us all to do our best  
Let the great tower of learning  
Inspire both young and old  
May we proceed in unity to uphold the public cause

//: Arise, arise O Legon Defend the cause of freedom  
Proceed in truth and integrity to make  
Our nation proud ://

We ask for strength and wisdom  
As we climb the hill of learning  
May we excel in what'er we do  
With a mind ready at all times  
And a conscience quick to feel  
May we proceed in unity to uphold the public cause

//: Arise, arise O Legon Defend the cause of freedom Proceed in  
truth and integrity to make Our nation proud ://



# Notes

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