UNIVERSITY OF PROFESSIONAL STUDIES, ACCRA

HANDBOOK FOR THE SCHOOL OF GRADUATE STUDIES (SOGS)

2020

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List Acronyms

UPSA	University of Professional Studies, Accra
SEP	Self Evaluation Process
CIMA –UK	Chartered Institute of Management Accountants – United Kingdom
ICAG	Institute of Chartered Accountants- Ghana
ACCA –UK	Association of Chartered Certified Accountants – United Kingdom
ICSA –UK	Institute of Chartered Secretaries and Administrators – United Kingdom
CIM –UK	Chartered Institute of Marketing – United Kingdom
JBR	Journal of Business Research
NAB	National Accreditation Board
NABPTEX	National Board for Professional and Technician Examination

THE ARMS OF THE UNIVERSITY PROFESSIONAL STUDIES ACCRA (UPSA)

The emblem was developed in 1975 as part of the 10th anniversary celebrations of the University. A call was made for interested students to submit artworks that could be adopted as an emblem for the school. Three students inspired by their experiences at the University and the challenges of studying to achieve their goals of becoming businesses professionals settled on the above artwork. The design depicts an adapted version of a Ghanaian Adinkra Symbol called Akoben meaning the "Horn of War". This symbol which is the blue artistic work in the heart of the emblem symbolizes vigilance and wariness. For these students, life itself is a personal responsibility and a battle which can be won only by one's own attention, cautiousness, and hard work along with support from one's environment. The base signifies one's circumstances, context, and support from the society which unfolds as life rolls out. For them, even though society supports and shapes one's life, life's outcomes are a reflection of one's choices, actions, and attitudes. Life therefore means taking responsibility to find right answers to the many challenges. Everyone therefore has the responsibility to create their own world and could have it right if their attitude towards the numerous questions posed by life at any given time is right.

In recent times, the emblem symbolizes UPSA core values of Responsibility, Creativity, Accountability, Continuous Improvement, Principle of Character Development, and the Tenets of Professionalism. The tenets of professionalism emphasize the application of acquired knowledge within its ethical confines to the benefit of society in the spirit of service to humanity as the ultimate purpose of life. This message is summarized by the motto "Scholarship with professionalism."

The emblem further affirms a set of values that links UPSA's proud legacy with its vision for the future and its anthem captioned the "Star of Hope," just as our history reminds us of the generations that have built UPSA, it also presents us with the responsibility for future generations which is to build a vibrant University, that will shape the future of our community and the world.

SCHOOL OF GRADUATE STUDIES (SOGS), UPSA

THE ARMS OF SOGS

The Arm is Blue shield with stairs leading to an open book at its pinnacle. The stairway symbolizes the gradual systematic progression towards the book, which symbolizes knowledge through lifelong learning.

CHAPTER ONE

WELCOME MESSAGE FROM THE DEAN

Welcome to the School of Graduate Studies (SOGS) of the University of Professional Studies, Accra (UPSA). It is so refreshing to introduce you to our unique professional tradition that thrives on combining scholarship with professionalism. Expressively, our programmes are not only designed to meet the growing demand in the business industry but also aimed at equipping prospective students with the requisite skills and expertise to manage contemporary business challenges in Accountancy, Management, Marketing, Governance, and Auditing as well as Leadership, in both public and private sectors globally.

Our vision is to become a leading centre of research and a world-class graduate school of management/accountancy. The School of Graduate Studies operates in a rigorous academic environment and demands high standard of scholarship and professionalism from its students. To achieve this, the School has assembled some of the best faculty with both professional and academic qualifications and enormous experience in the corporate world of business. Our main focus is in teaching and research, to help our students pursue their dreams in both the academic and professional fields.

It is worthy to note that the School has expanded its programmes from four (4) to thirteen (13) since its inception in 2009. Within a space of eight years, the number of student enrolment increased from 160 to 1,056, comprising a considerable number of international students from both Anglophone and Francophone countries. Currently, approximately 8% of the overall students at UPSA are registered at the School of Graduate Studies, and over 16% of degrees awarded annually are granted from the over nine (9) programmes at SOGS. The high student enrolment and graduation ratio is a reflection of our quest to design pragmatic programmes relevant to the needs of individuals and the business environment. As a school of scholars, we actively participate in community service and also encourage our students in the same direction.

I invite you to visit our website and learn about our unique programmes and exciting faculty. You may also visit our beautiful campus and interact with faculty and staff, as well as students from all

walks of life.

CHAPTER TWO

GENERAL INFORMATION ABOUT THE UNIVERSITY OF PROFESSIONAL STUDIES, ACCRA, AND THE SCHOOL OF GRADUATE STUDIES

1.0   GENERAL INFORMAITON AND CONTACT DETAILS OF THE UNIVERSITY

Name of Institution	University of Professional Studies, Accra (UPSA)
Postal Address	P.O. Box LG 149, Accra
Location	North East of Legon on the main IPS Road
Contact Person	The Registrar
School of Graduate Studies Contacts	The Dean of Graduate School
Telephone Numbers	+233243287242, + 23320199507, +233 302 500722, +233
302 500171,	+233 302 500723
Fax Number	+233 302 501174
University E-mail	info@upsa.edu.gh
Graduate School Email	sogs@upsamail.edu.gh
Website	www.upsa.edu.gh
Year Established	1965
Legal Instrument	University of Professional Studies Act (2012), Act 950
Accreditation and Recognition	Accredited by National Accreditation Board (NAB)/ Accreditation Council for Business Schools and Programmes (ACBSP).

Presidential Charter, conferring on it the right to award its own degrees, recognized tuition provider for national and international business professional programmes.

| **Recognition:** | Member of the International Association of Universities (IAU), Association of African Universities (AAU), Association of Commonwealth Universities (ACU), International Association of University Presidents (IAUP) |

1.1.0   Establishment of the University

The University of Professional Studies, Accra (UPSA) was founded in 1965 as a private institution and was taken over by the Government of Ghana in 1978 (SMC 200). It was subsequently established as a tertiary institution with a mandate to provide Business Professional Education in the academic disciplines of accountancy and management by the University of Professional Studies Act, 1999 (Act 566).

In the year 2005, the University gained accreditation and introduced undergraduate degree programmes in Marketing, Accounting, and Business Administration. Banking and Finance was introduced in 2007 to augment the existing portfolio of business professional courses for which UPSA has been a trail-blazer. Owing to the University's quality of output and compliance with set national standards, the University gained its Presidential Charter in September 2008. By this Charter, the University attained a full-fledged University status with the power to award its own Degrees, Diplomas, and Certificates.

The Parliament of Ghana on 31st July, 2012 passed a bill for the change of name from "Institute of Professional Studies, (IPS)" to "University of Professional Studies, Accra (UPSA)". The bill was granted presidential assent on 9th October, 2012 and that ushered in the University of Professional Studies Act, 2012 Act 850. The University is currently Ghana's only public institution that offers undergraduate, masters' degree, and diploma programmes and tuition for internationally recognised and acclaimed Business Professional Programmes.

In 2013, the University introduced Information Technology Management programme at both undergraduate degree and diploma levels. The University also runs the following masters' degree programmes: MSc. in Auditing, Marketing, Corporate Governance, Accounting & Finance; MSc. & MPhil in Leadership; MBA in Total Quality Management, Internal Auditing and Petroleum Finance &

Accounting. In this respect, the University continues to play a leading role in the teaching and practice of Accountancy and Management in Ghana.

The combination of scholarship and professionalism is the foundation of the University's unique profile. In addition, the University provides consultancy services to industry and commerce through research and training in short courses. The University does not only train but develops and equips students with knowledge and skills effective for the competitive business environment with emphasis on responsibility and accountability in an ethical context.

1.1.1 Vision and Values

Vision

To be a world-class education provider in both academic and professional disciplines, nationally entrenched, regionally relevant and globally recognized.

Values

Integrity, Respect, and Service are the key values of UPSA Code of Conduct.

Integrity

UPSA is determined to act consistently in accordance with its principles and core values.

Respect

Respect in the University's community means, for one's self, others, and the University's values as well as the responsibility one bears towards himself and others.

Service

Service in the UPSA community means recognizing social needs and applying our strengths and knowledge to address those needs.

1.1.2 Mission Statement

We strive to provide and promote quality higher education and training in management and other related disciplines by leveraging a structured mix of Scholarship with Professionalism in Ghana and beyond.

We believe our first responsibility is to the students, staff, parents, guardians, alumni and all other stakeholders. In meeting their needs, everything we do epitomizes scholarship with professionalism.

Scholarship to us means the pursuit and acquisition of knowledge and Professionalism means application of knowledge for development in an ethical way. These two are the key driving forces of UPSA's existence.

1.1.3 Aims and Objectives

To realize the mission, UPSA seeks to:

(a)   Offer courses leading to the award of degrees, diplomas and certificates.

(b)   Provide opportunity to qualified students to have tertiary education and training in the academic disciplines of Accountancy, Marketing, Administration, Banking and Finance, and Information Technology.

(c)   Provide continuing professional education and specialist training for professional accountants and business executives.

(d)   Promote professional accountancy, marketing, and administration through research, seminars, lectures and other related areas.

(e)   Encourage students to develop their potential skills up to the demanding standard of the contemporary economic world.

(f)   Provide opportunities for staff development, job satisfaction, and motivation.

(g)   Develop the students' research abilities leading to entrepreneurship and innovation of business ideas.

1.1.4 About the School of Graduate Studies (SOGS)

In our quest to meet the growing demands for middle and strategic level manpower needs in leadership and financial management for both the public and private sectors of Ghana, and beyond, the University expanded its mandate with the establishment of the School of Research and Graduate Studies (SORAG) in 2009. Led by the founding Dean Prof. Goski Alabi, the management team of SORAGS was mandated to design graduate programmes and oversee all research activities of the University. Consequently, seven programmes were submitted by the SORAGS to the National Accreditation Board (NAB) for accreditation. By virtue of the Dean's hard work and in compliance with expected standards, the National Accreditation Board approved a limited number of programmes to kick-start academic work in September 2009. The school started with the following programmes:

- Master of Business Administration (MBA) Accounting and Finance
- Master of Business Administration (MBA) Auditing

- Master of Science (MSc) in Global Leadership
- Master of Philosophy (MPhil) in Global leadership

It must be noted that the two leadership programmes were originally run by SORAGS in collaboration with the Duquesne University in the United States of America.

Seven years later, the School of Research and Graduate Studies has metamorphosed into the School of Graduate Studies (SOGS) after the research mandate was separately assigned to the Research Directorate. Five additional programmes were also introduced.

1.1.1 Programmes

Currently, the School of Graduate Studies runs the following programmes:

- Master of Business Administration (MBA) Accounting and Finance
- Master of Business Administration (MBA) Auditing
- Master of Business Administration (MBA) Corporate Governance
- Master of Business Administration (MBA) Internal Auditing
- Master of Business Administration (MBA) Total Quality Management
- Master of Business Administration (MBA) Petroleum Accounting and Finance
- Master of Business Administration (MBA) Marketing
- Master of Science (MSc.) Leadership
- Master of Philosophy (MPhil) Leadership
- Master of Philosophy (MPhil) Finance
- MBA Impact Entrepreneurship and Innovation
- MA Brands and Communications
- MA Peace, Security and Intelligence
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At SOGS, we strive to provide quality graduate education and research in business and related disciplines to produce creative learning people in pursuit of development. In doing this, we leverage a structured mix of scholarship with Professionalism. The foundation of Graduate School is based on the need to provide higher level business education that is responsive to societal needs and prepares graduates to creatively and critically apply knowledge and skills for economic and social improvement. From our foundation as a place of useful and applied learning, we consider as critical, our responsibility to research teaching, and to serve and engage society.

Collaborations

The idea of collaboration is central to our work at the School of Graduate Studies. As faculty and staff we have collaborated with practitioners, Alumni, regulators and students to shape our programmes to suit the needs of employers, individual aspirations, and contemporary practices. In view of this motive, the School of Graduate Studies has collaborated with the following professional bodies:

- *Institute of Chartered Accountants Ghana (ICAG)*

  This agreement was signed to align the syllabus in MBA in Accounting & Finance to meet that of the Institute of Chartered Accountants, Ghana. The focus of this collaboration is to equip our graduates with current accounting practices and also exempt them from the first and second level of the ICAG examinations.

- *National Association of Local Authorities (NALAG)*

  The focus of this collaboration is to assign our students to members of these organizations to provide professional guidance and mentoring.

- *Chartered Quality Institute*

  This agreement was signed with the parent body of the Chartered Quality Institute in the United Kingdom (UK). The focus of this collaboration is to exempt all graduates of the MBA Total Quality Management to become automatic members of the institute. The formation of the Local Chapter is in progress.

- *Collaboration with Internal Audit Agency (IAA)*

  In collaboration with Internal Audit Agency (IAA) and with the Support of the World Bank, the University of Professional Studies, Accra designed the Master of Business Administration (Internal Auditing) at the tertiary level to meet high level academic and professional needs of the public and private sectors of the economy.

- *Possible Collaboration with (CIA)*

  Management is currently considering the proposal to collaborate with the Institute of Internal Auditors to position our students towards becoming professional certified Internal Auditors

1.1.4 Accreditation & Recognitions

The programmes of the School of Graduate Studies are currently affiliated to the following national and international accreditation bodies:

- National Accreditation Board, Ghana (NAB)
- Accreditation Council for Business Schools and Programmes (ACBSP)

1.1.4 Vision

To become a leading centre of research and a world-class graduate school of management inspired by values of integrity and creativity.

- **Credo:** Continual Learning and Development shall be the goal of education
- **Premise:** The purpose of education is to implant a will and a facility for learning; it shall produce not learned but learning people. In times of change, learners inherit the earth, while the learned find themselves equipped to deal with a world that no longer exists" (Eric Hoffer, undated).
- **Mission Statement:** We strive to provide and promote quality research, graduate education and training in management and related disciplines to produce learning people.
  Scholarship to us means the pursuit and acquisition of knowledge and *Professionalism* means Application of knowledge for development in an ethical way. These two are the key driving forces of SOG's existence.

  We believe our first responsibility is to the students, staff, alumni and all other stakeholders. In meeting their needs, everything we do exemplify continual learning and development.

- **Values**
  Learning and Continual Improvement, Integrity, Respect and Service are the key values of SOS' Code of Conduct.

Learning and Continual Improvement

- Learning and Continual improvement are the streams flowing through SOGS' Mission and Code of Conduct.
- *Integrity*
  SOGS is determined to act consistently in accordance with its principles and core values.
- *Respect*
  Respect in the SOGS community means, respect for one's self, others and SOGS' values.
- *Service*
  Service in the SOGS community means recognizing social needs and applying our strengths and knowledge to address those needs

These are what the "People of SOGS' that is Students, Staff, Alumni, and other associates strive for always.

1.1.5 Objectives

In line with its Mission, the School of Graduate Studies aims to promote and maintain a supportive learning environment within which faculty and students can optimize their personal, academic and professional development.

Quality Statement

"Superior Educational Value"

1.1.6 Major Functional Areas

In achieving its mission and objectives, SOGS relies on three functional areas which include:

- Teaching and Learning
- Research and Extension Services
- Industry Support and Training

The School of Graduate Studies has four (4) units to support the effective administration of its activities. These are the General Administration Unit, the Students Support Unit, ICT Unit, and Records and Documentation Unit.

1.1.7 Functions and Powers of Administrative Structure of SOGS

The Dean of School of Graduate Studies

The Office of the Dean of Graduate School is the central management unit of the School and it is headed by the Dean. The Office provides strategic academic direction for the School subject to the approval of the Graduate Board and the arrangement of graduate students both current and prospective. The Dean is responsible for the plans and programmes of the School, and supervises its implementation and evaluation. The Dean is appointed by the Academic Board on the recommendation of the Executive Committee. The Dean represents the School on the Academic Board and other relevant committees in the University.
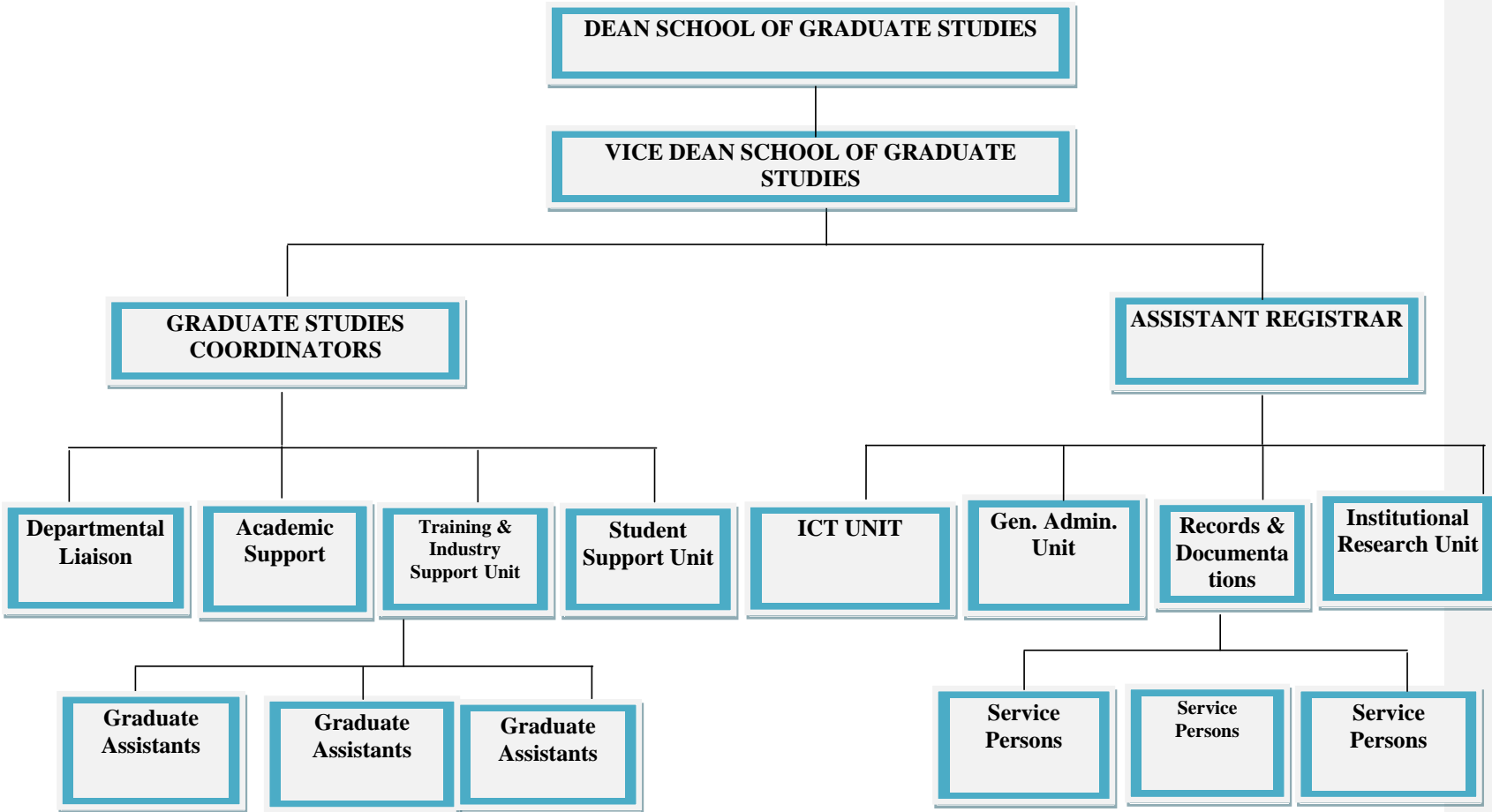
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1.1.8 The Coordinators of Graduate Studies

The Coordinators of the Graduate School assists the Dean in the implementation of programmes in the school. They liaise with the various departments to implement all academic policies and perform any other roles assigned to them by the Dean of the Graduate School.

ORGANOGRAM FOR SCHOOL OF GRADUATE STUDIES

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                    │  DEAN SCHOOL OF GRADUATE STUDIES      │
                    └─────────────────────────────────────┘
                                    │
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                    │  VICE DEAN SCHOOL OF GRADUATE         │
                    │  STUDIES                              │
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GRADUATE STUDIES COORDINATORS				ASSISTANT REGISTRAR			
Departmental Liaison	Academic Support	Training & Industry Support Unit	Student Support Unit	ICT UNIT	Gen. Admin. Unit	Records & Documentations	Institutional Research Unit

Under Training & Industry Support Unit:

Graduate Assistants	Graduate Assistants	Graduate Assistants

Under Records & Documentations:

Service Persons	Service Persons	Service Persons

CHAPTER THREE

ADMINSTRATIVE STRUCTURE OF THE UNIVERSITY

2.0   CHANCELLOR
The Chancellor is appointed by the Council and he/she is the head of the University and takes precedence over the other Officers of the University.

2.1.0   **GOVERNING COUNCIL**
The Governing body of the University is a Council consisting of:
a.   A Chairperson nominated by the President;
b.   The Vice-Chancellor;
c.   Three persons nominated by the President at least one of whom is a woman;
d.   One elected representative of the
    i.   University Teachers' Association of the University;
    ii.   Convocation
    iii.   Professional Bodies of Accountants and Marketers;
    iv.   Ghana National Chamber of Commerce;
    v.   University of Professional Studies Alumni;
    vi.   Teachers and Education Workers Union;
    vii.   Conference of Heads of Assisted Senior High Schools;
e.   One representative of the
    i.   National Council for Tertiary Education;
    ii.   Undergraduate students of the University elected by the Students Representative Council;
    iii.   Post-graduate students of the University elected by the Graduate Students Association.

    In Attendance
    Registrar/Secretary
    Ministry of Education representative
    Pro-Vice-Chancellor
    Director of Finance

2.1.2   COMPOSITION OF THE ACADEMIC BOARD
    The Academic Board is composed of:
    a)   The Vice-Chancellor of the University who shall also be the Chairman
    b)   The Pro-Vice-Chancellor
    c)   Provost, Deans and Vice Deans;
    d)   Directors of Schools, Institutes and Centres;
    e)   Heads of Academic Departments;
    f)   Professors and Associate Professors;
    g)   Director of Business Development Centre;

h) Director of Quality Assurance;
i) The Librarian of the University;
j) The Registrar of the University;
k) Nine members, five of whom are non-teaching staff, elected by Convocation in accordance with the Statutes of the University.

In Attendance
The Registrar
Director of Finance
Director of Academic Affairs – Secretary

2.1.3 PRINCIPAL OFFICERS

- Chancellor of the University   Vacant
- Chairman of Council   Dr. Kofi Ohene-Konadu
- Vice-Chancellor   Prof. Abednego Feehi Okoe Amartey

Other Officers
- Pro-Vice-Chancellor   Prof. Charles Barnor
- Registrar   Dr. Koryoe Anim Wright
- Director of Finance   Mr. Nelson Nicholas Adjei
- Librarian   Mr. Elijah A. Mensah
- Director, Internal Audit   Mr. Albert Amponsem

2.1.4 ADMINISTRATIVE DIRECTORS

- Business Development Centre   Dr. Albert Martins
- Academic Affairs   Dr. Barnerman-Wood
- Quality Assurance   Mr. George Quartey
- Administration   Dr. Mrs. Vivian Amoako
- Health   Dr. Bernard Dornoo
- Information Services & Technology Director (ISTD)   Mr. James Ami-Narh
- Public Affairs   Mr. Geoffrey Gle

2.1.5 DEANS

- Dean, Office of Doctoral Programme   Prof. Nathan Austin
- Dean, School of Graduate Studies   Dr. John Kwaku Mensah Mawutor
- Dean, Faculty of Accounting and Finance   Dr. Raymond Dziwornu
- Dean, Faculty of Management Studies   Mrs. Fidelis Quansah
- Dean, Faculty of Information Technology & Communication Studies   Dr. John Bosco Damnyag
- Dean, UPSA Law School   Mr. Kofi Abotsi
- Dean of Evening School   Dr. Helen Arkorful
- Dean, Weekend School   Dr. Aniapam Ampem-Darko
- Dean of Students   Mr. Mawuli Feglo

2.1.6 HEADS OF ACADEMIC DEPARTMENTS
- Department of Accounting   Dr. Helen Ahulu
- Department of Marketing   Dr. Andrews Akolaa
- Department of Business Administration   Dr. Abraham Mensah
- Department of Banking & Finance   Dr. Edward Attah-Botchwey
- Department, Public Relations Management   Dr. Theodora Adjin-Tettey
- Department of Information Technology   Mr. James Ami-Narh

2.2.0 Administrative Structure and Functions

The Council

(a) Without prejudice to the generality of the powers of Council as provided for by the Act and the Statutes, Council has control and disposition of all the property, funds, and investments of the University and has power on behalf of the University:

     (i) To sell, buy, exchange, and lease and accept leases of property.

     (ii) To borrow money on behalf of the University on security of the property of the University or otherwise.

     (iii) Generally to enter into, carry out, vary, and cancel contracts.

(b) The Council has control over the finances of the University and shall have power to determine finally any question of finance arising out of the administration of the University or the execution of its policy or in the execution of any Trust requiring execution by the University, provided always that before determining any question of finance which directly affects the educational policy of the University, the Council can invite the opinion of the Academic Board and can take into consideration any recommendation or report made by them.

(c) The Council is responsible for taking all the measures necessary or desirable for the conservation or augmentation of the resources of the University and for this purpose may from time to time specify any matter affecting the income or expenditure of the University in respect of which the consent of the Council can be obtained   before action is taken or liability is incurred.

(d) The Council can determine the allocation of funds at the disposal of the University. Unless for special reasons that the Council shall otherwise determine, all the recurrent grants allocated by the Council towards the purposes hereinafter mentioned shall be made in the form of block grants, that is to say:

     (i) For expenditure by the Academic Board upon those central activities of the University for which the University is wholly responsible classified under such

heads and subheads as the Council, after consultation with the Academic Board, considers convenient.

(ii) For expenditure by the governing bodies of Faculties, Departments, and courses as part of their general income.

(e) The Council shall annually determine the expenditure necessary for the maintenance of:

(i) The property of the University

(ii) Adequate staff for transacting the financial and administrative business of the University and shall in their discretion, appropriate funds for these purposes.

The Council may prescribe the manner and form in which units of the University shall submit accounts or estimates of income and expenditure.

2.2.1 Committees of Council

(a) Finance Committee

The Finance Committee which considers and advises the Council on the estimates of income and expenditure of the University and on all accounts and all financial matters of the University.

(i) Acts on all financial matters referred to it by the Council and also acts on behalf of the Council in emergencies or when necessary.

(ii) Is a standing committee of Council.

(b) Development Committee

The Development Committee advises the Council generally on buildings and all matters concerning the physical development of the University.

(c) Business Oversight Committee

It was established by Council to oversee the activities of the Business Development Centre of the University.

(d) University Tender Committee

The Tender Committee was established in the line with the Public Procurement Act, 2003 (Act 663).

(e) Audit Report Implementation Committee

This Committee was established in line with the Audit Service Act, 2000 (Act 584) to ensure the implementation of the recommendations of audit reports.

2.2.1 The Academic Board

The Academic Board of the University:

(i) Formulates, establishes, and carries out the educational policy of the University and generally regulates the programme of instruction and the examinations conducted by the University.

(ii)   Promotes research within the University and requests at the end of each academic year reports from Faculties and Departments on research being done.

(iii)   Appoints Internal and External Examiners on the recommendation of the Boards of Faculty and Departments concerned, suspends or removes Examiners for negligence or inefficiency or other justifiable cause during their terms of office and in the case of death, illness, resignation, suspension or removal of an examiner and appoints a replacement.

(iv)   Makes regulations after receiving reports or proposals from the Boards of Faculties and Departments relating to course of study, degree, and other academic awards.

(v)   Recommends candidates for the award of Degrees, Diplomas, Certificates, and other academic awards to persons who have pursued at the University a programme of study or research approved by the Academic Board and have passed the prescribed examinations or otherwise satisfied the Examiners.

(vi)   Submits reports and/or makes representations to the council, either on its own initiative or at the request of Council, on any matter affecting the University.

(vii)   Recommends to Council the appointment or re-appointment of Senior Members of the University.

(viii) Recommends to Council the establishment of new, or disestablishment or merger of faculty of existing departments.

(ix)   Recommends to Council the affiliation of the University to other Institutions on such terms and condition as it may deem fit.

(x)   Determines the mode and conditions of competing for fellowships, scholarships, bursaries, medals, and other prizes or awards subject to any conditions made by the donors or founders and accepted by the Council; and examines and awards the same or delegates power to the appropriate Faculty Department to do so.

(xi)   Makes regulations for the admission of students to the University for approval by Council.

(xii)   Makes, for the approval of Council, regulations for discipline of Junior members of this University, and for the proper control of all organizations of the student body.

(xiii) Proposes to Council, the names of persons for honorary degrees and awards and to express its view on other persons proposed for such degrees and awards by any other

person or body. No person shall be admitted by the University to an honorary degree and award whose name has not been submitted to both the Academic Board and the Council.

(xiv) Regulates the relationships between the University and Associated Institutions both within and outside of Ghana.

(xv) Refers proposals on any matter to Convocation for consideration.

(xvi) Examines all such powers as are or may be conferred on the Board by any Act, the Statutes or decision of Council.

2.2.2 Committees of the Academic Board

- Executive Committee
- Budgetary Committee
- Residence Committee
- Housing Committee
- Library Committee
- Publications Committee
- Scholarship & Staff Development Committee
- Planning & Staff Development Committee
- Planning & resource Committee
- Research and Conferences Committee
- Joint Admissions Committee
- Timetable Committee
- Appointments & Promotions Committee
- Examinations Committee
- Academic Planning Committee
- Industrial Relations Committee
- Disciplinary Committee
- Quality Assurance Committee
- Procurement and Project Advisory Committee
- Administration Committee
- Counseling and Placement Advisory Committee
- Food and Sanitation Committee
- Graduate Studies Committee

- Bookshop Management Committee
- Clinic Management Committee
- Chaplaincy Board
- DLWS Committee
- Inter Faculty Committee
- Editorial Board
- Security Committee
- Students' Affairs Committee
- Other Statutory Committees

2.3.0 The Vice-Chancellor as Chief Executive of the University

The Vice-Chancellor

(i) Is responsible in accordance with the Act, the Statutes, and with the decisions of the Council and the Academic Board, for organizing and conducting the financial and administrative business of the University.

(ii) Is the over-all authority over the academic, financial and Administrative staff and shall submit annually through the Academic Board to the Council, a statement of the staff which, in his opinion, is necessary for the transaction of the University's business, together with an estimate of the expenditure required for the maintenance of such staff.

(iii) Has the right and duty to advise the Council and the Academic Board on all matters affecting policy, finance, governance, and administration of the University, and for this purpose he shall have unrestricted rights of attendance and speech at all matters of the Council and of all bodies set up by the University whether executive or advisory which are charged with the consideration of such matters.

(iv) Subject to the approval of Council, has the power to delegate any of the functions assigned to him by the Act and Statutes to such officers and Senior Members of the University as shall seem to him appropriate

2.3.1 The Pro-Vice-Chancellor

The Pro-Vice-Chancellor:

(i) Exercises the powers specified in the Act and such others as may be delegated to him by the Vice- Chancellor.

(ii) Co-ordinates the day to day control and administration of academic affairs.

(iii)   Represents the Vice-Chancellor as and when necessary.

(iv)   Chairs relevant Committees

2.3.2   The Registrar

The Registrar:

(i)   Is the Chief Administrative Officer of the University and under the Vice-Chancellor, shall be responsible for the administrative functions of the University in addition to other duties specified in the Act and the Statute.

(ii)   Is a non-voting member of the Academic Board and he or his representative shall serve as secretary of all Boards and Committees.

(iii)   Is responsible for the safe custody of the University's Seal and for affixing it to documents of Council and the Academic Board.

2.3.3   Faculties

The Academic functions of the University are centered on the following four Faculties:

(a)   Faculty of Accounting and Finance

(b)   Faculty of Management Studies

(c)   Faculty of Communication Studies.

(d)   Faculty of Law

(i)   **Faculty of Accounting and Finance**

- Department of Accounting
- Department of Banking and Finance

(ii)   **Faculty of Management Studies**

- Department of Marketing
- Department of Business Administration

(iii)   **Faculty of Communication Studies**

- Department of Public Relations
- Department of Information Technology

(iv)   **Faculty of Law**

- Department of Private Law
- Department of Public Law

Each Faculty is headed by a Dean.

2.4.0   Structure of Faculties and Departments of the University
The internal organization of the University into faculties shall be as follows:

2.4.1   Deans

Academic Faculties shall have as administrative heads, Deans who shall be elected by the members of the faculties for a term of three (3) years.

The Vice-Chancellor in consultation with the Executive Committee shall recommend Deans for appointment by Council.

The Dean shall vacate his/her office if he/she is absent for a period of more than (1) one year.

A Vice-Dean of a Faculty shall be recommended by the Vice-Chancellor in consultation with Executive Committee for appointment by Council.

The Dean or Vice-Dean may be re-appointed for another term.

2.4.2   Functions of the Deans
    (a)   A Dean shall be responsible for providing leadership to the Faculty Board in the exercise of its powers.
    (b)   A Dean shall be responsible to the Vice-Chancellor for providing leadership in the Faculty and for maintaining and promoting efficiency and order in the Faculty in accordance with policies and procedures prescribed by the Act, the Statutes, or as may be directed from time to time by Council, the Academic Board, or the Faculty Board.
    (c)   The Dean shall be the Chairman of the Faculty Board.
    (d)   He shall liaise with industries, professional institutions, associations, and similar bodies and organize consultative meetings of Faculty members and industrial experts in the various professional fields within the Faculty.
    (e)   He shall liaise with other Faculties and take responsibility for the organization of common courses.
    (f)   He shall coordinate the work of Departments within the Faculty.

2.4.3   Faculty Board
    Each Faculty Board shall include:
    (a)   The Dean of the Faculty
    (b)   Professors, Associate Professors or its equivalent within the Faculty
    (c)   All Heads of Departments within the Faculty
    (d)   One Representative from each Department within the Faculty
    (e)   The Librarian or his representative.

A special meeting of the Board may be called on the written request of one-third of members of the Board submitted to the Dean stating the subject matter to be considered at that special meeting. The Dean shall, within three days of receipt of the request, convene a meeting of the Board. The quorum for a Board meeting shall be fifty (50%) of the total membership.

2.4.4   POWERS AND FUNCTIONS OF THE FACULTY BOARD

Subject to the Law and the Statutes, the Board of each Faculty shall have the following powers and functions:

a) To regulate within the general policy approved by the Academic Board, the teaching and study of the subjects or tasks assigned to the Faculty.

b) To ensure the provision of adequate facilities for instruction and research and practical training in the disciplines assigned to the Faculty.

c) To recommend to the Academic Board internal and external Examiners for appointments.

d) To make recommendations to the Academic Board for the award of degrees (other than honorary degrees) diplomas, certificates, studentships, scholarships, and prizes within the Faculty.

e) To advise on regulations and syllabuses dealing with courses of study for Degrees, Diplomas, and other awards of the Faculty.

f) To consider the Faculty budget and make allocation to the Department under it and prepare estimates for the consideration of the Budgetary Committee.

g) To recommend to the Academic Board the admission of students into the Faculty.

h) To deal with any matters referred or delegated to it by the Academic Board.

i) To appoint such sub-committees as it may consider necessary for the discharge of its functions.

2.4.5 HEADS OF DEPARTMENTS

A Department shall have a Head who shall be appointed by the Vice-Chancellor in consultation with the Dean of the Faculty from among the professional members of the Department or in their absence among the next lower category of Senior Members, that is, Senior Lectures, Lecturers in that order.

2.4.6 FUNCTIONS OF THE HEADS OF DEPARTMENTS

Subject to the powers of the Faculty Board and the Academic Board, Head of Department shall:

a) Organize the approved teaching and research programmes of the Department and ensure that research is carried out;

b) Maintain acceptable standards of teaching by all the Units under it and any other academic work;

c) Provide for the examination of students;

d) Liaise with the Dean of the Faculty in matters affecting the Department;

e) Convene a meeting of the members of the Department at least twice a semester for the purpose of planning and evaluating the activities of the Department;

f) Be responsible for the general administration of the Department in respect of human, financial, and material resources of the Department within the general framework of the University's policy.

g) Provide leadership and maintain and promote efficiency and good order in the Department in accordance with the policies and procedure of the University;

h) Advance and promote general the well-being of the Department and persons engaged in the Department.

2.4.7 ETHICS AND CODE OF CONDUCT

Like other institutions, UPSA has expectations of how its students should behave, and rules to follow when students are accused of violating those expectations. These procedures describe those rules, which are designed to protect both the University's image, property, and any of its student members who are accused of disrupting it; and what the student's rights are.

It may be necessary to suspend or expel students who have been found responsible for violations of this regulation, or who otherwise pose a substantial danger to the campus community.

By combining explicit academic knowledge with tacit interpersonal skills, the University delivers holistic paradigms to its students.

It is expected that some of the products of the University will assume leadership roles as curriculum developers, instructional coordinators, and supervisors, in pre-school education, basic education, and in the functional literacy programme.

2.4.8 GUIDING PRINCIPLES

Three (3) fundamental principles guide the way business is conducted in the University.
These include:

(a) **Development and Continual Improvement**

  i. Developing the total personality and a promising future through continual learning with a focus on adding value to the individual for competence and professionalism.

  ii. Upholding a forward looking posture that learns from the past and strives to anticipate and plan for future needs.

iii.   Improving persistently, measuring all efforts against the highest professional standards and ensuring flexibility to adapt rapidly to changes within its operational environment.

(b)   **Beliefs**

i.   Economic capital is no longer a financial but rather the human and social capital.

ii.   Teaching and Research result in knowledge which enhances the value of priceless human and social assets. That teaching involves both learner and teacher where the teacher acts as a facilitator and a resource person.

iii.   Teaching should assist the learner to develop, organize, and structure knowledge; promote desirable attitudes and skills; and foster a spirit of enquiry and accountability.

iv.   Learning is a dynamic process of personal and professional growth. It builds on prior experience, stimulates critical reflection, and enables members of the community to solve and practice independent decision-making.

(c)   **Respect for the Individual and Integrity**

i.   Respect and recognition of the individual, treating all individuals fairly and equitably, respecting different views, and tailoring responses to meet identified needs. Appreciation of needs, expectations, and rights of people is not to be compromised.

ii.   The University expects the upholding of academic integrity, demonstrating social and personal responsibility, accountability for one's actions and inactions, and ensuring compliance with the University's policies.

2.4.9   CORPORATE VALUES

The University:

a)   Values the tenets of professionalism

b)   Focuses on quality

c)   Encourages independent and analytical thinking

d)   Values continuous learning as a culture

e)   Values originality, intellectual growth while inculcating ethical and social values in staff, students, and trainees.

f)   Promotes principles and practices for character development.

2.4.10 OUR CORE VALUES: A FOUNDATION FOR STRATEGIC PLANNING

Broadly shared ideas run throughout the academic and administrative units at UPSA. The repeated emphasis given to respect for each individual, intellectual leadership and growth, the concept of total development of the individual, continual learning and knowledge development, diversity, international presence, the social and human settings of science and technology, communication challenges, and the recognition of the following principles are foundations of the University's overall strategic plan:

(a) Leadership

UPSA values the concept of transformation as the essence of continuous existence and sees good and quality leadership as the pre-requisite for transformation. Profound responsibility for improvement requires leadership at all levels, thus the University shall model its core ethical values which are integrated in academic programmes in its leadership and operations. The core and ethical values shall reflect the guidelines, conduct, and behaviour that can be observed and affirmed in life on campus. The Leadership shall encourage commitment to historic learning and the total development of students and staff.

(b) Communication

It is not enough to simply have values because to achieve the targeted goals, the University must communicate its values and intents. The University makes a deliberate and comprehensive effort to communicate its core values, ethical standards and goals to students, faculty, staff, and other constituents. The University promotes public discussion and dialogue about core values and ethical issues and honours achievements of moral and civic character.

(c) Research

Research into business is the new tool that the University has been employing to distinguish itself in professional and academic excellence in the development and use of analytical skills in a problem-solving context. The main aim of the University's research activities is to create, contribute, promote, and disseminate knowledge in the fields of Management and Accountancy, which are suited to the needs of all key stakeholders, industry, and commerce.

Furthermore, the University's Research orientation is to contribute to knowledge, and the University's unique profile. To achieve this, the University makes a conscious and continual effort to develop staff and structural capacity, and to enhance capabilities for innovations in the

core areas. It also relies on sharing of interdisciplinary research output and collaboration with industry and other academic partners for this purpose.

CHAPTER FOUR

PROGRAMMES AND DESCRIPTIONS

3.1.0 PROGRAMMES

Currently, the School of Graduate Studies runs the following programmes:

1. Master of Business Administration (MBA) Accounting and Finance
2. Master of Business Administration (MBA) Auditing
3. Master of Business Administration (MBA) Corporate Governance
4. Master of Business Administration (MBA) Internal Auditing
5. Master of Business Administration (MBA) Total Quality Management
6. Master of Business Administration (MBA) Petroleum Accounting and Finance
7. Master of Business Administration (MBA) Marketing
8. Master of Science (MSc.) Leadership
9. Master of Philosophy (MPhil) Leadership
10. Master of Philosophy (MPhil) Finance
11. MBA Impact Entrepreneurship and Innovation
12. MA Brands and Communications
13. MA Peace, Security and Intelligence

3.1.1 MASTER OF BUSINESS ADMINISTRATION (MBA) ACCOUNTING & FINANCE

Programme Philosophy

The programme philosophy is to provide a specialist education in accounting and finance at post graduate level. It will offer a global perspective in accounting, investment markets and provide practical as well as theoretical knowledge on the processes and mechanics underlying accounting and finance discipline. This will eventually build on students' numerical skills so that they are able to understand and eventually practice the discipline of accounting and finance as a profession.

The curriculum places much emphasis on the improvement of the business manager's ability to handle various *ethical issues* confronting the business world with professionalism.

Underlying the philosophy, the programme meets the requirements for the professional qualifications within the specialized areas of the Institute of Chartered Accountants Ghana (ICAG), Chartered Institute of Taxation and Chartered Institute of Bankers (CIB) Ghana, and Association of Certified Chartered Accountants (ACCA). This enables products of the

programmes to be both academically and professionally competent in the fields of accounting, banking and finance to exhibit this competence with practical professional skills.

Programme Learning Outcomes

The MBA Accounting and Finance programme of the University of Professional Studies is designed to meet high level academic and professional needs of the public and private sectors of economies worldwide. At the end of the programme, students will:

- Develop the skills to play a higher role in managing their organisation's operations as well as develop their expertise in the key areas of accounting finance.
- Prepare and communicate financial statements, reports and other documents in compliance with International Financial Reporting Standards (IFRS) for all industries.
- Analyse within context, the impact of economic variables, legislation, ethics, and technology within a business environment that will ensure an organisational success.
- Explain the impact of unethical behaviours and activities on the social capital and reputation of the organisation using case study.
- Develop the abilities to understand and appreciate emerging national and international business financial issues.
- Apply contemporary risk management strategies to mitigate the negative operational ramifications and appropriately report to management using efficient report writing skills (e.g. including: commentary on figures, project reports)
-

Programme Aims and Objectives

The objectives of the MBA Accounting and Finance programme are to:

- Explain the use of theoretical accounting and finance knowledge in practice.
- Describe the impact of the IFRS and develop strategic thinking of precautionary actions relevant to all sectors of the economy.
- Apply economics and financial theories relating to asset pricing and investment management for decision-making.
- Demonstrate the ability to perform financial analysis using financial statement information and disclosures to assess the financial performance of business enterprises for decision making.
- Demonstrate the ability to appraise and apply financial analysis techniques to the valuation of assets and the overall business.
- Equip students with skills to analyse within context the impact of economic variables, legislation, ethics, technology and the environment on an organisation's operations.

Components of the programme:

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

The MBA Accounting and Finance programme is a two-year programme taken over four semesters. It is made up of core courses, mandatory and a research component. Competency based learning,

practical based learning, and problem learning are incorporated into specific course and assessed in the form of demonstrable skills at the end of the courses. General skills are also assessed through the inbound and outbound examinations based on the common professional component listed under the core courses below. All core courses are " must take, pass and mandatory".

Course Code Interpretations

Code	Interpretation
MCPC	Masters Common Professional Course
MBAF	Masters Business Administration Accounting and Finance
MBCG	Master Business Corporate Governance
Odd numbers	First Semester Course
Even numbers	Second Semester Course

MBA Accounting & Finance Programme Structure by Semester

Year One		
Semester One		
CODE	**COURSE TITLE**	**CREDIT HOURS**
MCPC601	Marketing Management	3
MCPC603	Management and Organizational Behaviour	3
MCPC605	Management Information Systems	3
MCPC607	Statistics for Decision Making	3
MCPC609	Legal Aspects of Business	3
TOTAL	**CREDITS**	**15**
Semester Two		
CODE	**COURSE TITLE**	**CREDIT HOURS**
MCPC604	Economics for Managers	3
MCPC612	Financial Management	3
MCPC614	Management Accounting	3
MCPC616	Research Methods	3
MCPC618	Accounting and Financial Systems	3
TOTAL	**CREDITS**	**15**
Year Two		
Semester One		
CODE	**COURSE TITLE**	**CREDIT HOURS**
MCPC611	Business Leadership and Ethics	3
MCPC613	Strategic Management	3
MBAF601	Financial Reporting	3
MBAF603	Public Sector Accounting	3
MBAF605	Corporate Finance	3
TOTAL	**CREDITS**	**15**
Semester Two		

CODE	COURSE TITLE	CREDIT HOURS
MBAF602	Corporate Reporting Strategy	3
MBAF604	Taxation and Fiscal Policy	3
MBCG610	Business Etiquette / Practitioners Forum	3
MBAF608	Project Work	6
	Choose Only ONE Course	
MBAF606	Enterprise Risk Management	3
MBAF612	Financial Markets and Institutions	3
MBAU602	Audit Related and Assurance Services	3
TOTAL	**CREDITS**	**18**

3.2   MASTER OF BUSINESS ADMINISTRATION (MBA) AUDITING

3.2.0   Programme Philosophy

In our quest to equip and develop global managers with professional skills and expertise, the University of Professional Studies, Accra introduced the Master of Business Administration, Auditing (MBA Auditing). This initiation is an addition to the existing bachelor of degree programmes as mandated by its Act, (Act 850 of 2012). The University obtained accreditation from the National Accreditation Board in September, 2009 and subsequently mounted the programme for the 2009/2010 academic year. Since then, the University has produced six (6) separate batches of MBA graduates in Auditing.

The Master of Business Administration in Auditing of the University of Professional Studies, Accra is designed to meet high level academic and professional needs of the public and private sectors of the economy. The philosophy behind the MBA Auditing programme is to provide emphasis on the understanding of the concepts and approaches to audit, investigations and assurance services and invariably develop the skills of students in the application of concepts to professional services in the area of audit and assurance.

3.3 1   Programme Objectives:

The aims and objectives of the Master of Business Administration in Auditing are to:
- Develop students' knowledge, skills and practical approach to audit functions from the planning stage to the reporting stage;
- Equip students' with practical knowledge to design and develop internal control manuals for organisations;
- Equip students' with the practical knowledge in both external and internal auditing;
- Provide students' with the necessary internal controls techniques that will enable management attain objectives;
- Equip students' with the requisite skills and expertise to conduct forensic audit;
- Equip students' with computer assisted techniques and programmes to perform audit;

3.3.2   Programme Outcomes

On the successful completion of the MBA Auditing, graduates will:
- Demonstrate considerable knowledge of the Auditing profession;

- Demonstrate considerable knowledge of the legal and regulatory environment and its impact on audit;
- Design an internal control manual for an organization;
- Apply an effective forensic system capable of detecting and preventing organizational fraud;
- Conduct a complete internal and external audit task in any organization;

3.3.3 Components of the programme:

(i) Core course (s);
(j) Elective course (s);
(k) Mandatory course(s)
(l) Research component;
(m) Competence-Based Training (CBT) component
(n) Problem-Based Learning (PBL) component
(o) Practical training, industrial attachment, internship, clinical experience, etc.,
(p) Structure of the programme (Semester-by-semester schedule/structure of course, showing the credit value of each course).

3.3.4 Programme Duration

The MBA Auditing programme is a two-year programme taken over four semesters. It is made up of core courses, mandatory and a research component. Competency based learning, practical based learning, and problem learning are incorporated into specific course and assessed in the form of demonstrable skills at the end of the courses. General skills are also assessed through the inbound and outbound examinations based on the common professional component listed under the core courses below. All core courses are " must take, pass and mandatory".

Course Code Interpretations

Code	Interpretation
MCPC	Masters Common Professional Course
MBAU	Masters Business Administration in Auditing
MBAF	Masters Business Administration Accounting and Finance
MPGL	Masters Business Global Leadership
MBCG	Masters Business Corporate Governance
Odd Numbers	First Semester Course
Even Numbers	Second Semester Course

MBA Auditing Programme Structure by Semester

FIRST YEAR, SEMESTER ONE

CODE	COURSE TITLE	CREDIT
MCPC 601	Marketing Management	3
MCPC 603	Management & Organizational Behaviour	3
MCPC 605	Management Information System	3
MCPC 607	Statistics for Decision Making	3
MCPC 609	Legal Aspects of Business	3
TOTAL	CREDITS	15
	FIRST YEAR, SEMESTER TWO	
CODE	COURSE TITLE	CREDIT
MCPC 604	Economics for Managers	3
MCPC 612	Financial Management	3
MCPC 614	Management Accounting	3
MCPC 616	Research Methods	3
MCPC 618	Accounting & Financial Systems	3
TOTAL	CREDITS	15
	SECOND YEAR, SEMESTER ONE	
CODE	COURSE TITLES	CREDIT
MCPC 611	Business Leadership & Ethics	3
MCPC 613	Strategic Management	3
MBAU 601	Conduct of Audit & Reporting	3
MBAU 615	Enterprise Risk Management	3
MBAF 615	Public Sector Accounting	3
TOTAL	CREDITS	15
	SECOND YEAR, SEMESTER TWO	
CODE	TITLE	CREDIT
MBAU 602	Audit Related & Assurance Services	3
MBAU 606	Forensic Audit	3
MBAU 610	Practitioners' Forum	3
MBAF 601	Financial Reporting	3
MBAF 604	Taxation & Fiscal Policy	3
MPGL 620	Project Work	6
TOTAL	CREDITS	21

3.3.0   MASTER OF BUSINESS ADMINISTRATION: INTERNAL AUDITING
Programme Philosophy:

In collaboration with Internal Audit Agency (IAA) with the support of the World Bank, the University of Professional Studies, Accra designed the Master of Business Administration (Internal Auditing) at the tertiary level to meet high level academic and professional needs of the public and private sectors of the economy. The curriculum places much emphasis on understanding the concepts and approaches to audit, investigations, assurance services, consulting services and on developing skills to apply to the underlying concepts and approaches to professional services.

In line with the objectives of the assignment, the consultant, a Tertiary Institution has developed a curriculum that meets international standards for the sustainable training of Internal Auditors in Tertiary Institutions. In addition to that the curriculum developed; will prepare the Internal Auditors towards the professional Certified Internal Auditor (CIA) Certification or its affiliated qualifications.

Over the years, the University has admitted and graduated several batches of students with a Master of Business Administration in Internal Auditing.

10.1   Aims and Objectives:
The main aim of this programme is to train and develop the capacity of Internal Auditors in the various sectors of the global economy. The curriculum was developed to meet international standards for sustainable training of internal auditors at the tertiary level. In addition the curriculum will prepare the Internal Auditors towards professional Certified Internal Auditor (CIA) certification or affiliated qualifications.

Programme Objectives
The objectives of the MBA in Internal Auditing are to:
- Develop students' knowledge, skills and understanding of audit from the planning to reporting stage.
- Equip students with the practical knowledge in Internal Auditing.
- Develop information system auditing capability for Internal Auditors
- Equip students with the necessary competence to identify and assess internal controls in an organisation that will enable management attain organizational objectives.
- provide students with the requisite basic knowledge to be able to write and pass the final certification examinations of the Certified Internal Auditor examinations

Programme Outcomes
On the successful completion of the MBA Auditing programme, graduates will:
- Demonstrate considerable knowledge and skills of the Auditing profession;
- Apply considerable knowledge of legal and regulatory environment and its impact on audit.
- Design an internal control manual for any organization;
- Design an effective forensic system capable of detecting and preventing organizational fraud;
- Perform a complete audit task in any organization;
- Conduct internal and external audit in any organization;
- Demonstrate considerable knowledge in derivative instruments and its impact on auditing in contemporary governance;
- Analyse and interpret trading activities in the money and financial markets.

Structure of Programmes

First Year (Semester One)

	CODE	SUBJECT	CREDIT	CUMMULATIVE CREDIT
1	MBIA601	Principles of Internal Auditing	2	2

2	MBIA603	Corporate Communications' Skills	1	3
3	MCPC603	Management & Organizational Behaviour	3	6
4	MCPS605	Management Information Systems	3	9
5	MCPC607	Statistics for Decision Making	3	12
6	MCPC609	Legal Environment of Business	3	15
	TOTAL		**15**	**15**

Semester Two

	CODE	**SUBJECT**	**CREDIT**	**CUMMULATIVE CREDIT**
7	MCPC616	Research Methods	3	18
8	MBIA604	Accounting and Financial Systems	3	21
9	MCPC612	Financial Management	3	24
10	MCPC604	Economics for Managers	3	27
11	MBIA602	Total Quality Management/Quality Improvement Programme	3	30
	TOTAL		**15**	**30**

Second Year (Semester One)

	CODE	**SUBJECT**	**CREDIT**	**CUMMULATIVE CREDIT**
12	MCPC613	Strategic Management	3	33
13	MBIA603	Conduct of Audit & Reporting	3	36
14	MBIA605	Information Systems and Fraud	3	39
15	MBIA607	Forensic Auditing	3	42
16	MBIA609	Business Process & Enterprise Risk Management	3	45
	TOTAL		**15**	**45**

Semester Two

	CODE	**SUBJECT**	**CREDIT**	**CUMMULATIVE CREDIT**
17	MBIA608	Financial Reporting & Management of Internal Audit Function	3	48
18	MBIA610	Taxation and Fiscal Policy	3	51
19	MBIA612	Public Sector Accounting & Regulatory Framework	3	54
20	MBIA614	Information Systems Auditing	3	57
21	MBIA616	Seminar/Practitioners' Forum	3	60
22	MBIA618	Project work	6	66
	TOTAL		**18**	**66**

3.4.0 MASTER OF BUSINESS ADMINISTRATION (MBA) PETROLEUM ACCOUNTING AND FINANCE

Programme Philosophy:

The MBA in Petroleum Accounting and Finance programme of the University of Professional Studies is designed to meet high level academic and professional needs of the public and private sectors of the economy particularly the oil and gas sector. The programme will prepare students to assume a larger role in managing their organizations' operations as well as develop their expertise in the key financial areas of the oil and gas industries. The curriculum places much emphasis on the improvement of the business manager's ability to handle with professionalism the various financial problems confronting business in the oil and gas industry.

Aims and Objectives:
Programme Objectives
The objectives of the MBA in Petroleum Accounting and Finance are to:
- Provide students with requisite knowledge about the general Characteristics of Accounting and Financial practices of the Oil and Gas Industry;
- Equip students with knowledge and skills to discuss the impact of the Oil and Gas industry on the environment and its management to develop strategic thinking of proactive mitigating preventive actions;
- Develop students' knowledge and skills in financial reporting policies and practices applicable in the Oil and Gas Industry;
- Discuss the different regulations and standardizations applied to Oil and Gas industry.
- Equip students with knowledge and skills to apply and interpret the requirement of International Financial Reporting Standards (IFRS) relevant to the Oil and Gas Industry;
- Develop students' skills to describe, apply and analyze performance management indicators in Oil and Gas Industry;
- Discuss the basic concepts involved in Petroleum Economics and tax policies;
- Develop students' skills to design contemporary risk management strategies to combat the negative operational ramifications of the Oil & Gas Industry, its associated risks and how to offset these risks accordingly.

Programme Outcomes
On the successful completion of the MBA Petroleum Accounting & Finance, graduates will:
- Demonstrate knowledge and understanding of basic characteristics of Oil and Gas operations;
- Account for downstream and upstream Oil and Gas operations;
- Demonstrate knowledge in Oil and Gas policies and legal frameworks;
- Examine the impact of Oil and Gas industry on the environment and its management;
- Examine the financial reporting policies and practices applicable in Oil and Gas industry;
- Apply the requirements of International Financial Reporting Standards (including International Accounting Standards) relevant to Oil and Gas Industry;
- Identify the basic concepts involved in Petroleum Economics;
  Design contemporary risk management strategies to combat the negative operational ramifications of the Oil & Gas Industry, its associated risks and how to offset these risks accordingly

11.6   Structure of Programmes

First Year
Semester One

	CODE	SUBJECT	CREDIT	CUMMULATIVE CREDIT

	CODE	SUBJECT		
1	MBAP601	Fundamentals of Petroleum	3	3
2	MCPC603	Management & Organizational Behaviour	3	6
3	MBAP603	Petroleum Finance and Economics	3	9
4	MBAP605	Applied Statistics & Energy Economics	3	12
5	MCPC605	Management Information Systems	3	15
	TOTAL		**15**	**15**

Semester Two

	CODE	SUBJECT	CREDIT	CUMMULATIVE CREDIT
6	MBAP602	Petroleum Policy and Strategic Resource Management	3	18
7	MBAP604	Legal Framework in Oil & Gas Management in Ghana	3	21
8	MBAP610	Introduction to Petroleum Accounting & Finance	3	24
9	MCPC616	Research Methods	3	27
10	MBAP614	Financial Management for Oil & Gas Operations	3	30
	TOTAL		**15**	**30**

Second Year (Semester One)

	CODE	SUBJECT	CREDIT	CUMMULATIVE CREDIT
11	MCPC611	Business Leadership & Ethics	3	33
12	*MBAP613	Risk & Investment Portfolio Management	*3	*36
12	*MBAP612	Corporate Finance	*3	*36
13	MBAP615	Financial Reporting for International Petroleum Operations	3	39
14	MBAP619	Petroleum Taxation & Fiscal Systems	3	42
15	MBAP617	Financial Modelling and Petroleum Project Economics	3	45
	TOTAL		**115**	**45**

These are optional elective courses therefore; students are expected to select one of them.

Semester Two

	CODE	SUBJECT	CREDIT	CUMMULATIVE CREDIT
15	MBAP608	Management Accounting for petroleum Industry	3	48
16	MBAP618	Corporate Governance and Natural Resources Management	3	51
17	MBAP616	Total Quality Management and Quality Improvement Programme	3	54
18	MBAP622	Seminars/ Practitioners' Forum	3	57
19	MBAP606	Environmental Management & Auditing for Oil & Gas Industry	3	60
20	MBAP620	Project work	6	66
	TOTAL		**18**	**66**

3.5.0 MASTER OF BUSINESS ADMINISTRATION (MBA) CORPORATE GOVERNANCE

Aims of the Programme
The Programme is designed to prepare students to assume high managerial positions in large organisations and ensure that the organization is accountable to its stakeholders by setting processes which affect how the organisation is operated, regulated, and controlled with good ethical standards, best practices, and relevant laws. Students will also be given the appropriate skills in strategic management, formulation, implementation and evaluation, as well as learn the value of good corporate governance and board skills. The uniqueness of the Programme lies in its flexibility and practical emphasis without compromising academic rigour.

PROGRAMME OBJECTIVES
The objectives of the Master of Business Administration in Corporate Governance are to:
- Provide a range of definitions of corporate governance;
- Equip students with the essential knowledge and skills needed to dispense the functions of governance in an organization;
- Equip students with knowledge and skills to advise management units and boards on the best governance practices;
- Discuss with students the modalities of compliance with laws and regulations;
- Explain efficient internal communication and dissemination of information to and from the Board;
- Equip students with tools for self-development as a professional practitioner in Corporate Governance.

PROGRAMME OUTCOMES
At the end of the programme students will:
- Define and explain the concepts of corporate governance
- Analyse issues confronting governance structures

- Identify the drivers of corporate governance such as capital markets, shareholders and rating agencies
- Evaluate the principles of corporate governance given particular contexts
- Assess the strengths and weaknesses of different internal corporate governance mechanisms
- Evaluate different external pressures on corporate governance

First Year (Semester one)

CODE	SUBJECT	CREDIT
MCPC 601	Marketing Management	3
MCPC 603	Organizational Behavior and Management	3
MCPC 605	Management Information Systems	3
MCPC 608	Statistics for Decision-Making	3
MCPC 609	Legal Aspect of Business	3
TOTAL		15

First Year (Semester Two)

CODE	SUBJECT	CREDIT
MCPC602	Business Finance	3
MCPC604	Economics for Managers	3
MCPC616	Research Methods	3
MCPC606	Accounting for Managers	3
MCPC620	Global Dimensions Business	3
TOTAL		15

Second Year (Semester One)

CODE	SUBJECT	CREDIT
MCPC 611	Business Leadership & Ethics	3
MCPC 617	Strategic Management	3
MBCG605	Corporate Governance: Theories & Issues	3
MBCG614	Internal Audit and Controls	3
MBCG615	Company Law	3
TOTAL		15

Second Year (Semester Two)

CODE	SUBJECT	CREDIT
MBCG650	*Advanced Entrepreneurial Development	3
	*Project Management	
MBCG606	Advanced Human Resource Management	3
MBCG616	Financial Statement Analysis & Decision Making	3
MBAF 610	Business Etiquette/Practitioners' Forum	3
MBCG 620	Project Work	6
TOTAL		21

3.6.0 MASTER OF PHILOSOPHY (MPHIL) IN LEADERSHIP
10.1 Aims and Objectives

The overall aim of this programme is to equip participants with knowledge, skills, and awareness that will enable them to transform their organizations. Students will be able to provide their organizations with team-based leadership through the creation and communication of vision and values aimed at

achieving world-class standards of performance. Key to achieving the aims of this programme is developing personal assessments, professional skills, and knowledge in the areas of leadership strategy and organizational development through an intensive coaching relationship of participants.

The objectives of the MPhil in Leadership Programme are to:

1. Equip students with skills to develop a framework for understanding leadership in the context of culture, customs and communication.
2. Create a platform to develop the cognitive and behavioral abilities of students to think ethically, creatively and innovatively in leadership dilemmas and issues.
3. Equip students with an understanding of the global economy and the global political arena and to contribute to value creation with their spheres of contact.
4. Discuss leadership skills, models, and theories required by cosmopolitan leaders to be successful in the 21st century.
5. Provide enabling environments for students to build up their social capital with colleagues by sharing their thoughts and experiences on various contemporary issues and leadership challenges.
6. Equip students with the appropriate methodologies for teaching and researching to add value to organizations with their presence.

10.2 Programme Outcomes:

At the end of this programme students will:

- Demonstrate personal development through an understanding of the concept and application of transformational leadership.
- Demonstrate strong cross-cultural communication, negotiation, and leadership and team-building skills.
- Describe the intended and unintended potential cross-sectoral and international ripple effects of an organization's policies and decisions.
- Demonstrate a working literacy of global issues and utilize this knowledge for critical thinking, thoughtful analysis, and global-conscious decision-making.
- Collaborate effectively with their professional counterparts in other countries.
- Demonstrate the ability to identify and implement the key factors underlying world class leadership practice and performance.
- Develop a framework for conducting research and teaching at the tertiary level of education.

11.5   Structure of Programme

First Year: Semester One

CODE	SUBJECT	CREDIT
MPGL601	Fundamentals of Leadership	3
MCPCL613	International Communication & Marketing	3
MCPC 605	Management Information Systems	3
MCPC 610	Research Methods I (Qualitative Design)	3
MBCG 625	Legal Aspect of Business	3
TOTAL		**15**

First Year: Semester Two

CODE	SUBJECT	CREDIT
MPGL664	Research Methods (Quantitative Design)	3
MPGL608	Strategic Leadership	3

MPGL622	Understanding Global Economy	3
MPGL 626	Poverty, Wealth & Development	3
MPGL621	Ethics in Management	3
TOTAL		**15**

Second Year: Semester One

CODE	SUBJECT	CREDIT
MBCG611	Corporate Governance: Theories and Ethics	3
MBCG605	Project Management	3
MPCPC602	Financial Management for Leaders	3
MPGL648	Leading People And Managing Organizations	3
TOTAL		**12**

Second Year: Semester Two

CODE	SUBJECT	CREDIT
MBAF610	Business Etiquette/Practitioners Forum	3
MPGL617	Concept in Adult Teaching and Education	3
MPGL620	Thesis	30
TOTAL		**36**

3.7.0   MASTER OF SCIENCE IN LEADERSHIP
Aims and Objectives:
The overall aim of this programme is to equip participants with knowledge, skills, and awareness that will enable them to transform their organizations through team-based leadership built on vision and values aimed at achieving world-class standards of performance. Key to achieving the aims of this programme is to develop personal assessments, professional skills, and knowledge in the areas of leadership strategy and organizational development through an intensive coaching relationship of participants. The objectives of the MSc. in Leadership Programme are to:
- Equip students with professional skills and knowledge in the areas of leadership strategy and world class performance.
- Develop students' personal assessment and leadership qualities necessary for the success of high performing organizations.
- Equip students with skills to develop a framework for understanding leadership in the context of culture, customs and communication.
- Equip students with an understanding of the global economy and the global political arena.
- Explore different viewpoints on matters of global concern, examining them from the experience of each of the partner countries, as well as from the overall global perspective.

Programme Outcomes:
At the end of this programme students will:
- Demonstrate personal development through an understanding of the concept and application of transformational leadership.
- Demonstrate strong cross-cultural communication, negotiation, leadership, and team-building skills.
- Describe the intended and unintended potential cross-sectoral and international ripple effects of an organization's policies and decisions.

- Demonstrate a working literacy of global issues and utilize this knowledge for critical thinking, thoughtful analysis, and global-conscious decision-making.
- Collaborate effectively with their professional counterparts in other countries.
- Demonstrate the ability to identify and implement the key factors underlying world class leadership practice and performance.

Structure of Programmes

First Year: Semester One

CODE	SUBJECT	CREDIT
MPGL601	Fundamentals of Leadership	3
MPGL603	International Communication & Marketing	3
MPGL605	Leading People And Managing Organizations	3
MPGL610	Research Methods I (Qualitative Design)	3
MCPC625	Legal Aspect of Business	3
TOTAL		15

First Year: Semester Two

CODE	SUBJECT	CREDIT
MPGL664	Research Methods II (Quantitative Design)	3
MPGL608	Strategic Leadership	3
MPGL626	Poverty, Wealth & Development	3
MPGL622	Understanding Global Economy	3
MPGL621	Ethics in Management	3
TOTAL		15

Second Year (Semester One)

CODE	SUBJECT	CREDIT
MBCG611	Corporate Governance: Theories and Issues	3
MBCG605	Project Management	3
MPCPC605	Management Information Systems	3
MPGL602	Financial Management for Leaders	3
TOTAL		12

Second Year (Semester Two)

	CODE	SUBJECT	CREDIT
15	MBAF610	Business Etiquette/Practitioners Forum	3
16	MPGL620	Project Work	6
	TOTAL		15

3.8.0   MBA TOTAL QUALITY MANAGEMENT (TQM)
Programme Philosophy and Aims

Small and medium-sized enterprises (SMEs) contribute significantly towards the Ghanaian economy, yet it is reported that the over 70% of SMEs in Ghana collapse before five years. Among the issues that affect the expansion, development and survival of the SMEs in Ghana include lack of competitiveness due to poor management practices, lack of innovation, poor quality and a lack of product standardization, as well as an overall lack of knowledge of international markets. The few large organizations in Ghana also face similar challenges of competitiveness. To address these challenges the country is focusing on developing quality management infrastructure and quality policies under the

Ministry of Trade and industry to improve the international competitiveness of Ghana and foster its export performance.

To support the trade enhancement and competitive drive in Ghana, it is important to develop middle to upper level managers with both contextual and professional understanding of the quality management practices, principles and application of quality theories.

The MBA in Total Quality Management Programme is intended to develop the needed middle to upper level managers who will have a good understanding of the concepts of quality in different contexts and their implications for management. The programme will also focus on the principles, tools, techniques and strategies for management to create efficient, effective and competitive organizations. Most importantly the Programme will stress the importance of the customer and an understanding of the business environment to the success of organizations and how to use such knowledge to develop organizations that will be globally competitive.

Programme Learning Outcomes:

At the end of the TQM Programme participants will:

- Develop the competencies in applying total quality Principles, Tools, Techniques, Technologies and Strategies to improve business performance
- Develop a Quality Management System and Quality Plans using generic standards and excellence models like ISO:9001:2008/2015, ISO 14001 and ISO 18001 Quality Management Systems, Deming Prize, Malcom Baldrige, EFQM among others to manage organizations efficiently and effectively
- Conduct organizational maturity and development assessments using a combination of techniques and strategies to develop quality plans
- Undertake value stream analysis to identify waste in the value chain and develop strategies for lean management
- Develop documentation, records and information management system to provide evidence-based decisions for management
- Undertake stakeholder and customer analysis to inform strategic management and customer satisfaction in organizations
- Support the development of a quality culture in organizations through people management and change management strategies
- Explain the difference among the four quality management functions (Quality Planning, Quality Assurance, Quality Control and Quality Improvement) and how to achieve them
- Compare the ways in which quality management methods are applied in the different industry sectors, including process, manufacturing, service, public and not-for-profit sectors
- Describe the different types of quality audits (1st, 2nd and 3rd Party Audits) and plans and conduct each type of audit.
- Demonstrate how customer requirements for a product or service can be captured, managed and verified by quality assurance

Programme Objectives

The objectives of the Master of Business Administration in Total Quality Management programme are to:

- Explain the concept of quality
- Describe the various tools, techniques, technologies and strategies for planning, assuring, controlling and improving quality.
- Demonstrate the application of the Tools, techniques, Technologies, strategies for managing quality
- Describe Quality Management System and Excellence Models and demonstrate how to set them up in an organization
- Discuss organizational assessments and audits processes, tools and strategies and undertake such assessments
- Explain the standards for Records and Information Management Systems using ISO 15489,undertake a records and information management gap analysis and develop a relevant system for an organization
- Explain the importance of the customer to the organization's survival and growth
- Undertake a stakeholder/ customer analysis, SWOT Analysis, core Competence analysis and use these to formulate strategies to create and deliver value for an organization.

Components of the programme:
(q) Core course (s)
(r) Elective course (s)
(s) Mandatory course(s)
(t) Research component
(u) Competence-Based Training (CBT) component
(v) Problem-Based Learning (PBL) component
(w) Practical training, industrial attachment, internship, clinical experience, etc.,
(x) Structure of the programme (Semester-by-semester schedule/structure of course, showing the credit value of each course).

COURSE CODE INTERPRETATIONS

Code	Interpretation
MCPC	Masters Common Professional Course
MBAQ	Masters Business Administration in Quality
MBAF	Masters Business Administration Accounting and Finance
MPGL	Masters Business Global Leadership
MBCG	Masters Business Corporate Governance
Odd Numbers	First Semester Course
Even Numbers	Second Semester Course

FIRST YEAR (first semester)		
Course Code	**Course Title**	**Credit**
MCPC603	Organizational Behaviour and Management	3
MCPC605	Management Information Systems	3
MBAQ603	Quantitative Techniques for Management Décisions	3
MCPC609	Legal Aspects of Business	3
MBAQ607	Technology of Quality Management	3
TOTAL		**15**
FIRST YEAR (second semester)		
Course Code	**Course Title**	**Credit**
MBAQ602	Quality Management Systems and Excellence Models	3
MCPC604	Economics for Managers	3
MPGL604	Strategic Leadership	3
MCPC616	Research Methods	3
MBAQ608	Quality Strategy and Planning	3
TOTAL		**15**
SECOND YEAR (first semester)		
Course Code	**Course Title**	**Credit**
MBCG605	Project and Contract Management	3
MBAQ608	Quality in the Supply Chain Management	3
MBAQ615	Quality in Documentation and Information Management	3
MBAQ617	Quality Assurance, Control & Risk Management	3
	Choose One Elective	
MBAQ619	Environmental Management Systems	
MBAQ621	Quality in Health Service	
MBAQ623	Managing service quality	3
MBAQ625	Quality Management in the Public Sector	
TOTAL		15
SECOND YEAR (second semester)		
Code	**Course Title**	**Credit**
MBAQ612	Managing Change and Continuous Improvement	3
MBAQ614	Management Systems Audit	3
MBAQ616	Corporate Governance and Business Ethics	3
MBAQ618	Production & Operations Management	3
MBAF610	Business Practice and Etiquettes	3
MPGL620	Project work	6
TOTAL		**21**

3.9.0 MBA MARKETING

The University introduced the Master of Business Administration (Marketing) as part of our efforts to provide the Ghanaian and global community needs of specialized personnel with the requisite knowledge and skills who would carry out the functions of marketing in the organization. The MBA Programme in Marketing is an interdisciplinary approach to the management of organizations, aims to project to the forefront, the practice of marketing. This programme therefore seeks to orient the individual to appreciate and effectively utilize marketing tools for effective functioning of organizations.

State the Aims and Objectives of the programme:

The aims and objectives of the Master of Business Administration in Marketing are to:
1. Equip students with the essential knowledge and skills involved in the practice of marketing in local and international organizations.
2. Ensure that students are adequately equipped to create a marketing-led organization.
3. Produce Marketers who would be responsible for continuing self-development in marketing.

First Year (Semester one)		
CODE	SUBJECT	CREDIT
MCPC601	Marketing Management	3
MCPC603	Organizational Behavior and Management	3
MCPC605	Management Information Systems	3
MCPC608	Statistics for Decision-Making	3
MCPC609	Legal Aspect of Business	3
TOTAL		15
First Year (Semester two)		
CODE	SUBJECT	CREDIT
MCPC602	Business Finance	3
MCPC604	Economics for Managers	3
MCPC616	Research Methods	3
MCPC606	Accounting for Managers	3
MCPC620	Global Dimensions Business	3
TOTAL		15
Second Year (Semester one)		
CODE	SUBJECT	CREDIT
MCPC611	Business Leadership & Ethics	3
MCPC617	Strategic Management	3
MBMK602	Advanced Consumer Behaviour	3
MBMK609	Advanced International Marketing Strategy	3
MBMK607	Advanced Integrated Marketing Communications	3
TOTAL		16
Second Year (Semester two)		
Code	**Course Title**	**Credits**
MBAF610	Business Etiquette / Practitioners Forum	3
MPGL620	Project Work	6
MBMK605	Advanced Service Marketing	3
MBMK604	Advanced Sales Management	3
MBMK606	Digital Marketing	

MBMK608	Brands Management	3
TOTAL		18

3.10   Course Descriptions for all Core Courses:

Provide short description of the content of the courses in the programme to include:
   a. Objective
   b. Content
   c. Reading material

MCPC601   Marketing Management

Course Description

This course provides a general introduction to marketing and strategic marketing management, an area which plays an important role in all innovation and establishment processes. The main focus of the course is consumer marketing, but specific areas of service and business marketing and purchasing management are covered. The course starts with an introduction to the role of marketing in an organisation and market analysis based on demand, environmental factors and customers' buying behaviours. It delves into the examination of customer satisfaction, profitability of customers to firms, profits and revenues and marketing research. It further focuses on the development and the implementation of market strategies, a task undertaken in most companies at the strategic business unit level which is done through segmentation, targeting and positioning. An introduction to the creative process of developing market plans with product, price, communication and distribution policies are examined. The course provides a systematic framework for understanding marketing management and strategy.

Course Outcomes

At the end of the course, students will:
- Apply the latest thinking in Marketing Management to the analysis of the key problems being experienced by the world's major businesses;
- Explain the marketing principles and practice, strategic and international marketing management issues, of importance to marketing practitioners;
- Describe the techniques of evaluating markets, and scanning markets against devised criteria for entry;
- Develop the market research and study skills necessary to tackle marketing management problems;
- Demonstrate analytical skills required for influencing decision making process;
- Demonstrate how to create and deliver superior value to customers.

Reading Materials

1. Iacobucci, D. (2017). *Marketing management*, (5th ed.). South-Western College Pub.
2. Lindstorm, M. (2012). *Marketing management,* (5th ed.). New Delhi: McGraw- Hill Education Private Limited.
3. Keegan, W. J., & Green, M. C. (2016). *Global marketing,* (9th ed.). Pearson.
4. Kotler, P. T., & Keller, K. L. (2015). *Marketing management*, (15th ed.). Pearson.
5. Marshall, G., & Johnston, M. (2014). *Marketing management,* (2nd ed.). McGraw-Hill Education.
6. Nordhielm, C. L., & Dapena-Baron M. (2014). *Marketing management: the big picture*, (1st ed.). Wiley.

MCPC603 Management and Organizational Behaviour
Course Description
This course emphasizes the basic application of managerial functions in the day to day operations and activities of corporate and business enterprises. It focuses on the concepts in management and examines management principles and functions. The course also discusses motivation and management of stress for effective performance. Furthermore, this course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision-making, communication and organizational change and development.

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Course Outcomes
At the end of the course, students will:
- Demonstrate the value of objective knowledge and skills development in the study of organizational behaviour.
- Examine the past and present behaviours whiles recognising how interpersonal skills dramatically impact achievements in the workplace.
- Explain individual behavior in organizations, including diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories.
- Explain group behavior in organizations, including communication, leadership, power and politics, conflict, and negotiations.
- Apply management tools to predict the behaviour of others within the organizations settings.
- Apply the organizational system, including organizational structures, culture, human resources to manage change within the organization.

Reading Materials
1. Griffin, R. W. & Phillips, J. M. (2016). *Organizational behaviour: managing people and organizations,* (12th ed.). South-Western College Pub.
2. Ivancevich, J. & Konopaske, R. (2013). *Organizational behaviour and management*, (10th ed.). McGraw-Hill Education.
3. Kotter, J. P., & Cohen, D. S. (2012). *The heart of change: real-life stories of how people change their organizations,* (1st ed.). Harvard Business Review Press.
4. McShane, S., & Glinow, M. V. (2014). *Organizational behaviour,* (7th ed.). McGraw-Hill Education.
5. Robbins, S. P. & Judge, T. A. (2016). *Organizational behaviour,* (17th ed.). Pearson.
6. Scandura, T. A. (2015). *Essentials of organizational behaviour: an evidence-based approach,* (1st ed.). SAGE Publications, Inc.

MCPC 605   Management Information Systems
Course Description
This course examines information systems and how such systems are selected, designed and managed to provide information needed to run organisations successfully, as well as various information technologies that support business decision-making. The course further stresses on the competitive advantage of using IT as a tool to achieve desired returns on investment. It further emphasizes the role of information systems to increase productivity, improve the quality of products and services, and to

ensure overall effectiveness of organizational operations. Appropriate application software is used to analyse cases to get hands-on experience.

Course Outcomes

At the end of the course, students will:

- Explain the strategic role of information systems for competitive advantage;
- Identify the dangers of uncritical adoption and deployment of information systems;
- Demonstrate the essentials of information systems development, implementation and use;
- Analyse how technology can be used in complex data to make sound business decisions;
- Explain the significance of aligning the information system strategy, organizational strategy and overall business strategy;
- Apply the concepts and techniques associated with the analysis, design, and implementation of business information systems;
- Relate the security implications of maintaining strategic information systems and its associated legal and regulatory issues.

Reading Materials

1. Goyal, D. P. (2016). Management information systems: managerial perspectives, (4th ed.). Vikas.
2. Laudon, K. C., & Laudon, J. P. (2017). *Management information systems: managing the digital firm* (15th ed.). Pearson.
3. O'Brien, A. J., & George M. M. (2010). *Management information systems* (9th ed). New Delhi: Tata McGraw-Hill.
4. Rainer, R. K., & Prince, B. (2015). *Management information systems*, (3rd ed.). Wiley.
5. Sousa, K. J. & Oz, E. (2014). *Management information systems*, (7th ed.). Course Technology.
6. Valacich, J., & Schneider, C. (2015). *Information systems today: managing in the digital world,* (7th ed.). Pearson.
7. Volonino L., & Turban E. (2010). *Information technology for management: improving strategic and operational performance,* (8th ed.). London. John Wiley & Sons.

MCPC 607   Statistics for Decision Making

Course Description

This course is designed to provide students with the needed statistical and quantitative techniques for effective decision making. It involves the study of basic elements of statistics needed for business, accounting, banking, marketing, etc., and their various applications. The course also examines the statistical concepts of some of the theories that students are studying in other related courses. It expounds on the applications of statistics in the theory of demand and supply, data presentation and characterization, time series, correlation and regression, hypothesis testing, elementary probability among others.

Course Outcomes

At the end of the course, students will:

- Formulate economic and business issues in mathematical expressions and contextualization;
- Use statistical knowledge to solve economic and business problem;
- Forecast economic and business variables using regression;
- Formulate and solve business and economic issues and problems using statistical methods;
- Use statistical tools and interpret results;
- Present and analyze data;
- Estimate the probability of occurrence of economic and business events.

-

Reading Materials
1. Albright, S. C., & Winston, W. L. (2016). *Business analytics: data analysis and decision making – standalone book,* (6th ed.). South-Western College Pub.
2. Anderson, D. R., & Sweeney, D. J. (2015). *An introduction to management science: quantitative approaches to decision making,* (14th ed.). South-Western College Pub.
3. Black, K. (2013). *Business statistics, binder ready version: for contemporary decision making,* (8th ed.). Wiley
4. Evans, J. R. (2012). *Statistics, data analysis, and decision modelling,* (5th ed.). Pearson.
5. Groebner, D. F., & Shannon, P. W. (2017). *Business statistics: a decision-making approach,* (10th ed.). Pearson.
6. Stine, R. A., & Foster, D. (2017). *Statistics for business: decision making and analysis,* (3rd ed.). Pearson.

MCPC 609   Legal Aspects of Business
Course Description
The course introduces students to legal rules, principles and concepts that regulate business transactions in Ghana, and the ramifications of such interface for business decisions. The course specifically introduces students to the general principles and concepts, concentrating on topics like the Legal System; Laws of Ghana and their respective sources; Law of Contract; Law of Tort; Employment Law and Company Law.

Course Outcomes
At the end of the course, students will:
- Explain the general legal principles and concepts relating to
  i)   The Law of Contract
  ii) The Law of Tort
  iii) Constitutional Law
  iv) Criminallaw
- Explain the differences among the following concepts: Civil Law: Tort and Contract, Constitutional, Administrative, and Criminal Law and Constitutional Law;
- Explain the features of the Ghanaian legal system;
- Distinguish between the interface of legal system and business;
- Describe the law-making process and how that affects the content of business related laws in Ghana;
- Apply the general principles of law learnt in the course to solve business problems that require basic knowledge of law.

Reading Materials
1. Adagewine, G. (2010). *Topics on labour law in Ghana.* Accra: Dots Concept Ltd.
2. Adagewine, G. (2011). *Selected topics on business law in Ghana.* Accra: Dots Concept Ltd.
3. Albuquerque, D. (2013). *Legal aspects of business,* (1st ed.). Oxford University Press.
4. Bimpong-Buta, S Y (1983). *'Sources of law in Ghana'*, in (1983-86) *15 Review of Ghana Law*: 129-151.
5. Bimpong-Buta, S.Y. (2007). "*Delivery of Judgments by the Superior Courts of Ghana*", Ghana Policy Journal, Volume 1, pp 121-138.
6. Dowuona – Hammond, C. (1993- 95). '*Protecting the purchaser of goods under Ghanaian law'*. 19 RGL.
7. Ferrera, G. R. (2014). *The legal environment of business and ethics: an integrated approach,* (1st ed.). Wolters Kluwer Law & Business.
8. McAdams, T. (2014). *Law, business and society,* (11th ed.). McGraw-Hill Education.

MCPC604   Economics for Managers
Course Description
This course presents the fundamental ideas of micro and macroeconomics and integrates them from a managerial decision-making perspective. The goal of this course among others includes its applicability in the broad business spectrum. It also examines the role of government in the economy and the effects of government actions on businesses and individuals. Topics such as demand and supply analysis and their applications; elasticity of demand and supply; theories of production and cost, market structures, theories of macroeconomics; national income accounting and determination; effect of monetary and fiscal policies as well as international trade will be some of the issues to be considered.

Course Outcomes
At the end of the course, students will:
- Understand how markets operate, including the role of competitive market forces affecting consumer demand and producer supply and their influence on prices and income;
- Estimate elasticity empirically and predict the effect of changes in prices on revenue;
- Understand the effects on firm pricing strategies and other firm conduct and performance of various industry market structures, including imperfect competition;
- Understand the concept of key macroeconomic indicators, equilibrium situation and implications for the management of the business cycle;
- Understand the role of influences affecting aggregate expenditure on goods and services, including the role of the central bank and financial markets;
- Understand international balance of payment issues and their impact on foreign exchange markets and exchange rate;
- Integrate micro and macroeconomic analysis to develop a competitive strategy in a competitive global economy.

Reading Materials
1. Baye, M., & Prince, J. (2013). *Managerial economics and business strategy*, (8th ed.). McGraw-Hill Education.
2. Farnham, P. G. (2013). *Economics for managers,* (3rd ed.). Pearson.
3. Froeb, L. M., & McCann, B. T. (2015). *Managerial economics,* (4th ed.). South-Western College Pub.
4. McKenzie, R. B. & Lee, D. R. (2016). *Microeconomics for MBAs: the economic way of thinking for managers,* (3rd ed.). Cambridge University Press.
5. Samuelson, W. F, & Marks, S. G. (2014). *Managerial economics,* (8th ed.). John Wiley and Sons, Inc.
6. Thomas, C., & Maurice, S. C. (2015). *Managerial economics,* (12th ed.). McGraw-Hill Education.

MCPC612   Financial Management
Course Description
This course introduces students to the role of the finance manager in sourcing and application of funds. The course also analyses company's cash flows by separating them into cash flows from operating, investing, and financing activities and examines the methods that are frequently used for company valuations. It further examines financing and investing decisions of companies which includes sources of finance, the cost of capital and the weighted average cost of capital. The course balances rigorous theoretical content and practical applications. The course further exposes students to the application of empirical and theoretical tools through the class discussion of cases, as well as practice problem sets.

Course Outcomes
At the end of the course, students will:
- Describe the basic financial management techniques.

- Apply the financial management techniques to practical business decisions in general.
- Appraise capital projects in various sectors of an economy.
- Analyse working capital management decisions.
- Demonstrate the ability make policy decisions on the replacement of capital assets.
- Evaluate decisions based on the principles of time value of money.
- Apply appropriate financial techniques for effective financial management

Reading Materials
1. Block, S., & Hirt, G. (2016). *Foundations of Financial Management,* (16th ed.). McGraw-Hill Education.
2. Brigham, E. F., & Ehrhardt, M. C. (2016). *Financial Management: Theory And Practice,* (15th ed.). South-Western College Pub.
3. Brigham, E. F., & Ehrhardt, M. C. (2016). *Fundamentals of financial management,* (9th ed.). South-Western College Pub.
4. Brooks, R. (2015). *Financial management: core concepts,* (3rd ed.). Pearson.
5. Higgins, R. (2015). *Analysis for financial management,* (11th ed.). McGraw-Hill Education.
6. Khan, M. Y., & Jain, P. K. (2011). *Financial management: texts, problems and cases,* (6th ed.). New Delhi: Tata McGraw-Hill.
7. Titman, S., & Keown, A. J. (2013). *Financial management: principles and applications,* (12th ed.). Pearson.

MCPC602   Business Finance   (3 Credits)
Course Description
This course provides an overview of business financial management and introduces students to the fundamentals of business finance. The course requires an understanding of mathematics as well as economic concepts and accounting principles. The course is corporate-oriented with emphasis on practical applications and problem solving techniques. The primary objective is to provide the student with the tools to understand and solve the basic financial problems confronting business today. The topics covered include the time value of money, financial planning (budgeting), management of cash flows, valuation of assets, capital budgeting techniques, risk and return, sources of financing, capital structure theory, and dividend policy assessment. The application of the topics to international business finance will be made whenever possible. The emphasis is on financial statement analysis, time value of money, cash budget and financing.

Course learning outcomes
Upon completion students will:
- Apply the standard and accepted accounting principles when reporting, recording, and projecting financial information
- Understand the structure of financial statements
- Determine methods of financing business activities
- Analyse financial information
- Demonstrate an understanding of the basic principles of taxation relevant to business activities
- Effectively utilize the time value of money, and financial return and risk concepts to conduct professional financial analysis
- Explain the importance of the capital budgeting process and its impact on the firm's mission, strategies and decision-making.
- Interpret and apply the principles of financial management
- Categorize business environment through the different forms of businesses that exist,

- Solve problems related to the time value of money, given rough estimates of the values of shares and bonds,
- Critically analyse investment decisions,
- Apply risk and return models to businesses in practice, and
- Appreciate how financial decision-making contributes to business accomplishments.

Reading materials
- Stephen R., Trayler R., Bird R., Westerfield R., Bradford J. (2010). *Essentials of corporate finance:* MacGraw - Hill Education, Europe.
- Eugene F. Brigham & Michael C. Ehrhardt. (2010). *Financial management: theory and practice.* (12th Ed.) Mason OH, Thomson South-Western.
- Ramesh K. S. Rao (2009). *Fundamentals of financial management:* MacMillan Publishing Company, Tata.
- Ross, Westerfield and Jordan. (2012). *Fundamentals of corporate finance:* Mcgraw-Hill/Irwin Series in Finance, Insurance, and Real Estate (10 Ed.). McGraw-Hill, Irwin.
- Brealey R.A., Myers S. C., and Allen F., (2009). *Principles of corporate finance: McGraw* -Hill International Edition (9th Ed.) MacGraw-Hill, New York.

MCPC 614   Management Accounting
Course Description
This course describes cost and management accounting in the broader sense by providing information to aid managers in decision making. It applies cost accounting techniques such as budgeting, standard costing and variance analysis. It also explores activity-based costing system, productivity measurement and performance management. The course covers areas of decision-making, pricing and transfer pricing and decentralization. In particular, the course emphasizes modern theories of performance measurement and managerial control systems. The course draws on modern business practice, contemporary and international research, case studies, and the applied research experiences of students.

Course Outcomes
At the end of the course, students will:
- Analyse and interpret managerial accounting reports;
- Evaluate the organisational role of management accountants;
- Explain accounting systems used by manufacturing businesses;
- Evaluate the basic elements of the budgeting process, its objectives, and its impact on human behaviours;
- Analyse the types of standards and how they are used in budgeting;
- Apply key instruments of product costing allocation methods in managerial decision-making.
- Design an accounting and control system for a firm and its business units;
- Apply key instruments of management accounting in managerial decision-making process.

Reading Materials
1. Atkinson, A. A., & Young, S. M. (2016). *Management accounting: information for decision-making and strategy execution,* (6th ed.). Pearson International.
2. Garrison, R., & Noreen, E. (2014), *Managerial accounting,* (15th ed.). McGraw-Hill Education.
3. Ravi, M. K., (2013). *Advanced management accounting.* (3rd ed.). New Delhi: India and Oscar Publications, DEL.
4. Seal, W., & Rhode, C. (2014). *Management accounting,* (5th ed.). McGraw-Hill Higher Education.

5. Weygandt, J. J., & Kimmel, P. D. (2014). *Managerial accounting: tools for business decision making,* (7th ed.). Wiley.
6. Williams, J., & Haka, S. (2014). *Financial and managerial accounting,* (17th ed.). McGraw-Hill Education.

MCPC606   Accounting for managers   (3 Credits)
Course Description
This course focuses on the fundamental principles and concepts of accounting. It delves into the use of financial information, distinguishing between cost, management and financial accounting, the accounting equation, basic ledger postings, the double entry system for assets and liabilities, expenses and income, assets and depreciation, bad debts, provision for bad debts and discounts, bank reconciliation and control accounts to understand the key concepts and bookkeeping rules. At the end of the course, the student should be able to extract a trial balance as well as prepare and analyse statement of comprehensive income, statement of financial position, a receipt and payment account, income and expenditure account and reconciliation of bank statements.

Course Outcomes
At the end of this course students will:
- Explain and describe fundamental accounting concepts and standards;
- Identify users of financial statements and their needs;
- Capture economic transactions in the day books and classify, interpret, and report them to stakeholders.
- Prepare simple financial statements for profit and not-for-profit making organizations.
- Apply the accounting control frameworks to interpret and analyse stakeholder issues,
- Prepare bank reconciliation statements for organizations.

Recommended Readings
- Atrill, P., McLaney, E., Harvey, D., and Jenner, M. (2009), *Accounting: an introduction*, 4th Edition.Pearson.
- Bazley, M., Hancock, P., Berry, (2007) *Contemporary accounting*, 6th Edition, Thomson. Black, G. (2005) Introduction to Accounting and Finance, Prentice Hall.
- Brit, J, Chalmers, K., Beal, D., Brooks, A., Byrne, S., Oliver, J., (2005*), Accounting: business reporting for decision making,* Wiley.
- Garrison, R.H., Noreen, E., Brewer, P. (2008), *Managerial accounting* (12th Edition), McGraw Hill. Hansen, D., Mowen, M., (2007), *Management accounting* (7th Edition),   Thomson   / South Western.
- Hilton, R.W., (2008), *Managerial accounting:* Creating Value in a Dynamic Business Environment (7th Edition), McGraw Hill.
- Wiley, Brisbane. Hopper, T., Scapens, R., Northcott, D., (2007), *Issues in Management accounting* (3rd Edition), Pearson.

MCPC 616 Research Methods
Course Description
This course designed to provide postgraduate students with the foundations needed to undertake scholarly research in business and management. The course also offers students the opportunity to begin research on their final year project by providing clear and holistic guidance on how to generate and refine a research idea into a clear and unmistakable research topic with relevant, specific, measurable and realistic objectives or research questions. Specifically, the course will cover topics such as what is

research? Why do we conduct research? How to generate research ideas, how to evaluate research topics, how to plan a research, the sources of knowledge and the process of critically reviewing the relevant literature, the theory of Knowledge, the philosophy and ethics of research. Others topics to be covered in this course shall include: the research process as it relates to conceptualization and design of appropriate research methodology to achieve the desired research objectives, techniques of data collection and analysis, and drafting and writing a research Report.

Course Outcome

At the end of this course, participants should be able to:
- Outline the types of research and the reasons for carrying out research
- Develop a research proposal that communicates clearly the research problem, research question(s)/hypotheses, research objectives and methodology
- Define key terms such as epistemology, ontology and axiology and explain their relevance to business research
- Explain the relevance of philosophical perspectives such as positivism, realism, pragmatism, interpretivism, objectivism and constructionism in business research
- Explain the ethical obligations of a researcher towards respondents or research participants and vice versa and why such obligations must be observed
- Undertake a critical review of theoretical and empirical literature
- Plan a primary data collection procedure that will assure both reliability and validity of the data
- Explain the suitability of the various sampling techniques for different types of research

- Prepare data collected for analysis

Reading Materials
1. Allibang, S. (2016). *Research methods: simple, short and straightforward way of learning methods of research,* (1st ed.). DBest Reads.
2. Bryman, A., & Bell, E. (2015). *Business research methods,* Oxford University Press, USA.
3. Cooper D. and Schindler P. S., (2003) *Business Research Methods*, Mc.Graw Hill, Boston USA.
4. Creswell J. W. (2009) ,*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd Edition, SAGE
5. Jackson, S. L. (2015). *Research methods and statistics: a critical thinking approach,* (5th ed.). Wadsworth Publishing.
6. Leedy, P. D., & Ormrod, J. E. (2011). *Practical research: planning and designing,* (9th ed.). Pearson. New Delhi: Pearson Education Inc.
7. Saunders, M, P. Lewis and A. Thornhill (2007),*Research Methods for Business Students* 4th edition. FT Prentice Hall
8. Saunders, M. N., & Lewis, P. (2014). *Doing research in business and management: an essential guide to planning your project*, Pearson Higher Ed.
9. Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: a guidebook and resource*, John Wiley & Sons.

MCPC 618   Accounting and Financial Systems
Course Description
The course deals with the principles of accounting and financial systems. The purpose of the course is to acquaint students with the use of accounting and financial information for business decisions. The course emphasizes the importance of accounting information, how accounting information is produced and how the information is used in making decisions about organizations. The course further introduces students to the theory of accounting and finance. It also explores the use of financial accounting and business finance in today's fast-changing business environment.

Course Outcomes
At the end of the course, students will:
- Use accounting ratios to analyze the financial performance of organizations;
- Discuss the role of directors in respect of company financial reports;
- Explain the nature and purpose of financial management;
- Describe the economic environment in which business operates in Ghana;
- Apply the relevant theories and models in managing their organizations' finance;
- Evaluate the various sources of finance available to business from the financial system;
- Apply the relevant conceptual framework of accounting.

Reading Materials
1. Hall, J. A. (2015). *Accounting information systems,* (9th ed.). South-Western College Pub.
2. Harrison Jr, W. T., & Horngren, C T. (2016). *Financial accounting,* (11th ed.). Pearson.
3. Libby, R., & Libby, P. (2016). *Financial accounting,* (9th ed.). McGraw-Hill Education.
4. Warren, C. S., & Reeve, J. M. (2017). *Accounting,* (27th ed.). Cengage Learning.
5. Warren, C. S., & Reeve, J. M. (2017). *Financial accounting,* (15th ed.). South-Western College Pub.

MCPC 611   Business Leadership and Ethics
Course Description
This course provides the basis for understanding what leadership is and assist students to explore the tools they can use immediately to refine strategy, develop their people and maximize stakeholder return. Additionally, it introduces the student to the theory and practice of leadership. Furthermore, the course provides an overview of various philosophical approaches to ethical decision-making and practical applications involving ethical problems that arise in business. The course is designed to equip business leaders to confront ethical issues in contemporary governance and prepare students to identify and analyse ethical issues from a domestic and global perspective. It does this by introducing the theories of ethics that are commonly used in many leadership decisions. Students are expected to apply the theory to a wide range of government policy, business and personal issues. Topics include the major ethical constructs, approaches to self-knowledge, ethical dilemma in leadership and practical leadership skills. Students will be able to find solutions to ethical dilemmas they may confront during a business career.

Course Outcomes
At the end of the course, students will:
- Explain the importance of organisation culture and the leader's role in establishing it.
- Describe and analyze ethical issues and dilemmas.
- Discuss and evaluate theories of leadership;
- Analyze leadership traits and qualities in leaders and potential leaders.
- Apply skills required for the successful practice of management within the framework of societal values.
- Analyze the ethical issues which confront businesses today.
- Analyze the strengths and weaknesses of various philosophic approaches to ethical decision-making.
- Demonstrate knowledge of the skills, traits and actions of an ethical leader.
- Apply ethical analysis to a contemporary ethical issue in business.

Reading Materials
1. Bredeson, D. (2012). *Applied business ethics,* (int'l ed.). Mason, Ohio: South-Western.
2. Ciulla, J. B. (2014). *Ethics, the heart of leadership*, (3rd ed.). Praeger.

3. Collins, D. (2011). *Business ethics: how to design and manage ethical organizations*. John Wiley & Sons.
4. Ferrell, O. C., & Fraedich, J. (2014). *Business ethics: ethical decision making and cases,* (10th ed.). South-Western College Pub.
5. Kofman, F. & Wilber, K. (2013). *Conscious business: how to build value through values,* Sound True.
6. Mansfield, S. (2017). *Ten signs of a leadership crash,* (1st ed.). BookBaby.
7. Roksana, A. (2016). *Ethics and leadership,* (3rd ed.). Kendall Hunt Publishing.

MCPC 613   Strategic Management

Course Description

Strategic management focuses on the concept of strategy formulation and implementation by exploring the functions and nature of general management. The course develops skills for strategic thinking and analysis, leadership, communication, teamwork, and cross-functional integration. It exposes students to corporate as well as business planning, and the implementation of organizational change through structures, systems and people. It seeks to understand the challenges and the environment in which the business operates, the direction the management intends to head, the strategic plans for getting the enterprise moving in the intended direction and the tasks of implementing the chosen strategy successfully. Conceptual case studies are used to deal with Ghanaian conventional private and public sector policy making. It provides students with insights into corporate strategic performance and the use of specialist strategic management techniques designed to improve and correct failing organisations in Ghana and other international corporations.

Course Outcomes

At the end of the course, students will:

- Develop a vision, mission and values statements for an organisation;
- Formulate a strategic plan that operationalizes the goals and objectives of the firm;
- Identify the resource endowments specific to the firm and those that are homogeneous to industry participants;
- Evaluate current and desired strategic positioning in order to respond to market demands;
- Evaluate and revise programmes and procedures in order to achieve organizational goals;
- Describe the process of communicating change management strategies;
- Identify strategic issues and design appropriate courses of action;
- Analyse the internal and external environment of business and devise strategic approaches to managing a business successfully in a global context.

Reading Materials

1. David, F. R., & David, F. R. (2017). *Strategic management: a competitive advantage approach, concepts,* (16th ed.). Pearson.
2. Dess, G., & McNamara, G. (2015). *Strategic management: creating competitive advantages,* (8th ed.). McGraw-Hill Education.
3. Dess, G., & McNamara, G. (2015). *Strategic management: texts and cases,* (8th ed.). McGraw-Hill Education.
4. Hill, C. W., Jones, G. R., & Schilling, M. A. (2014). *Strategic management: theory: an integrated approach*, Cengage Learning.
5. Hitt, M. A., & Ireland, R. D. (2016). *Strategic management: concepts and cases: competitiveness and globalisation,* (12th ed.). South-Western College Pub.
6. Rothaermel, F. (2016). *Strategic management: concepts,* (3rd ed.). McGraw-Hill Education.

7. West, P. (2017). *Strategic management: value creation, sustainability and performance,* (4th ed.). Riderwood Publishing.

3.11   SPECIALIZED AND ELECTIVE COURSES

3.11.1 MBA ACCOUNTINF & FINANCE
MBAF 601   Financial Reporting
Course Description
The course provides insight into financial reporting in corporate environment. The course aims at projecting the relevance of the International Financial Reporting Standards (IFRS) and the associated Conceptual framework in the preparation and presentation of Financial Statements of corporate entities. One objective of the course is to familiarize the students with the mandate and structure of the International Accounting Standard Board (IASB) as well as the due processes involved in issuing the IFRS. Another concern of this course is to examine the relevant IFRS in measurement and recognition of all kinds of assets, liabilities and revenues. Finally, the course will support students to apply all relevant IFRS to the preparation and presentation of complete set of financial statements for corporate entities.

Course Outcomes
At the end of the course, students will:
- Discuss the relevance, application and due process of setting IFRS
- Distinguish the role of Conceptual Framework in financial reporting and the IFRS;
- Recount the basic requirements of presentation of financial statements in accordance with IFRS.
- Identify relevant IFRS in measurement and recognition of assets (property plant and equipment, and others).
- Recognize and apply all relevant IFRS in measuring and reporting liability in the financial statements
- Measure and recognize revenues resulting from sales, rendering of services, and contracts in accordance with relevant IFRS.
- Apply IFRS to the preparation and presentation of complete set of financial statements.

Reading Materials
1. Addo, A. (2011). *Financial reporting: a new outlook for University and Professional Students,* Kedard Office Equipment Services.
2. Drake, M., Engel, E., Hirst, E., & McAnally, M. L. (2014). *Cases in financial reporting,* (8th ed.). Cambridge Business Publishers.
3. Elliot, B. (2017). *Financial accounting and reporting,* (18th ed.). Trans-Atlantic Publications, Inc.
4. Gibson, C. H. (2013). *Financial reporting + analysis – T,* (13th ed.). South-Western/Centgage Learning.
5. Melville, A. (2016). *International financial reporting: a practical guide,* (5th ed.). Pearson.
6. Revsine, L., & Collins, D. (2017). *Financial reporting and analysis,* (7th ed.). McGraw-Hill Education.
7. Wahlen, J. M., & Baginski, S. P. (2014). *Financial reporting, financial statement analysis and valuation,* (8th ed.). South-Western College Pub.

MBAF603   Public Sector Accounting
Course Description
The overall aim of the course is to improve human source capacity needed for effective public financial management and accounting to secure economic, efficient and effective use of public resources. The course provides in-depth understanding of the public sector environment where politics and

management (economics) interplay to produce public administration. The role of accounting in securing public accountability and stewardship for effective corporate governance is examined. This course emphasizes the relevant of the International Public Sector Accounting Standards (IPSAS) in Ghanaian public sector financial management. The course is designed to equip students with in-depth knowledge of application of the relevant public financial management laws and IPSAS to public financial management and reporting. The accounting practices of the Consolidated Fund, the Ministries, Departments and Agencies (MDAs) and the Metropolitan, Municipal and Districts Assemblies (MMDAs), including the District Assembly Common Fund would be examined. The course also stresses ethical considerations in public financial management.

Course Outcomes
At the end of the course the student should:
- Distinguish between public sector environment and the private sector and implications for public sector management and policy;
- Outline the objectives and the usefulness of public sector accounting;
- Evaluate the strength of the regulatory and conceptual framework of public sector accounting, including the IPSAS
- Explain and treat public revenue, expenditure, asset, liability and funds in public accounts in accordance with relevant laws and IPSAS.
- Prepare a set of financial statement for the consolidated funds and the Ministries, Departments and Agencies in accordance with relevant laws and IPSAS.
- Identify and explain the various activities involved in each stage of the annual budgeting cycle of government.
- Prepare financial statement for the MMDAs, including the District Assembly Common Fund.
- State and explain the methods of public procurement and the conditions for suitability.
- Evaluate the objectives of public private partnership in public sector management.

Reading Materials
1. Agariga, E. (2014). *Public sector accounting and finance*, Ziphin Business World.
2. Ampadu, A. (2014). *Public sector accounting and finance*, EPP Book Services.
3. Funnell, W., Cooper, K., & Lee, J. (2012). *Public sector accounting and accountability in   Australia:* (2nd ed.). Sydney: UNSW Press (FCL).
4. IPSASB (2014), *International Public Sector Accounting Standards.*
5. Ruppel, W. (2010). *Governmental accounting made easy*. John Wiley & Sons.
6. 1992 Constitution of Ghana
7. Audit Service Act 2000 (Act 584)
8. Financial Administration Regulations 2004, LI 1802
9. Internal Audit Agency Act 2003 Act 658
10. Local Government Act 1993, Act 462 and amendments
11. Local Government Financial Memoranda
12. Public Financial Management Act 2016, Act 921
13. Public Procurement Act 2003 (Act 663), and amendments.

MBAF605   Corporate Finance
Course Description
This course builds on the principles and techniques of financial management and involves planning, controlling and allocation of resources. It aims at improving the skills of students in the application of the essential tools and techniques in corporate financial decision making. It deals with analysis of financial statements; capital investments decisions; valuation of securities; market for corporate control; Arbitrage theory and capital asset pricing model; and dividend policy. Also covered are capital structure,

leasing, and mergers and acquisitions.

Course Outcomes
At the end of the course, students will:
- Relate finance decisions in the light of agency problems and conflict of interest among companies' stakeholders.
- Interpret and analyse financial statements of companies.
- Prepare projected financial statements and use them for the analysis of a wide range of financial decisions.
- Apply the principles of risk and return to corporate investment decisions under uncertainty.
- Demonstrate conceptual and practical knowledge of capital structure and dividend policy and how it affects a firm value.
- Evaluate the financial risk profile of firms using costs of capital as measure.
- Undertake a valuation for a new or existing companies
- Analyse the impact of financing structure and sources of finance on the cost of capital and on value maximisation.
- Discuss firms' choice of capital structure and its implications for the value of the firm.
- Assess the reasons behind mergers and acquisitions and their welfare implications.
- Assess the economic benefits of leasing versus buying assets.

Reading Materials
1. Berk, J., & DeMarzo, J. (2016). *Corporate finance*, (4th ed.). Pearson Education, UK.
2. Brealey, R. A., Myres, S. C., & Allen, F. (2011). *Principles of corporate finance*, New York: McGraw-Hill/Irwin.
3. Damodaran, A. (2014). *Applied corporate finance,* (4th ed.). Wiley.
4. Ehrhardt, M. C., & Brigham, E. F. (2016). *Corporate finance: a focused approach,* (6th ed.). Cengage Learning.
5. Ross, S., & Westerfield, R. (2016). *Essential of corporate finance,* (9th ed.). McGraw-Hill Education.
6. Vernimmen, P., & Quiry, P. (2014). *Corporate finance: theory and practice,* (4th ed.). Wiley.

MBAF602   Corporate Reporting Strategy
Course Description
The course examines issues involved in corporate reporting from a broader perspective.
Corporate reporting is a collective responsibility of top management; however, the board has the ultimate responsibility in such communication. The course therefore emphasis the role and responsibilities of the board of directors in corporate reporting. The course also discusses the elements and information content of annual corporate reports in the changing corporate environment. Further, the course examine accounting and reporting implications for business combination (simple and complex arrangements) and the application of relevant IFRS to presentation of Consolidated Financial Statements, including joint venture arrangements. The course also looks at reconstruction of distressed businesses in line with acceptable schemes. Income measurement and value accounting and the effect of significant price level changes are covered. Finally, the course exposes students to contemporary corporate reporting strategies such as corporate social responsibility reporting, integrated reporting and environmental reporting.

Course Outcomes
At the end of the course, students will be able to:

- Recount the role and responsibilities of Board of Directors in Financial Reporting in line with relevant laws, frameworks and standards.
- Determine the elements of annual corporate reports and the information contents.
- Analyse the nature of subjective judgments involved in several complex areas of financial, social & environmental accounting and reporting.
- Apply IFRS to business combinations (simple and complex) and joint ventures and other complexities.
- Draw a reconstruction scheme for distressed businesses using stakeholder consultations.
- Conduct measurement and valuation in accounting to wide range of business transactions, including adjustment for price level changes
- Evaluate current developments in corporate reporting in the context of practical application, implications and the underlying conceptual issues
.

Reading Materials
1. Blackwood, N. (2014). *Advanced excel reporting for management accountants,* (1st ed.). Wiley.
2. Brockett, A., & Rezaee, Z. (2012). *Corporate sustainability integrating performance and reporting,* (1st ed.). Wiley.
3. David Y., & Jacob C. (2013). *Corporate reporting and analysis*, (3rd ed.). New York: Addison and Wesley.
4. Gray, S. J. (2014). *International accounting and transnational decisions*. Butterworth-Heinemann.
5. Laursen, G. H. N., & Thorlund, J. (2016). *Business analytics for managers: taking business intelligence beyond reporting,* (2nd ed.). Wiley.
6. Lev, B., & Gu, F. (2016). *The end of accounting and the path forward for investors and managers,* (1st ed.). Wiley.
7. Tully, R. (2016). *ACCA P2 (UK) corporate reporting,* Emile Woolf International.
8. Young, D. & Cohen, J. (2013). *Corporate financial reporting and analysis,* (3rd ed.). Wiley.

MBAF604 Taxation and Fiscal Policy
Course Description
The course introduces students to the Ghanaian Taxation Systems (GTS) and to the law and concepts that determine the liability for taxation. Also, students appreciate the components of government's Fiscal Policy Function (FPF) which influence government's revenue generation and expenditure. The course explores the distribution of income, economic stability and growth. The main area of study is the tax equation – the concepts of income and deductible expenses, National Income Analysis among others.

Course Outcomes
At the end of the course, students will:
- Define the term taxation
- Describe the role and the structure of taxation in an economy.
- Evaluate the efficiency of tax administration
- Relate investment opportunities in Ghana to fiscal policy choices.
- Explain the taxation of incomes from business, investment and employment.
- Compute tax liability of individuals and businesses.
- Compare and contrast the regulatory framework of the Mining and Petroleum (Oil and gas) sectors.
- Explain how taxpayers make use of tax planning opportunities.

Reading Materials
1. Ali-Nakyea A. (2012). *Taxation in Ghana: principles, practice and planning* - revised edition, Accra: Black Mask Limited.
2. Dua Agyeman, E. (2005). *Income tax, gift tax and capital gains tax,* EDA Accra: Publications. Ghana.
3. Chakraborty, L. S. (2016). *Fiscal consolidation, budget deficits and the macro-economy,* (1st ed.). SAGE Publications.
4. Kim, H. T. (2016). *Fiscal policy in dynamic economies,* Routledge.
5. Lymer, A., & Oats, L. (2013). *Taxation: policy and practice,* (20th ed.). Fiscal Publications.
6. Thom, M. (2017). *Tax politics and policy (politics of American public policy),* (1st ed.). Routledge.

MBAF606 Enterprise Risk Management
Course Description

This course is principally concerned with the nature of risk and understanding human perception of risk responses and classification, costs and benefits. It focuses on creating value for stakeholders through effective risk management. It includes understanding and setting risk appetite framework, identifying, measuring, mitigating, reporting and monitoring, and governance, thus developing a risk-awareness culture within the organization. The course introduces students to operational risk, strategic risk, financial risk, market risk, reputational risk. Enterprise Risk Management (ERM) principles, regulatory frameworks and practices. The course further covers political, legal or regulatory and event risks through lectures and case studies. The course exposes students to risk drivers in companies and financial institutions and the use of derivatives to hedge risk. The course covers the mix and level of risk exposures, quantify earnings-at-risk, value-at-risk and cash flow-at-risk, and make capital allocation decisions using risk-adjusted metrics. The course also entails risk treatment and responses, risk avoidance, control and financing, utility theory and its application, general nature of insurance contract, underwriting, re-insurance and pensions.

Course Outcomes

Upon completion of this course, students will:
- Analyze modern risk management processes.
- Relate risk appetite and strategy.
- Identify and manage multiple and cross-organisational risks.
- Demonstrate the ability to integrate responses to multiple risks in enterprises.
- Discuss the benefits of ERM and how its framework enables organisations to function as a going concern.
- Identify and evaluate enterprise risks
- Design a framework to assess, treat, monitor and report on risks affecting enterprises.
- Estimate the overall risk appetite of the organization, and manage risk exposures to within the risk appetite.

Reading Materials
1. Bragg, S. M. (2015). *Enterprise risk management: practical applications,* (1st ed.). Accounting Tools.
2. Chatterjee, D. P. & Balaraman, R. (2010) *Risk management.* New Delhi, Macmillan Press.
3. Fraser J. & Betty S. (2009). *Enterprise risk management*: *Today's leading research and best practices for tomorrow's executives,* London: John Wiley and Sons
4. George E. R. (2011). *Principles of risk management and insurance*, (11th ed.), Boston, Pearson Education Inc.
5. Gillespie, S. (2016). *Risk management: an enterprise dilemma,* (1st ed.). DBC Publishing.

6. Green, P. E. J. (2015). *Enterprise risk management: a common framework for the entire organization,* (1st ed.). Butterworth-Heinemann.
7. Gregory M. (2008). *Enterprise risk management: A Methodology for achieving strategic objectives*. New Jersey: John Wiley and Sons, Inc.
8. Hull, J. C. (2012). *Risk management and financial institutions,* (3rd ed.). Boston, Pearson Education Inc.
9. Hull, J. C. (2012). *Risk management and financial institutions*: (3rd ed.) Boston, Pearson Education Inc.
10. Lam, J. (2017). *Implementing enterprise risk management: from methods to applications*, (1st ed.). Wiley.
11. Robertson, E. A. (2016). *Enterprise risk management tools and templates,* (2nd ed.). ER Technical Inc.
12. Wetherbee, J. (2016). *Controlling risk: thirty techniques for operating excellence*, (1st ed.). Morgan James Publishing.

MBAU602 Audit Related and Assurance Services

Course Description

This course examines the legal and regulatory environment of business including money laundering, and professional and ethical considerations, code of ethics and professional liability. The course further describes the procedures in practice management, including quality control and the acceptance and retention of professional engagements. The scope of the course extends to audit of financial statements, including planning, evidence and review. It then covers other assignments including prospective financial information, and other assurance and reporting of these assignments. The course also explores current issues and developments relating to the provision of audit related and assurance services.

Course Outcomes

At the end of the course, students should be able to:

- Recognise the legal and regulatory environment and its impact on audit and assurance practice.

- Demonstrate the ability to work effectively on an assurance or other service engagement within a professional and ethical framework.

- Assess and recommend appropriate quality control policies and procedures in practice management and recognise the auditor's position in relation to the acceptance and retention of professional appointments.

- Identify and formulate the work required to meet the objectives of audit assignments and apply the International Standards on Auditing.

- Identify and formulate the work required to meet the objectives of non-audit assignments.

- Evaluate findings and the results of work performed and draft suitable reports on assignments.

- Recognize current issues and developments relating to the provision of audit related and assurance service.

Reading Materials

- Elder, R. J., Beasley, M. S., & Arens, A. A. (2011). *Auditing and Assurance services*. Pearson Higher Ed.
- ICAG (2015) Study Manual: Advance audit and assurance, BPB publications.
- International Standards on Auditing (2015).
- Knechel, W. R., & Salterio, S. E. (2016). *Auditing: assurance and risk*. Routledge.
- Leung, P., Coram, P., Cooper, B., & Richardson, P. (2009). *Modern Auditing and Assurance Services,(4e)*. John Wiley and Sons, Australia.
- Okezie, B. N. (2008). Audit and Assurance Services. *Aba: Concept Publishers*.
- Omane-Antwi, K. B. (2009). *Auditing: Theory and Practice (The Auditing Compendium).* Tema: Dig books Ghana Ltd.
- William Jr, M., Glover, S., & Prawitt, D. (2016). *Auditing and assurance services: A systematic approach*. McGraw-Hill Education.

MBAF612   Financial Markets and Institutions
Course Description

This course introduces students to the economics of money, banking and financial markets and how these interact with the individual, business and general economy. The course covers topics such as how financial markets work, and the impact of financial markets on the domestic and international economic system. In addition, the course focuses on the role of money in the economy; different monetary policy tools; and the conduct and transmission mechanisms of monetary policy. It also examines the form and function of various financial markets and the manner in which financial managers use these markets to accomplish strategic corporate objectives. Focus is placed on the behaviours of major financial institutions and their role in the intermediation process as suppliers of funds. as well as the form and function of specific financial markets. This includes financial market instruments and intermediaries, and money and capital markets and financial tables.

Course Outcomes

At the end of the course, students will:

- Describe the developments and challenges facing the Ghanaian and international financial systems.
- Distinguish between corporate financial management and the financial risks of international operations.
- Examine different functions of financial instruments, financial markets and financial institutions.
- Analyse the behaviour and performance of the financial system as a financial environment.
- Explain financial intermediation and money supply processes in an economy.
- Evaluate the central bank's monetary policy decisions.

Reading Materials

1. Haan, J., & Oosterloo, S. (2015). *Financial markets and institutions: an European perspective,* (3rd ed.). Cambridge University Press.
2. Kaufman, H. (2017). *Tectonic shift in financial markets: people, policies and institutions,* (1st ed.). Palgrave Macmillan.
3. Kidwell, D. S., & Blackwell, D. W. (2016). *Financial institutions, markets and money,* (12th ed.). Wiley.
4. Madura, J. (2017). *Financial markets and institutions,* (12th ed.). South-Western College Pub.
5. Mishkin, F. S., & Eakins, S. (2014). *Financial markets and institutions,* (8th ed.). Pearson.
6. Saunders, A., & Cornett, M. (2014). *Financial markets and institutions,* (6th ed.). McGraw-Hill Education.

MBCG610 Business Etiquette / Practitioners Forum
Course Description
This course introduces students to etiquettes and teaches all forms of business etiquette: dining etiquette, communication etiquette, telephone etiquette, meeting etiquette, tipping etiquette, travel etiquette, email etiquette, voicemail etiquette, business cocktail party etiquette, wardrobe etiquette, and more. It is specifically designed to polish their skills and improve their professional image. Seminar sessions are aimed at assessing how students can apply knowledge gained through the course in industry situations. Students will be required to spend thirty hours in exploring a particular business case in industry and a log would be kept throughout the process. The log would be presented as part of the assessment process constituting the 40% continuous assessment. At the end of the period, students would be required to present a term-paper on selected topics and present this at various seminars and in the practitioners' forum. The term paper would be graded 60%. Practitioners evaluate the merits of presentation and discuss them from contemporary issues perspective. The aim is to prepare students lay the ground work for business creation, development and initiation through field work. Additionally, students acquire insights into running, sustaining and improving businesses.

Course Outcomes
At the end of the course, students will:
- Demonstrate ability to prepare business plans.
- Demonstrate ability to identify research and analyse potential markets that will enhance value creation and profitability.
- Explain the entrepreneurial process from idea generation to the commercialization and implementation of new business ventures.
- Demonstrate the capacity to identify and acquire the resources needed for the creation and implementation of a new venture including the financial, human and managerial resources
- Explain the concept of risk and how its effects on new ventures can be reduced or minimized
- Demonstrate effective self-introductions, introductions of others, and small talk.
- Describe how to use phone to communicate effectively.

Reading Materials
1. Gottsman, D. (2017). *Modern etiquette for a better life: master all social and business exchanges,* (1st ed.). Page Street Publishing.
2. Langford, B. (2016). *The etiquette edge: modern manners for business success,* (2nd ed.). AMACOM.
3. McCammon, R. (2015). *Works well with others: an outsider's guide to shaking hands, shutting up, handling jerks and other crucial skills in business that no one ever teaches you,* (1st ed.). Dutton.
4. Post, E. (2017). *Etiquette in society, in business, in politics, and at home,* (1st ed.). Open Road Media.
5. Post, P., & Post, A. (2014). *The etiquette advantage in business: personal skills for professional success,* (3rd ed.). William Morrow.
6. Seglin, J. L. (2016). *The simple art of business etiquette: how to rise to the top by playing nice,* (1st ed.). Tycho Press.

MPGL620   Project Work
MBA Accounting and Finance students are required to undertake a research study on a chosen topic in Accounting and Finance and write a Project Work. The Project Work would take a maximum of six (6) months for a total credit of six (6) hours.

3.11.2 SPECIALIZED AND ELECTIVE COURSES: MBA AUDITING

MBAU601   Conduct of Audit and Reporting (3 Credits)
Course Description
This course is designed to cover the conduct of an audit in organisations. Students will gain practical knowledge of the audit of historical financial statement and issues arising with group audit, evaluate the various elements of the auditor's report and the other reporting relationship as may be required by the Regulatory Supervisory Body. The course will enable students to understand laws and regulations affecting clients and also to assess professional and ethical considerations in a particular audit assignment. The course equips students to exhibit ability to apply evidence gathering procedures relating to relevant financial reporting and auditing standards. The course makes use of case studies to enable students apply knowledge gained to real life situations.

Course Learning outcomes
At the end of this course, students will:
- Explain the role of the audit function within organizations;
- Assess the impact of legal and regulatory framework of audit and assurance practices;
- Evaluate Quality Control, Professional and Ethical considerations of an audit;
- Evaluate audit planning and evidence gathering procedures on an audit assignment;
- Assess the adequacy of internal controls in achieving risk mitigations;
- Perform audit of historical financial statement including group assignments;
- Discuss audit findings and management reports with clients and draft suitable report on financial statements.

Reading Materials
Alvin, A. R, Mark, B. (2013). *Auditing and assurance services.* New York: Pearson.
Gyasi K. (2011), *Financial Auditing*, Ghana Publishing Corporation, Accra.
Emile, W. I. (2010). *International study test: advance audit and assurance*. Emile Woolf International
        Publishers, London.
Laura, I. J. Greg, J. (2013).*Computerized practice set for comprehensive assurance & systems tool
        (CAST).* New York: Pearson.
Marlene, D. John, A. (2010). *Auditing fundamentals.* New York: Pearson.
Omane-Antwi K. B. (2009), *Auditing, Theory and Practice, (The Auditing Compendium),* Accra; digi books

MBAU 602 Audit Related and Assurance Services (3 Credits)
This course is designed to expose students to audit-related and assurance services. The course addresses the various levels of assurance provided by the auditor, types of audit related services, and the need for assurance services. It also includes the performance of review assignment, agreed upon procedures, compilation of reports, and risk assessment. Performance measurement: i.e. benefits of providing assurance on business performance, relevance of traditional financial accounting performance measures and operational measures, the elements of value for money audits, Information system reliability and audit of prospective financial information.

The main intent of this course is to equip students with skills to analyze, evaluate and conclude on the assurance engagements and other related audit and assurance issues in the context of best contemporary practices.

Course Learning Outcomes
At the end of this course, students will:
- Assess the impact of legal and regulatory framework on audit and assurance practices;

- Demonstrate knowledge of current issues and development to the provision of Audit-related and assurance;

- Identify and formulate work-plan required to meet the objectives of audit and non-assignment and apply the International Standards on Auditing;

- Evaluate findings and recommendation of work executed and draft suitable report on assignments;

- Demonstrate the ability to work effectively on an assurance or other service engagements within a professional and ethical framework;

- Apply International Auditing Standards and National Auditing Standards in the conduct of audit and related services.

Reading Materials
BPP, (2017). *P7 International Study Test: Advanced Audit and Assurance, International, Study Text. BPP* Learning Media, London.
Gyasi K. (2011) *Financial Auditing,* Ghana Publishing Corporation. Accra.
Omane-Antwi, K. B. (2009) *Auditing Theory and Practice, (Auditing Compendium).* digital books, Accra.

MBAU606 Forensic Auditing   **(3 Credits)**
Course description
The course is designed to cover applications of forensic auditing (e.g. Fraud, negligence, insurance claims) and the role of the forensic auditor as an expert witness. It discusses the investigative procedures and evidence appropriate in determining the loss in a given situation. The course also deals with the procedures for carrying out fraud investigations for a client. It also analyses the procedures for the form and contents of investigation reports.

Course Learning Outcomes
At the end of the course participants will:
- Apply forensic auditing techniques to identify and prevent fraud;
- Identify and mitigate the potential for white collar crime within the organization.
- Demonstrate skills for prevention, detection, investigation and successful prosecution of economic crime, in particular cases involving fraud;
- Identify the steps of an internal fraud investigation leading to a structured forensic audit;
- Apply accounting skills to track and collect forensic evidence for investigation and the prosecution of criminal acts;
- Design forensic audit plan for the entire organization.

Reading Materials

Alvin, A. R., Mark, B. (2013). *Auditing and assurance services.* New York: Pearson.

Laura, I. J., Greg, J. (2013) *Computerized practice set for comprehensive assurance & systems Tool (CAST).* New York: Pearson.

Marlene, D., John, A.(2010). *Auditing fundamentals.* New York: Pearson.

Michael P. C, T. W. (2003). *Managing the audit function: a corporate audit department procedures guide.* New York: Wiley.

Tommie W. S, A. J. (2010). *Fraud auditing and forensic accounting.* New York: Wiley.

Tommie W., Singleton, J. S. (2006). *Fraud auditing and forensic accounting.* New York: Wiley.

3.11.3 SPECIALIZED AND ELECTIVE COURSES: MBA INTERNAL AUDITING

Course Description

This course is designed to expose students to the basics of auditing. At the end of the course, Students will be able to distinguish between Internal and External Auditing, statutory and non-statutory, financial and operating auditing, limitation of auditing and expectation gap, and acquire knowledge concerning the development of Internal Auditing; ethics and accountability, internal controls and risk management; the Internal Audit role; the audit approach and setting the audit strategy; field work and reporting.

Course learning outcomes

Upon completion of this course, the student will:

- Describe the nature, purpose and objective of auditing
- Explain the Agency Theory
- Distinguish between the various types of audits and explain the expectation gap;
- Explain the different types of audits and their respective limitations;
- Explain the characteristics of an effective auditor
- Demonstrate an understanding of the Legal and Ethical framework for auditing;
- Develop an Internal Audit Strategic Plan and Internal Audit Annual Plan;
- Demonstrate an understanding of the components of the International Professional Practices Framework (IPPF) and its focus on Authoritative Guidance;
- Explain the audit follow-up process.

Reading Materials

Marlene, D., John, A.(2010). *Auditing fundamentals.* New York: Pearson.

Michael P. C, T. W. (2003). *Managing the audit function: a corporate audit department procedures guide.* New York: Wiley.

Marlene, D. John, A. (2010). *Auditing fundamentals.* New York: Pearson.

MBIA603 CORPORATE COMMUNICATION SKILLS
Corse Description

This course is designed to develop students' ability to communicate effectively in front of any type of audience. The related control consists of methods or oral and written communication, persuasion techniques, managerial dialectic and facilitation. The course builds on the experience and exposure necessary to develop outstanding presentation and communication talents. It examines the practical concepts of public and creates face to face speaking. The course will also help to create a standing and authority through well applied dialectic.

Course learning outcomes

At the end of the course students will:
- Evaluate the methods of communication and business correspondence;
- Carry out persuasive communication to influence and make presentations and summarise and comprehend while providing feedback.
- Demonstrate knowledge in negotiating skills for the Internal Auditor.

Reading materials

Blundel, R. (2004). *Effective organizational communication-perspectives, principles and practices*, Prentice Hall, London.

Hamilton, C. (2005). *Communicating for results, a guide for business and professions,* Wadsworth, China.

Hanna, S. M. & Wilson, L. G. (1991). *Communication in business and professional Setting*.

Lesikar, C. (2005). *Lesikar's business communication*, McGraw-Hill, N. Y.

Miller, K. (2006). *Organizational communication, approaches and processes*, Thompson Wadsworth, USA.

MBIA602   TOTAL QUALITY MANAGEMENT AND QUALITY IMPROVEMENT PROGRAMME (3 CREDITS)

Course description

The course describes the basic principles of Total Quality Management (TQM) and outlines the evolution of TQM. It also examines the system of profound knowledge and tools as well as techniques for management quality. It gives an overview of ISO 9,000 series for the management and improvement of quality systems. It also examines other quality improvement modules and programmes with emphasis on Quality Assurance Improvement Programmes and other assessment modules for internal and external assessment. Top15 standards requiring remediation and conformity to best practices, benchmarking tools such as GAIN and other performance indicators used to measure effectiveness and efficiency are also examined.

Course Outcomes

At the end of the course participants will:
- Explain the concept of quality when used in a work related environment
- Explain how the concept of quality has evolved and its implications for management
- Explain the role of different quality functions
- Describe the quality management function within an organization
- Demonstrate how total quality principles can improve business performance
- Explain the use of the 'Plan, Do, Check, Act' (PDCA) cycle within management systems
- Analyse and evaluate the implications of cost of quality on the organization's performance
- Describe the various tools and Techniques for managing for Quality
- Describe ISO:9001:2008/2015, QMS and it application in business improvement
- Discuss Quality Audits in business improvement
- Make recommendations for implementing a quality costing programme in an organization

Readings

Joseph Berk (2000), *Quality Management for the Technology Sector, Butterworth-Heinemann* Publishing.

Stephen George and Arnold Weimerskirch (1998), *Total Quality Management,* 2nd Edition.

MBIA605   INFORMATION SYSTEMS AND FRAUD
Course description
This course will expose students to skills to identify and detect system frauds inherent a control system. It will equip students with the necessary skills in business information systems to be able to appreciate fraud (including money laundering and data mining) associated with computer applications, be able to assess risk and its mitigation, legal, ethical considerations and privacy issues related to technological advancement. Students will also be equipped with the knowledge of and how to carry out forensic auditing as a main feature of this course.

Course learning outcomes
At the end of this course, students will:
- Demonstrate knowledge and skills to be able to identify and evaluate the different types of business fraud that can be perpetrated using computers.
- Describe business information systems.
- Demonstrate understanding and knowledge of and how to carry out forensic auditing as a main feature of this course.
- Explain the elements of business ethics (such as rules on conflict of interest), criminology, criminal law and international treaties and conventions, the use of IT to commit fraud and inversely the use of IT to prevent and detect fraud.

Laura, I. J., Greg, J. (2013) *Computerized practice set for comprehensive assurance & systems Tool (CAST).* New York: Pearson.
Marlene, D., John, A.(2010). *Auditing fundamentals.* New York: Pearson.
Michael P. C, T. W. (2003). *Managing the audit function: a corporate audit department procedures guide.* New York: Wiley.
Tommie W. S, A. J. (2010). *Fraud auditing and forensic accounting.* New York: Wiley.
Tommie W., Singleton, J. S. (2006). *Fraud auditing and forensic accounting.* New York: Wiley.

MBIA614   INFORMATION SYSTEMS AUDITING (3 CREDITS)
Course description
The course will expose students to practical knowledge in the IS Audit function in detail and taken through the audit process (planning, management, evidence and reporting follow up) related to information systems. Knowledge in IT general controls; IT applications and emerging and evolving concept of continuous auditing and engagement tools would be gained in this module. Detailed knowledge of the Standards and Guidelines relating to IS Auditing will be acquired in this course.
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Course learning outcomes
At the end of the course, students will:

- Demonstrate knowledge in computerised audit tools and techniques (embedded audit modules; data extraction techniques; generalised audit software e.g. ACL, IDEA; spreadsheet analysis; automated work papers e.g. Lotus notes, Auditor Assistant);
- Explain the knowledge process of mapping including flowcharting;

- Describe the Technical Infrastructure and Operational Practices (Planning, Implementation and Operational Practices) in IS and the maintenance of IS and Technical Infrastructures, and how all of these can be audited.

- ▪ Demonstrate knowledge in the Protection of Information Assets (Assets security management, Logical IT Security, Applied IT Security, Physical and Environmental Security), Disaster Management & Recovery, Business Continuity and IT, the Internal Audit role in IS Project management, Risk management.

Reading materials

Alvin, A. R., Mark, B. (2013). *Auditing and assurance services.* New York: Pearson.

Laura, I. J., Greg, J. (2013) *Computerized practice set for comprehensive assurance & systems Tool (CAST).* New York: Pearson.

Marlene, D., John, A.(2010). *Auditing fundamentals.* New York: Pearson.

Michael P. C, T. W. (2003). *Managing the audit function: a corporate audit department procedures guide.* New York: Wiley.

Tommie W. S, A. J. (2010). *Fraud auditing and forensic accounting.* New York: Wiley.

Tommie W., Singleton, J. S. (2006). *Fraud auditing and forensic accounting.* New York: Wiley.

3.11.4 SPECIALIZED COURSES: MASTER OF BUSINESS ADMINISTRATION (MBA) CORPORATE GOVERNANCE

MBCG601 CORPORATE GOVERNANCE: THEORIES & ISSUES   (3 credits)
Course Description:
The course exposes students to theories, concepts, and principles as well regulations of corporate governance. Corporate Governance cases from various business organizations across the world will be discussed and students will be expected to write reports on them. At the end of the course, students will be able to explain and apply theories about the roles of different governance mechanisms in improving the performance of companies, describe the primary roles of different governance bodies within a company, such as, the board of directors, nomination committees and audit committees, understand what is meant by internal control and enterprise risk management, use financial theories and empirical studies as tools for an evaluation of corporate governance rules and practices.

Learning Outcomes:
Upon completion of this course students will:
- Describe the appropriate mechanism for effective governance.
- Explain the shareholder and stakeholder rights and responsibilities.
- Demonstrate knowledge and understanding of sound principles of direction and management.
- Describe the significance of an audit committee, its composition and responsibilities
- Develop theories for best practices in corporate governance.
- Demonstrate an understanding of the relationship between span of management/control or span of management
- Outline, with examples, the planning process, as it applies to different organizational levels.

Recommended Readings:
- Bass, B. M. (1990). From Transactional to Transformational Leadership: Learning to Share the Vision. *Organisational Dynamics* 18, pp 19-31.
- Grint, K. (Ed) (1997) *Leadership.* Oxford University Press.

- Kuhnert, K. W. (1994) *Transforming leadership: Developing people through delegation.* In B. M. Bass and B. J. Avolio (Eds), *Improving organizational effectiveness through transformational leadership* (pp. 10-25). Thousand Oaks, Ca, Sage.
- Stoghill, R. M. (1950) Leadership, Membership and Organisation. *Psychological Bulletin* No 47 pp 1-14.
- Northhouse, P. G. (2004) *Leadership Theory and Practice.* Sage.

MBCG614 INTERNAL AUDIT AND CONTROLS   **(3 Credits)**
Course Description:
This course covers objectives, concepts, principles, and techniques of internal auditing. Students who take this course will be well prepared to play a senior role in the internal auditing team of private or public organizations. The course covers the role of the internal auditor; types of audits; enterprise risk management; planning the internal audit; the examination phase of internal auditing; reporting, audit observations and monitoring; the impact of information technology on internal auditing; internal audit of purchasing, human resources management, marketing, and financial management; and internal auditing in the public-sector and non-profit organizations.

Course Outcomes
At the end of the course participants will:
- Describe the role of the internal audit function within organization.
- Relate with the internal audit team using language and technical terms, as appropriate, to the situation and requirements.
- Contribute to the effective delivery of an internal audit assignment through appreciation of the planning, delivery and execution of audit assignments.
- Evaluate the effectiveness of internal controls in achieving business objectives.
- Assess adequacy of internal controls in risk mitigation.
- Plan, execute, and perform individual audit engagements.
- Form audit opinions on financial statements, prepare auditors' report and prepare reports to management based on statutory audits.
- Discuss internal audit findings and management reports with clients.
- Perform special audit engagements and investigations.
- Ensure proper closure of audit assignments and avoid conflicts arising from audits.

Reading Materials
- Cover, D. (2009). *Internal audit: efficiency through automation.* New York: John Wiley & Sons.
- Spencer, K. H. (2005). *The essential handbook of internal auditing.* New York: John Wiley & Sons.
- Spencer, P. K. (2011). *The essential guide to internal auditing.* New York: John Wliey & Sons.

MBCG615   Project Management
                         (3 Credits)
Course Description
The course is designed to introduce students to the processes required for successful completion of projects. It emphasizes project planning, development, integration, and coordination in order to create a consistent, coherent document. The course further aims to provide both basic and some

advanced exposure to project management to develop managers' skills for successfully completing sophisticated projects within the constraints of capital, time, and other resources.

Learning Outcomes:

At the end of this course students will:
- Evaluate a project to develop the scope of work, provide accurate cost estimates, and to plan the various activities.
- Apply risk management techniques to identify the factors that put a project at risk and to quantify the likely effect of risk on project timescales.
- Clearly define project objectives.
- Develop a manageable project schedule.
- Explain scope creep and change control.
- Use tools and techniques to manage a project during execution.

Initiate
- Project Charter Development
- Scope Statement Development

Plan
- Create a Work Breakdown Structure
- Schedule Development
- Resource Planning
- Communications Planning
- Risk Planning

Execution/Control/Close
- Scope Control
- The Triple Constraint and Project Control
- Project Communications
- Lessons Learned

Templates
- Project Charter
- Scope Statement
- Assumptions and Constraints Log
- Issues Log
- Communications Plan
- Project Change Log

Reading Materials:
- Meredith, J.R., S.J. Mantel. (1995). *Project management: a managerial approach.* John Wiley and Sons. New York.
- Project Management Institute (1996). *A Guide to the project management of knowledge (PMBoK).* Newton Square, PA.

MBCG606   ADVANCED HUMAN RESOURCE MANAGEMENT   (3 Credits)
Course Description

This course provides students with an in-depth examination of theories and principles in the human resource management (HRM) and human resource (HR) development functional areas. The course emphasizes practical activities, ranging from an assessment of the global economic environment and organizational culture to the analysis of competencies and the implementation of HR decisions. Students carry out a detailed strategic analysis of an HRM issue in their organizations, and, in doing so learn how to effectively manage human resources in a way that contributes to improved performance, productivity, and morale.

Learning Outcomes:
At the end of this course students will:
- Distinguish between HRM and organisational performance.
- Evaluate alternative perspectives on HR practices;
- Analyse the relationship between HR practices and their outcomes for the individual and the organisation;
- Evaluate the effectiveness of different HR practices;
- Analyse the limitations of the HR theories.

Reading materials
- Collins, J.(2001). *Good to Great: why some companies make the leap...and others don't.* HarperCollins Publishers, Inc, 2001. Type: Textbook. ISBN:0-06-662099-6
- Schwind, H., Das, H., Wagar, T., Fassina, N., and Bulmash, J. (2013).*Canadian human resource management: a strategic approach*. 10th ed. Toronto: McGraw-Hill Ryerson, Type: Textbook. ISBN-13: 978-0-07-105155-2/ ISBN-10: 0-07-105155-4
- Smith, J. R., Golden, P. A., & Deighan, M. (2010). *Hr Management: the Human Resource Management Simulation.* Charlottsville, VA: Interpretive Simulations

MBCG 616   FINANCIAL STATEMENT ANALYSIS & DECISION MAKING   (3 CREDITS)
Course Description:
The course introduces students to the methods used by interested parties such as investors, creditors, and management to evaluate the past, current, and projected conditions and performance of the firm. Ratio analysis is the common form of financial analysis. It further provides relative measures of the firm's conditions and performance. Horizontal analysis is used to evaluate the trend in the accounts over the years, whiles vertical analysis will be used to disclose the internal structure of the firm.

Learning Outcomes:
At the end of this course students will:
- Identify the needs and intents of users/stakeholders of financial statements.
- Evaluate the financial and non-financial performance of organisations.
- Apply ratios to evaluate the financial performance of organisations.
- Prepare value added statements, common size statements, profitability index, and simple cash flow statement for organizations.
- Facilitate decision-making using the financial statement.

References:
- Richard, L., Pendril, D. (2004). *Advanced financial reporting*. Pearson, London.
- Stuart, M.C. (2010). *Mastering financial accounting essentials: Critacal Nuts and Bolts.* John Wiley & Sons, London.

- Wood, F. (2008). *Business accounting.* Pearson Education Limited, London.

MBCG650   ADVANCED ENTREPRENEURSHIP DEVELOPMENT   (3 CREDIT)
Course Description:
The course seeks to help students' develop entrepreneurial knowledge and skills. Students will be taught to appreciate entrepreneurship as one of the processes towards nation building. Real life cases of local and international entrepreneurs as well as entrepreneurial ventures are explored and students will be asked to produce a sellable business proposal for assessment.

Learning Outcomes
At the end of this course students will:
- Demonstrate detailed knowledge and critical understanding of the theories, concepts, issues and challenges related to entrepreneurship.
- Demonstrate in-depth knowledge and critical understanding of the key business concepts that underpin entrepreneurship.
- Demonstrate in-depth knowledge and critical understanding of recognising, and addressing, the challenges faced in developing entrepreneurial ventures.
- Demonstrate knowledge of business and management concepts, including marketing, financial analysis, venture capital investment and copyright and intellectual property law, and the critical importance of their interplay in an entrepreneurial venture.
- Create awareness of personal responsibility and professional codes of conduct in the entrepreneurial environment and will incorporate a critical ethical dimension into a major piece of work.

Reading materials
- Ayeetey, Amoah Baah-Nuakoh, Tamara Duggleby, Hemamala Hettige and William F. Steel (1994) *Supply and demand for finance of small enterprises in Ghana*. Discussion Paper no 251 Technical Department, Africa Region Washington DC: World Bank. For selected tables only.
- Augustine F. Gockel and Sesi K. Akoena (March 2002) *Financial intermediation for the poor: credit demand by micro, small and medium scale enterprises in Ghana. A Further Assignment for Financial Sector Policy? International* Labour Organisation ISBN 92-2-113054-1: ISSN 1609-8382
- Kuratko, D.F. & Hodgetts R.M. (2007) *Entrepreneurship in the new millenium*, New Delhi: South Western
- Kuratko, D.F. & Hodgetts R.M. (2007). *Entrepreneurship in the new millenium*, New Delhi: South Western.
- Leon C. Megginson, Mary Jane Byrd and William L. Magginson (1994) *Small business management: An Entrepreneur's Guidebook*. McGraw-Hill Irwin.

3.11.5 SPECIALIZED COURSES: MASTER OF BUSINESS ADMINISTRATION (MBA) PETROLEUM ACCOUNTING AND FINANCE

MBAP601 FUNDAMENTALS OF PETROLEUM (3 CREDITS)
Course Description:
The course is designed to introduce students to the oil and gas industry value-chain and its key stakeholders. It gives the general overview of the entire oil and gas industry with emphasis on the

principles of the upstream sector and its practical application in the Ghanaian context. It further attempts to examine the regulatory environment and establishes its linkages with the international oil and gas industry.

This Course is taught mainly in a lecture/discussion style with audio visual support. It will also involve group exercises and discussions of practical case scenarios, review of relevant literature, class activity and seminars facilitated by participants.

Learning Outcomes:
At the end of this course, students will:

- Explain the origin and formation of oil and gas;

- Identify stakeholders in the industry and understand their roles;

- Describe the structure and activities of the oil and gas industry – Upstream, Midstream and Downstream ;

- Describe the exploration and production processes involved in the field development lifecycle;

- Explain the current level of petroleum activities in Ghana's upstream sector and the roles of various sector agencies;

- Describe the crude oil markets and retailing of petroleum products.

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Reading materials
Dennis R. Jennings, Joseph B. Feiten & Horace R. Brock (2000), *Petroleum Accounting – Principles, Procedures and Issues, Professional Development Institute Publishers   Denton Texas, University of Texas,5th Edition.*
Rebecca L. Busby (2005), *International Petroleum Encyclopedia,* Penn Well Publishing Co.
James Bush and Daniel Johnston (1998), *International Oil Company Financial Management in Nontechnical Language*, Penn Well Publishing Co.

MBAP603 PETROLEUM FINANCE & ECONOMICS (3 CREDITS)
Course Description
This course is designed to introduce students to all aspects of the economics and finance of oil trading, leading to the basic understanding of operation of the physical oil market, an understanding of what a refinery does, trading instruments such as options, swaps and the implications of new oil trading techniques might have on accounting and taxation. The course has been divided into 3 complimentary parts, with Part 1 (Characteristics) designed to provide an introduction to oil and oil trading; Part 2 (Instruments and markets) focusing on the various trading instruments and Part 3 (Administration) discussing the "back-office" activities without which oil trading could not continue, i.e. contracts and regulations, credit control, accounting, taxation etc. Throughout lectures examples will be drawn both from the global as well as Ghana's nascent oil and gas industry.

Course Learning outcomes
At the end of the course, students will:
- Demonstrate knowledge in Economics and Finance of oil and oil trading, including the nature of oil as a commodity, the refinery processes and the different ways in which oil is priced;
- Explain the various trading instruments and be able to describe the markets that have evolved to trade these instruments;

- Demonstrate a good understanding of the physical oil markets, forwards and futures markets, options and swaps;
- Examine the essential "back-room" activities for oil trading, including accounting, taxation, contracts and regulation, controlling financial risk;
- Discuss the risk management in the industry using the appropriate financial tools to minimize risks and maximize payoffs.

Reading Materials
David Long (2003), *Oil Trading Manual: A comprehensive guide to the oil markets*. Woodhead Publishing Limited, London.

MBAP605   APPLIED STATISTICS & ENERGY ECONOMICS (3 CREDITS)

Course description
The main purpose of this course is to provide students with a background in statistical principles.
At the end of the course, the students' knowledge and conceptual understanding of the relevant descriptive and analytically applied statistics necessary for problem solving will be enhanced and students should be able to search standard sources of economic data, use statistical tools and models, present and analyze that data, be able to use a spreadsheet to graph data and calculate standard summary statistics, interpret graphs and summary statistics, interpret simple regression output and conduct tests on the coefficients, understand articles and use economic data to develop the capacity to explain economic conditions in the oil and gas sector.

Course Learning outcomes
At the end of the course, students will:
- Formulate economic and business issues in mathematical expressions and contextualization;
- Use mathematical knowledge to solve economic and business problem;
- Solve optimization problems of output and profit;
- Formulate linear and non-linear programming models and solve them;
- Forecast economic and business variables;
- Formulate and solve business and economic issues and problems using matrix algebra.
- Be able to search standard sources of economic data,
- Use statistical tools and models,
- Present and analyze various types of data,
- Be able to use a spreadsheet to graph data and calculate standard summary statistics and perform hypothesis tests about the mean, proportion, difference in means and difference in proportions
- Be able to interpret graphs and summary statistics, interpret simple regression output and conduct tests on the coefficients,
- Understand articles and use business/economic data to develop the capacity to explain business/economic conditions in the oil and gas sector and related fields in business.

Reading materials
Goel A. & Goel A. (2007). *Mathematics and Statistics*, Taxmann Allied Services (P.) Ltd. New   Delhi. 4th Edition
Chiang A. C. & Kevin Wainwright (2005). *Fundamental Methods of Mathematical Economics,* Irwin/McGraw-Hill, 4th Edition.
Dowling, E. T. (2011). *Introduction to Mathematical Economics*; 3rd Edition, Schaum's Outline series, McGraw-Hill Inc.
EIan Jacques (2009) *Mathematics for Economics and Business*, 6th edition, Prentice Hall.

MBAP602 PETROLEUM POLICY AND STRATEGIC RESOURCE MANAGEMENT

(3 CREDITS)
Course description
The course will provide students with basic understanding of the global environment in which oil and gas companies operate in, as well as, have an appreciation of the processes involved in managing uncertainties in a rapidly changing business environment, developing strategies, assessing business risks surrounding strategic choices, providing insight into the tools available for managing risks as well as the national polices, laws and regulations and international protocols guiding the exploration, development and production of oil and gas globally. At the end of the course, students would have developed the skills and capabilities necessary to manage and administer the petroleum resources of countries and make professional contributions to ensure overall efficiency of national petroleum policies and management after having been exposed to resource management techniques, dealing with topics like: policy making, monitoring, governance, technology assessment, human resource management, economics and markets.

Course Learning outcomes
On completing the course, students will:
- Demonstrate an understanding of Oil and Gas Economy and the Supply Chain.
- Demonstrate an understanding of Financial Performance within the Oil and Gas Industry
- Identify the major players in the Global Gas and Oil Industry.
- Demonstrate the knowledge of strategic goals of IOCs, NOCs, Independent Firms, etc.
- Analyze the Missions of IOCs and NOCs
- Evaluate/Compare the Performance of IOCs and NOCs based on their missions
- Demonstrate knowledge of the business strategy in the Oil and Gas Industry
- Demonstrate an understanding of various strategic management models (SWOT, PESTEL, Ansoff Growth Model, Michael Porter's 5 Forces, BCG Growth Matrix, etc).
- Identify the Oil and Gas Project Life-Cycle
- Evaluate the opportunities that exists in the Development of the Oil and Gas sector
- Contribute to the management of the Oil and Gas resources of Ghana
- Demonstrate an understanding of the Future of the Oil and Gas Industry.

Reading Materials

Inkpen, Andrew and Moffett, Michael (2011), *Global Oil and Gas Industry: Management,*

    Strategy and Finance, Penn Well, Inc, Tulsa, OK, USA.

MBAP604   LEGAL FRAMEWORK IN OIL & GAS MANAGEMENT IN GHANA (3

CREDITS)

Course Description
The course outlines and describes the legal regime and regulatory framework relating to Oil and Gas activities in Ghana. It is also recognized that profit-seeking companies, often coming from outside the nation in question, can bring technical, organizational and financial capabilities which will be decisive for a successful development of the petroleum resources. However, this requires proper legal framework in place and efficient monitoring by the authorities. Specifically, the course will focus on aspects of Law of Contract, Company Law, Constitutional and Administrative Law, Tort and Environmental Law

that are relevant to the Oil and Gas industry. Examples of the Laws that will be considered are: The Petroleum (Exploration and Production) Act PNDC law 84, the Ghana National Petroleum Corporation Act, 1983(PNDC Law 64), Petroleum Income Tax Act 1987(PNDC Law 188).

MBAP610 INTRODUCTION TO PETROLEUM FINANCE AND ACCOUNTING (3 CREDITS)

Course description

The course offers a blend of theoretical and the practical skills required for effective financial management within the petroleum sector and the key issues in accounting for upstream oil and gas exploration, development and production activities. The aim of this course is to provide a broad foundation of the accounting and finance discipline as it relates to the petroleum and gas industry. An understanding of current international practices in Finance and Accounting within the petroleum industry will be examined and will be achieved through an examination of accounting standards, policies, and risk and sensitivity analysis management practices in the oil and gas industry.

Course Learning outcomes
On completing the course, students will:
- Appreciate the petroleum industry from a non-technical perspective, covering key industry players, events that have shaped its development, industry terms and acronyms;
- Explain the oil and gas value chain and how different challenges along the value especially the financing and costs issues affect the daily operations of oil and gas companies;
- Descibe Industry analysis (i.e. key producers, markets, demand, supply and price of Petroleum products);
- Demonstrate the understanding of current international practices in Finance and Accounting within the Petroleum Industry;
- Examine the economic and commercial aspects and cost structures associated with oil gas projects;
- Interpret and use financial statements' of industry players to make investment decisions or policy decisions;
- Demonstrate the general understanding of risk management in the industry using the appropriate financial tools to minimize risks and maximize payoffs

Reading materials
Dennis R. Jennings, Joseph B. Feiten& Horace R. Brock (2000), *Petroleum Accounting – Principles, Procedures and Issues,* Professional Development Institute Publishers Denton   Texas, University of Texas,5th Edition.
Rebecca L. Busby (2005), *International Petroleum Encyclopedia,* Penn Well Publishing Co.
James Bush and Daniel Johnston (1998), *International Oil Company Financial Management in Nontechnical Language,* Penn Well Publishing Co.
Daniel Johnston (2003), *International Exploration Economics, Risk, and Contract Analysis*, Penn Well Publishing Co.
Oil & Gas for Beginners: A Guide to the Oil & Gas Industry. *A Deutsche Bank publication*

MBAP614 FINANCIAL MANAGEMENT FOR OIL & GAS OPERATIONS
Course description
The course describes sources for financing Oil and Gas projects as well as capital structure of Oil and Gas companies, Oil and Gas project evaluation and analysis. The course focuses on uncertainty in

investment decision making as applied to the Oil and Gas Sectors, Real Option Analysis, Basic Financial Arrangements and basic financial risks associated with oil and gas operations. Focus will also be on managing exposures to Oil and Gas price risk particularly types of risk exposures i.e. Market, Credit, Operation and Regulatory. It will also examine quantifying risk exposures, choosing between hedging, diversification and Insurance. The course will also deal with exposure to Oil and Gas price risk, weather derivatives and energy prices. Students will evaluate trading and hedging strategies such as optimal hedge ratio and residual risk. Relevant case studies will also be examined.

Course Learning Outcomes

Upon completion of this course, students will:
- Explain the basic functions and concepts of Financial Management and agency theory.
- Identify the basic concept of investment and financing concepts important for making managerial decisions.
- Discuss the key techniques used in financial management analysis.
- Describe the concept of firm value maximization.
- Describe and analyse the theories of capital structures of businesses.
- Explain the time value of money in business decision making.
- Apply the principles and techniques of Petroleum Finance and Economics to determine the commercial viability of Field developments, and optimise them, and prioritise them, prior to and during Production
- Critically analyses the strategic and risk management uses of Petroleum Finance and Economics
- Demonstrate multidiscipline and team work understanding required, for defining and directing development and field operations expertise in the disciplines of Petroleum, Drilling, Operations, Construction Engineering, as well as a key support expertise in Human Resources, Safety, Environmental Management, and Logistics
- Identify and appraise the appropriate economic assessments to be made comparing investment in a campaign of well workovers vs. New well and make an appropriate investment recommendation

Reading materials

Daniel Johnston (2003), *International Exploration Economics, Risk, and Contract Analysis,* Penn

Well Publishing Co., London.

Jahn, F., et al (2008), *Hydrocarbon Exploration & Production*, 2nd Edition. Elsivier

Course description

This course aim to provide students with a very clear understanding of the concept of risk including risk as it relates to the Oil and Gas Sector. It offers the student an appreciation of the issues involved in the determination of portfolios of risks; the various exposures as well as the evaluation and the pricing of risks, risks assessment, risk identification and risk analysis in the oil and gas industry. It further analyzes the different types of securities markets and describes the determination of transaction costs, regulations, taxes as well as tools for valuation of corporate securities and techniques for combining them into portfolios i.e. Performance Evaluation; Valuation under Certainty and Uncertainty; Financial Structure and Cost of Capital.

Course learning outcomes

On the successful completion of this course, students will:

- Explain and evaluate the viability the different financial assets such as money market instruments and bonds.
- Demonstrate knowledge and understanding in the process of buying and selling financial assets.
- Explain and analyze the benefits of diversification, the importance of holding of portfolio of assets and the role played by the market portfolio.
- Identify and apply different valuation models to evaluate income securities, bonds and stocks and how to use different derivative securities to manage their investment risk.
- Demonstrate knowledge in general risk management and petroleum risk management.

Reading materials

M. A. Mian (2002), *Project Economics & Decision Analysis, Deterministic Models* Vol. 1, Penn
       Well Publishing Co.

W. Kent Muhlbauer (1998), *Pipeline Risk Management Manual*,   Penn Well Publishing Co. 3rd
       Edition.

2. Campbell (2001), *Analyzing and Managing Risky Investments*, Penn Well Publishing Co.

MBAP612 CORPORATE FINANCE (3 CREDITS)

The purpose of this course is to introduce the techniques of financial analysis, investments, security analysis, speculative markets, capital budgeting decisions, uncertainty and the tradeoff between risk and return and corporate financing and dividend policy decisions. It describes the corporation and its operating environment, the manner in which corporate boards and management evaluate investment opportunities and arrangement for financing such investment, create value for shareholders by planning and managing the transformation of a set of inputs into a more highly valued set of outputs.

Course Learning Outcomes

Upon successful completion of this course, students will:

- Relate finance decisions in the light of agency problems and conflict of interest among companies' stakeholders.
- Interpret and Analyse financial statements of companies.
- Prepare projected financial statements and use them for the analysis of a wide range of financial decisions.
- Apply the principles of risk and return to corporate investment decisions under uncertainty.
- Demonstrate conceptual and practical knowledge of capital structure and dividend policy and how it affects a firm value.
- Evaluate the financial risk profile of firms using costs of capital as measure.
- Undertake a valuation for a new or existing companies
- Analyse the impact of financing structure and sources of finance on the cost of capital and on value maximisation.
- Discuss firms' choice of capital structure and its implications for the value of the firm.
- Explain the theory of merger and acquisition, and analyse the any movements in this area.
- Assess the reasons behind mergers and acquisitions and their welfare implications.

Reading materials

 Aswath, D. (2007). *Corporate finance and practice, (2nd ed.).*New Delhi. Wiley& Sons Private Ltd.

 Car, W. K., Ruback, R., and Tufano, P. (2005). *Case problems in finance (12th ed).* Irwin: McGraw-
       Hall.

Hoelsi, M. & MacGregor, H. B. (2000). *Property investment. Principles & portfolio.* Britian: Pearson Education.

Isaac, D. & Steley, B. (2000). *Property valuation techniques.* Toronto, Macmillan Publishing Company.

Ross, S. A., Westerfield, R. W., Jaffe, J. F., & Robert, G. S. (2011). *Corporate finance. (6th ed.)* Canada: MacGraw -Hill Publications.

Ross, S. A., Westerfield, R. W., Jordan, J. F., and Robert, G. S. (2010). *Fundamentals of corporate finance. (7th ed.).* Canada: MacGraw-Hill Publications

MBAP615   FINANCIAL REPORTING FOR INTERNATIONAL PETROLEUM OPERATIONS (3 CREDITS)

Course description

This course has been designed to equip students with the techniques and conceptual framework for Accounting and Internal Controls International Oil & Gas Exploration and Production Companies. The course explores the challenges in Accounting for Exploration and Production Costs by comparing the US GAAP with International Financial Reporting Standards (IFRSs) drawing on best practice within industry. Students will also be introduced to Joint Operating Agreements and its implication on Financial Reporting as well as Regulatory and Compliance issues related to Cost recovery and Revenue reporting. The course focuses on a blend of academic and professional principles blended with international industry best practice.

Course Learning Outcomes

Upon successful completion of this course, students will:
-
- Demonstrate understanding of International Financial Reporting Standards as it is applied by Upstream Oil & Gas Business
- Gain Insight into Accounting Issues Facing the Industry
- Describe the new standards relating to investments in Oil & Gas Operations
- Apply the Key Standards
- Use the Insights Gained to help you with Financial Accounting, Reporting, and Audit

Reading materials

Rebecca A. Gallun, Charlotte Wright, Linda M. Nicholas & John   W. Stevenson (2001), *Fundamentals of Oil & Gas Accounting,* Penn Well Publishing Co., 4th Edition.

MBAP619   PETROLEUM TAXATION & FISCAL SYSTEMS (3 CREDITS)

Course description

The course introduces students to the Ghanaian Taxation Systems (GTS) as well as the law and concepts that determine the liability for taxation. In addition, students will identify and describe the components of governments' Fiscal Policy Function (FPF) used by governments to exercise power to tax, spend and borrow. The various petroleum Taxes will be discussed as well as the treatment of royalties payable to stakeholders and also examine specifics of taxes and levies in the petroleum sector and the accountability of oil companies with respect to taxes and levies eg. direct tax regime i.e. the internal

Revenue Act 2000(Act 592) /IRA and regulation as amended and the petroleum Agreements (PA), indirect tax regime i.e. the Value Added Tax, 1998(Act 546) as amended (VATA) and regulation and the customs, excise and preventive service (Management) law 1993(PNDC Law 330) as amended – (CEPS LAW) and Revenue Management Law.

Course Learning Outcomes

Upon successful completion of this course, students will:

- Explain and compute the tax liabilities of partnerships, individual companies and groups of companies;
- Explain and compute the chargeable gains;
- Explain the effect of social security contributions and pension funds;
- Have a fair knowledge of the value added tax;
- know the obligations of tax payers and/or their agents and the implications of non-compliance
- Identify and evaluate the impact of relevant taxes on various situations and courses of action, including the interaction of taxes;
- Provide advice on minimizing and/or deferring tax liabilities by the use of standard tax planning measures;
- Demonstrate an understanding of petroleum taxation of natural resources;
- Apply fiscal policy measures in relation to taxation as a tool for economic management. M. Determine/calculate the net amount of tax (owed by business and individuals
- Explain and compute the tax liabilities of partnerships, individual companies and groups of companies

Reading materials

Daniel Johnston (1994), *International Petroleum Fiscal Systems and Production Sharing Contract,* Penn Well Publishing Co.
Daniel Johnston (2001), *International Petroleum Fiscal Systems Analysis*, Penn Well Publishing Co.

**MBAP617 FINANCIAL MODELING AND PETROLEUM PROJECT ECONOMICS
      (3 CREDITS)**
Course description
This course is designed to enable students gain an integrated and practical understanding of financial analysis tools and techniques for the oil and gas industry that are related to building proforma project analysis, learning different methods of financial analysis and applying different risk analysis tools to projects. The instructional format capitalizes on a careful balance of formal lectures by leading experts and specially developed workshops and business games.

Course outcomes
Upon completion of the course, students will:
- Demonstrate knowledge in some commercial software (PEEP) that is commonly used in the O&G industry;
- Explain theories and concepts to construct spreadsheet models;
- Apply and interpret project economic metrics to investment decision-making stand-alone decisions and mutually exclusive (portfolio) decisions
- Explain the concepts and ideas behind project economic evaluation in the O&G industry;
- Demonstrate an understanding of petroleum economics terminology

Reading materials
Dennis R. Jennings, Joseph B. Feiten & Horace R. Brock (2000), *Petroleum Accounting – Principles, Procedures and Issues,* Professional Development Institute Publishers Denton   Texas, University of Texas. 5th Edition.

MBAP608   MANAGEMENT ACCOUNTING FOR PRODUCTION ACTIVITIES AND REVENUE (3 CREDITS)

Course description
The course describes Full-Cost Accounting in Oil and Gas, Disposition of Capitalized Costs and Interest Capitalization. It examines Limitations on Capitalized Costs (a Ceiling) as well as an introduction to production activities. It focuses on Accounting Treatment Cost (Direct and Indirect Costs), Individual Production Cost and Secondary Oil Tertiary Recovery. In addition, the course will examine specialized techniques for decision making applicable to Oil and Gas industry. It further describes the process for Determination of Revenue and Revenue Recognition by focussing on the allocation and determination of Oil and Gas payment of royalties. It examines the methods of analyzing Oil and Gas financial statement such as comparing financial statements; Reserve Ratios, Revenue Cost Ratio, Reserve Replacement, Reserve Value Ratios, Life Ratio, Net Wells to Gross Well Ration, Lifting Cost Ratios DD&A analysis, Value Added Ratio, Ratio Roulette and Financial Ratios.

Course Outcomes
At the end of the course students would be able to:
▪ Demonstrate understanding of the various terminologies in the oil and gas upstream sector; and the various stages of petroleum exploration and development.
▪ Prepare Cost Statements, Joint Interest Operations, Joint Venture account and the compute of cost and revenue allocations;
▪ Describe the nature and the various stages in the oil & Gas exploration and production
▪ Appreciate the costs and concepts associated with drilling, exploration and production in the oil & gas industry
▪ Understand the accounting standards associated with Oil & gas Exploration
▪ Explain the basic principles of Successful Efforts Accounting in Oil and Gas
▪ Exhibit their ability to utilize Advanced Financial Measurement Techniques such as full cost Accounting,
▪ Demonstrate an understanding of Full Cost Recovery in Downstream Oil & Gas

Reading materials
Dennis R. Jennings, Joseph B. Feiten & Horace R. Brock (2000), *Petroleum Accounting – Principles, Procedures and Issues,* Professional Development Institute Publishers Denton   Texas, University of Texas. 5th Edition

MBAP618   CORPORATE GOVERNANCE AND NATURAL RESOURCES MANAGEMENT (3 CREDITS)

Course description
The course is in two parts: Corporate Governance and Natural Resource Management. The first part of the course will examine ongoing convergence of the corporate and market laws in relation to the universal issues in doing international business ethically. Students will review the corporate governance mechanisms, the methods of expropriating investors and current reforms of ensuring corporate control and diminishing of the level of corporate abuse. Accounting for gas trading and revenue as well as refining and oil trading will be considered.

Course outcomes

At the end of this course, students will be able to;

- Describe different perspectives in natural resources management and apply it solve related problems
- Describe various approaches for managing and allocating resources
- Apply valuation techniques in valuing natural resources
- Apply sustainability principles in conserving natural resources
- Define Corporate Governance (CG)
- Explain the basic concepts of Corporate Governance
- Analyse the various dimensions of corporate boards
- Analyse CG real life case and apply theories, concepts, principles, and best practices in their solution in natural resources management

Reading materials

Charlotte Wright and Rebecca Gallun (2004), *International Petroleum Accounting,* Penn Well Publishing Co.

MBAP616   TOTAL QUALITY MANAGEMENT AND QUALITY IMPROVEMENT PROGRAMME (3 CREDITS)

Course description

The course describes the basic principles of Total Quality Management (TQM) and outlines the evolution of TQM. It also examines the system of profound knowledge and tools as well as techniques for management quality. It gives an overview of ISO 9,000 series for the management and improvement of quality systems. It also examines other quality improvement modules and programmes with emphasis on Quality Assurance Improvement Programmes and other assessment modules for internal and external assessment. Top15 standards requiring remediation and conformity to best practices, benchmarking tools such as GAIN and other performance indicators used to measure effectiveness and efficiency are also examined.

Course Outcomes

At the end of the course participants will:

- Explain the concept of quality when used in a work related environment
- Explain how the concept of quality has evolved and its implications for management
- Explain the role of different quality functions
- Describe the quality management function within an organization
- Demonstrate how total quality principles can improve business performance
- Explain the use of the 'Plan, Do, Check, Act' (PDCA) cycle within management systems
- Analyse and evaluate the implications of cost of quality on the organization's performance
- Describe the various tools and Techniques for managing for Quality
- Describe ISO:9001:2008/2015, QMS and it application in business improvement
- Discuss Quality Audits in business improvement
- Make recommendations for implementing a quality costing programme in an organization

Readings

Joseph Berk (2000), *Quality Management for the Technology Sector, Butterworth-Heinemann* Publishing.

Stephen George and Arnold Weimerskirch (1998),*Total Quality Management,* 2nd Edition.

MBAP606   ENVIRONMENTAL MANAGEMENT & AUDITING FOR OIL & GAS INDUSTRY (3 CREDITS)

Course description
The course describes environmental management principles and systems and the tools for conducting environmental impact assessment. It also focuses on environmental auditing, disaster management, health and safety in industrial setting and relates this principles and practices to the Ghanaian context. It also examines guidelines on extractive industries, transparency initiative (EITI) and community monitoring tool with emphasis on the ISO 14,000 on environmental standards.

It further describes the nature of the audit in the Petroleum Industry. It also analyzes and the different types of audit relevant to the industry including Joint Interest Audit, Expenditure Audit, Revenue Audit, Internal Audit Contract Audit, Storage and Transport Audit. Furthermore, these auditing techniques will be applied to downstream and upstream operations.

Course Outcomes
At the end of the course participants should be able to:
- Describe potential human, social, and cultural impacts in the oil and gas industry
- Describe how environmental management assessment tools are applied to respond to environmental impacts in both upstream and downstream oil and gas industry
- Develop health, safety and disaster management plans for the upstream oil and gas industry
- Describe and apply the procedures for auditing a contractor in the upstream oil and gas industry
- Describe the methodology for auditing revenue and expenditure in the oil and gas industry
- Develop and apply a structured methodology for conducting upstream oil industry joint venture and Production Sharing Contracts (PSC) audits

Reading materials
Oil & Gas Journal DataBook (2007), *Penn Well Publishing Co.*
Kwame B. O.(2009), *Auditing Theory and Practice (The Auditing Compendium),* Digibooks   Ghana Ltd.

3.11.6 MASTER OF PHILOSOPHY (PHIL)/MSC. IN LEADERSHIP

MPGL601 FUNDAMENTALS OF LEADERSHIP   (3 CREDITS)
Course Description
This course provides an opportunity for participants to focus on leadership from both theoretical and practical perspectives. The course employs theoretical concepts and models, coupled with case studies based on the experiences of leaders within the profession to understand how to develop leadership potential in oneself and others. It focuses on leadership concepts and definitions, the role of leaders, theories and models of leadership, and decision-making models. Other topics covered include understanding ourselves and others,   proactivity – getting off the nail, the multiple faces of leadership, the difference between leadership and management, team management, practical exercise in leadership and team work, personal and group action plans, and the difference between groups and team.

Learning Outcomes:
At the end of this course students will:
- Explain and concept of leadership and the various levels of leadership

- Explain the various theories of leadership
- Explain the difference between leadership and Management
- Explain the roles and responsibilities of a leader
- Explain the factors to consider in decision on the appropriate of a leader for a given situation
- Describe what decision-making models and tools to apply in a given situation
- Describe the various leadership styles
- Determine which style would be appropriate in a given context
- Advise an organization on an appropriate leadership initiative or style needed

Reading materials
- Kouzes, J and B Posner (2007). *The leadership challenge*. San Francisco: Jossey- Bass Publishers,
- Flaherty, J. (2005). *Coaching: evoking excellence in others*. Boston: Butterworth Heinemann,
- Short, R. (1991). *A special kind of leadership: the key to learning organizations*. Seattle: The Leadership Group
- Short, R. (1998) *Learning in relationship: foundation for personal and professional success*. Bellevue, WA: Learning in Action Technologies, Inc,

MCPC 613 INTERNATIONAL COMMUNICATION & MARKETING   (3 CREDITS)
Course Description:
The course develops cross-cultural awareness and multi-cultural competency among the students. Using theoretical frameworks, students examine their own cultures, comparing and contrasting them with the cultures of their fellow students in other nations. The importance of effective communication is examined, focusing on the manner in which cultural style may impact the exchange of ideas, perception, and work performance. The emphasis of the course is developing intercultural understanding, negotiation, collaboration, and problem-solving skills among students.

Reading materials
- Wood, J. (2004). *Communication mosaics: An introduction to the field of communication* (3rd ed.). Belmont, CA: Thomson/Wadsworth
- Schmidt, W.V., Conway, R. N., Easton, S.S., & Wardrope, W.J. (2007). *Communicating globally: International Communication and international business Thousand Oaks.*CA: Sage Publication Inc.

MPGL626   POVERTY, WEALTH AND DEVELOPMENT   (3 CREDITS)
Course Description:
This course is designed to help students understand and critically evaluate how development of less-developed countries and regions is conducted by different nations, organizations, and agencies. Students are provided with a basic foundation of international development theory and practice, as well as with knowledge of the key players in the developmental arena. The controversial aspects of international development will then be explored, including discussions on colonialism and dependency, environmental damage, bureaucratic corruption, and socioeconomic/political obstacles to people-cantered development. Principles and practices of ethical development are also discussed.

Learning Outcomes

At the end of this course students will:
- Develop spatial patterns of poverty and wealth.
- Appreciate development theories and relate them to the Ghanaian context.
- Develop an appropriate planning and development strategy to help communities stay out of poverty.
- Outline and make use of organizational development as a diagnostic and intervention process, particularly in terms of the roles and styles of the organizational development practitioner.
- Examine the use of the organizational development process in developing excellence in individuals in a real organization.
- Evaluate the use of the organizational development process in developing high performing teams in a real organization.
- Explain development theories.

Reading Materials
- Cummings T, & Worley C.(2008) *Organizational development and change,* (7th ed.) Cincinnati South-Western College Publishing.
- Harvey, D. & Brown, D.(2001)*An experiential approach to organization development.* (6th ed.)Upper Saddle River, NJ: Prentice-Hall.
- French W. & Bell C. (1994) *Organizational development: Behavioral Science Interventions for Organization Improvement*,(6th ed.) Englewood Cliffs, NJ: Prentice-Hall)
- Porter, Philip W. & Sheppard, Eric S. (1998). *A world of difference: Society, nature and development*. New York: Guilford Press.
- Todaro, Michael P. & Smith, Stephen C. (2006) *Economic development,* 9th edition. Boston: Pearson Addison Wesley.

MCPC 610 RESEARCH METHODS (QUALITATIVE DESIGN)   (3 CREDITS)
Course Description

The purpose of this course is to introduce students to the field of qualitative research and prepare them with the skills, techniques, and knowledge necessary to undertake independent research using this methodology. This course will provide an opportunity for participants to improve their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within qualitative and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment.

Learning outcomes
- At the end of this course students will:
- Demonstrate understanding of general research backgrounds and terminologies.
- Identify and explain ethical principles of research, ethical challenges, and approval processes.
- Describe quantitative, qualitative, and mixed methods approaches to research.
- Identify the components of a literature review process.
- Critically analyze published research.
- Conduct qualitative research work and mixed research work.

Reading Materials
- Marshall, C., & Rossman, G. (1999). *Designing qualitative research*, 3rd ed. Thousand Oaks, CA: Sage Publications.
- Maxwell, J. A. (2005). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: Sage Publications
- Hart, C. (2003). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks: Sage Publications.

MPGL 664 RESEARCH METHODS (QUANTITATIVE DESIGN)   (3 CREDIT)
Course Description
This course covers quantitative techniques in business decision-making. It provides students with a fundamental knowledge of statistical theory and applies the theory to decision-making situations. This course focuses on application of quantitative methods using examples from accounting, management information systems, finance, human resources, production, services, economics marketing through statistical measurements, regression analysis, statistical techniques for sampling, and hypothesis testing. In addition, the course equips students with essential strategies of undertaking research activities with focus on problem identification and choice of research topic, statement of relevant research objectives, formulation of research hypotheses, research design, questionnaire, interview programming, collection of data, organization and processing of data, presentation and interpretation of estimated data, and report writing. The course further assists students on how to use computer systems and spreadsheets as tools for performing statistical calculations, creating tables, and generating graphical representations of information.

Learning outcomes
Upon completion of this course the students will:
- Apply computer technology for statistical purposes.
- Demonstrate the theoretical and practical knowledge covered during the course.
- Apply research skills to enhance statistical knowledge.
- Demonstrate how to present managerial reports using statistical inferences.
- Apply conceptual and research methodology within a business environment.
- Explain the process of seeking, analyzing, and synthesizing information for project work.
- Design a research proposal.

Reading Materials
- Anderson, D. R., Dennis, J. S., & Thomas, A. W. (2000). *Essentials of statistics for business and economics, (2nd ed.)*. Cincinnati: South Western College Publishing.
- Freud, J. E., & Williams, F. J. (2010). *Elementary business statistics : The modern approach.* New Delhi: Prentice Hall Private Ltd.
- Hooda, R. P. (2001). *Statistics for business and economics, (2nd ed.).* New Delhi: Macmillan India Ltd.
- Krishnaswamy, K. N., Appa Lyer Sivakumar & Mathirajan, M. (2009). *Management research methodology.* New Delhi: Pearson Education.
- Leedy, P. D., & Ormrod, J. E. (2011). Practical research*: Planning and designing* (9th ed.) Pearson. New Delhi: Pearson Education Inc
- Saunders, M. (2007). *Research methods for business students (2nd ed.).* Pearson Education.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research methods for business students*, (4th ed.) New Delhi: FT Prentice Hall Inc.

- Uma, S. (2009). *Research methods for business: A skill building approach, (4th ed.)* New Delhi: Wiley & Sons.

MPGL602 FINANCIAL MANAGEMENT FOR LEADERS   (3 CREDITS)
Course Description
This course provides an overview of business financial management and introduces students to the fundamentals of accounting and finance. The course requires an understanding of basic accounting and financial management concepts with emphasis on practical applications and problem solving techniques. The primary objective is to provide the student with the tools to understand and solve the basic financial problems confronting contemporary business. The course covers basic accounting systems and reports, agency theory, time value of money, financial planning (budgeting), management of cash flows, valuation of assets, capital budgeting techniques, risk and return, sources of financing, capital structure theory, and dividend policy assessment. The emphasis is on financial Statement analysis, time value of money, cash budget, and financing.

Learning outcomes
Upon completion students will:
- Demonstrate considerable knowledge in the application of National and International Accounting standards for reporting, recording, and projecting financial information
- Demonstrate understanding of the structure of financial statements.
- Determine methods of financing business activities.
- Analyze financial information.
- Effectively utilize the time value of money, and financial return and risk concepts to conduct professional financial analysis.
- Explain the importance of the capital budgeting process and its impact on the firm's mission, strategies, and decision-making.
- Interpret and apply the principles of financial management.
- Categorize business environment through the different forms of businesses that exist.
- Solve problems related to the time value of money, and give rough estimates of the values of shares and bonds.
- Apply risk and return models to businesses in practice.
- Appreciate how financial decision- making contributes to business accomplishments.

Reading materials
- Stephen R., Trayler R., Bird R., Westerfield R., Bradford J. (2010). Essentials of Corporate finance: MacGraw - Hill Education, Europe.
- Eugene F. Brigham & Michael C. Ehrhardt. (2010). *Financial management: Theory and Practice.* (12th Ed.) Mason OH, Thomson South-Western.
- Ramesh K. S. Rao (2009). *Fundamentals of financial management*: MacMillan Publishing Company, Tata.
- Ross, Westerfield and Jordan. (2012). *Fundamentals of corporate finance*: Mcgraw-Hill/Irwin Series in Finance, Insurance, and Real Estate (10 Ed.). McGraw-Hill, Irwin.
- Brealey R.A., Myers S. C., and Allen F., (2009). *Principles of corporate finance*: McGraw -Hill International Edition (9th Ed.) MacGraw-Hill, New York.

MPGL608 STRATEGIC LEADERSHIP   **(3 CREDITS)**
Course Description
The course describes the various levels of leadership and examines the requirements of strategic leadership. It further examines the psychological perspectives of the strategic leadership thinking process and discusses global strategy theory. It attempts to relate the various levels of leadership to each other and focuses on strategic leadership theory, strategic thinking, creation and delivery of value, and the ethical underpinnings and dilemmas of strategic leadership with real life examples. The course integrates skills and capacities in strategy work (craft), strategic thinking (scope of thought), and behavioral elements relevant to moving people (Leadership Quality). The intention is to provide knowledge, insight and skill in a multi-textured approach both in context and method.

Reading materials
- Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study*. A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.
- Maxwell, J. C. (1995). *Developing the Leaders Around You*. Nashville: Thomas Nelson.
- Komives, S. R., Lucas, N., & McMahon, T. (2007). *Exploring leadership: For college students who want to make a difference* (2nd ed.). San Francisco: Jossey Bass.
- Outcalt, C. L., Faris, S. K., & McMahon, K. N. (2000). *Developing non-hierarchical leadership on campus: Case studies and best practices in higher education*. Westport, CT: Greenwood Press.
- Zimmerman-Oster, K., & Burkhardt, J. C. (1999). *Leadership in the making: Impact and insights from leadership development programs in U. S. colleges and universities*. Battle Creek, MI: W. K. Kellogg Foundation

MPGL621   ETHICS IN MANAGEMENT   **(3 CREDITS)**
Course Description
Ethics in management is designed to equip business managers and government officials to confront ethical issues in contemporary governance. The course prepares students to identify and analyze ethical issues from a domestic and global perspective. It does this by introducing the theories of ethics that are in common use. In each case the origins of the theory, its strengths and its weaknesses will be considered. Students will be expected to apply the theory to a wide range of government policy, business, and personal issues. The course deals specifically with topics such a conflict of interest, ethical code, unethical behaviour, accountability fiduciary duty and mechanisms for promoting good corporate governance.

Learning outcomes
On completion of this course students will:
- Examine the role and purpose of ethics in business and government decision-making.
- Demonstrate an understanding of the ethical, social, and economic environments in which these occur.
- Apply skills required for the successful practice of management within the framework of societal values.
- Relate the main theories of ethics which are used in Western countries including Virtue Ethics, Utilitarianism, Deontological theories, and Rights Theory.
- Analyze ethical issues which confront businesses and governments (public policy issues) today.
- Demonstrate research and analysis skills by writing essays using the theory of ethics.
- Develop students' understanding of moral principles.

- Apply ethical imaginations in resolving dilemmas and enhancing business decision- making.

Reading Materials
- Blackburn, S. (2003). *Ethics: A very short introduction. Oxford*, New York: Oxford University Press.
- Bredeson, D. (2012). *Applied business ethics (International edition).* Mason, Ohio: South-Western.
- Brenkert, George G., & Beauchamp, Tom L. (2010). *The Oxford handbook of business ethics*. Oxford: Oxford University Press.
- Albuquerque, D. (2010). *Business ethics: Principles and practices.* New Delhi: Oxford University Press.
- Frey, R. G., & Wellman, C. H. (2003). *A companion to applied ethics.* Malden, Mass; Oxford: Blackwell.
- Chadwick, R.F., & Schroeder, D. (2002). *Applied ethics: critical concepts in philosophy*. London: Pearson Education Inc.

MPGL648   LEADING PEOPLE AND MANAGING ORGANIZATIONS   (3 CREDITS)
Course Description
This course builds on emerging theories of emotional intelligence and self-leadership as they are applied in today's fluid, international organizational contexts. Students will explore strategies for leading successful change initiative, and managing relationships with members, contractors, and volunteers. It further guides students to new positive leadership styles, embracing emotion and human nature, as an alternative to traditional leadership and teaching them to discover the potential of their workforce. This Course will be taught in an online-lecture / face-to-face discussion format.   In addition to lectures, the class will also involve group discussions, interactive activities, review of relevant literature, and leadership seminars facilitated by participants.

Course Outcomes
At the end of the course students will:
- Analyze how the design of management systems is influenced by human behaviour and vice versa.
- Evaluate how management styles, culture, and organizational structure impact quality performance.
- Evaluate different approaches to leadership and motivation and their impact on quality.
- Evaluate goal setting and give examples to illustrate its influence on people's behaviour.
- Evaluate different methods for communication in quality management.
  - Recommend appropriate communication methods for different quality management applications.
- Explain the importance of organizational values and culture to the achievement of quality performance.
- Explain behavioral approaches for getting results through people.
- Explain the importance of communication for managing quality.

Reference Material
- Bass, B. M. (1990). From Transactional to Transformational Leadership: Learning to Share the Vision. *Organisational Dynamics* 18, pp 19-31.

- Grint, K. (Ed) (1997) *Leadership.* Oxford University Press.
- Kuhnert, K. W. (1994) *Transforming leadership: Developing people through delegation.* In B. M. Bass and B. J. Avolio (Eds), *Improving organizational effectiveness through transformational leadership* (pp. 10-25). Thousand Oaks, CA, Sage.
- Elkin, G., Jackson, B., & Inkson, K (2008). *Organisational behaviour in New Zealand: Theory and Practice*. . (3rd ed.) Auckland NZ: Pearson Education

MPGL622   UNDERSTANDING GLOBAL ECONOMY   (3 CREDITS)
Course Description

This course seeks to equip students with the knowledge of the global scope of businesses. This course is designed to introduce students to the international dimensions of business functions and operations, with consideration of their global interactions. The course provides an overview of economic, social, cultural, and political/legal forces as well as factors influencing cross-border business and an introduction to international dimensions of business functions and operations. The course exposes students to a global view on businesses, and investigates why and how companies go international. The course also exposes students to the operations and challenges of Multinational Corporations and Enterprises in today's globalized world.

Learning outcomes

At the end of this course students will:
- Describe the different challenges businesses face when they operate in an international environment.
- Apply trade, investment theory, and foreign exchange models in the determination of foreign exchange rates.
- Examine the international institutions and practices that impact international business.
- Appreciate the interaction of business and government as they relate to international commerce.
- Develop insight into the management implications of international business strategy and operations.
- Develop ability to present a balanced view of international business, i.e., from the viewpoints of home and host governments, as well as of private firms.

Reading Materials
- Charles, W. H. (2009). *International business: Competing in the global marketplace*. (8th ed.) New York: McGraw-Hill Publications.
- Charles, W. L. H. (2013). *Global business today*. London: McGraw-Hill Publications.
- John J. W., Kenneth L. W. (2013). *The challenges of globalization*. London:Pearson Education Inc.
- John D., Lee R., Daniel S. (2012*). International business: Environment & operations*. London: Pearson Education Inc.

MPGL617   CONCEPT OF ADULT TEACHING AND LEARNING   (3 CREDITS)
Course Description

This course forms the Pedagogical Skills-pillar (PS) of the entire programme. Students are expected to understand theoretical and practical aspects of how adults learn best and the key difference in methodologies for teaching adults and children. The course introduces students to the holistic theory of learning, adult learning, and leadership development as well as adult thought and educational philosophy. The course also brings to bear cross-cultural aspects of adult education and

aspects of self-directed and lifelong learning for adults. As a whole, the flow of the course addresses the "conventional" learning (cognitive) methods, as well as non-linear and non-sequential ("irrational") thought, and learning and development processes.

Course Outcomes:
At the end of this course students will:
- Relate learning theory to why adults do not learn.
- Demonstrate how to manage the adult's learning process.
- Demonstrate how to prepare a course syllabus and assessment test.
- Apply learning theories in the preparation of a course for teaching.
- Explain the ethics of teaching and learning.
- Appreciate why adults learn or do not learn and recommend ways of making unwilling adults learn.
- Facilitate learning in an adult class.
- Demonstrate teaching at an undergraduate level at the University.

Reading materials
- Argyris, C. & Schön, D. (1974) *Theory in practice. Increasing professional effectiveness,* San Francisco: Jossey-Bass.
- Argyris, C. (1993) *Knowledge for action. A guide to overcoming barriers to organizational change*: San Francisco: Jossey Bass.
- Driscoll, M.P. (2000) *Psychology of Learning for Instruction*, (2nd ed) Allyn and Bacon Pub.
- Kirkpatrick (1996), Great Ideas Revisited: Training & Development. ASTD USA
- Knowles, M. (1998) Modern Practice of Adult education: from Pedagogy to Andragogy, Cambridge Adult Press

3.11.7 MASTER OF ARTS IN BRANDS AND COMMUNICATIONS
MABC 601: Strategic Brand Management   **3 Credits**
Description
The course teaches students how to nurture a distinctive brand through gaining key knowledge and practice in brand management. The course includes the strategy, process, and implementation involved in successfully executing the design elements of a branding strategy.

Course objectives
The objectives of the course are to:
- Explore the important issues in planning, implementing, and evaluating brand strategies.
- Provide appropriate concepts, theories, models, and other tools to make better branding decisions.
- Provide exposure to and project participation in brand positioning, strategic brand management, brand portfolio strategies, and brand planning.

Reading List

Main Text
- Keller, K. L. (2013). *Strategic Brand Management*. 4th edition, Prentice-Hall.

Supplementary Texts
- Kapferer J. N., (2008). *Strategic Brand Management,* 4th edition, Kogan Press.

- Keller, K. L., Parameswaran, M. G., & Jacob, I. (2011). *Strategic brand management: Building, measuring, and managing brand equity*. Pearson Education India.

MABC 603 Consumer Behaviour and Persuasion   **3 Credits**
Description
This course is a combination of psychology and communications theory. The course exposes students' to consumer research and its usefulness for brand management. Consumers both as individuals and as members of other groups and cultures will be discussed. The course will cover areas including the decision-making process, learning, perception, involvement, attitude reformation and change, personality, motivation, reference groups, and culture.

Course Objectives
The objectives of the course are to:
- Acquire an understanding of the psychological processes that underlies the effectiveness of marketing strategy in terms of impact on consumer behaviour.
- Acquire a knowledge base that enables critical assessment of current and future metrics, research technologies, and research data output.
- Acquire a "toolbox" of psychological principles applicable to marketing strategy.

Reading Materials
Main Text
- Solomon, M. R. (2014). *Consumer behavior: Buying, having, and being* (Vol. 10). Engelwood Cliffs, NJ: Prentice Hall.

Supplementary Texts
- Assael, H. (2005). *Consumer Behavior A Strategic Approach (2005 Indian*. Dreamtech Press.
- Hawkins, D. I., Best, R. J., & Coney, K. A. (2010). Consumer behavior. *Implications for marketing strategy*, *5*.
- Schiffman, L., O'Cass, A., Paladino, A., & Carlson, J. (2013). *Consumer behaviour*. Pearson Higher Education AU.

MABC 605 Brand Communication Strategy   **3 Credits**
Description
The course provides students with an understanding of the process, theory, social impact, and ethics of Brands Communications. It demonstrates the importance of being aware of the role of each element of Brands Communications. As well, it will provide students with an overall understanding of building a brand and utilizing brand communications strategy. The course will discuss topics such as building, launching, growing, and sustaining a brand through integrated marketing communication. Students will be exposed to contemporary strategic brands communication perspectives and diversity issues.

Course Objectives
The objectives of the course are to:
- Describe principles and basic concepts of brand communication strategy in a streamlined integrated marketing strategy.
- Explain integrated marketing communications (IMC) and its influences on helping to build brand equity.
- Evaluate the fast-changing field of brand communication elements which affects global branding strategy.

Reading Materials
Main Text
- Roper, S., & Fill, C. (2012). *Corporate reputation, brand and communication*. Pearson Higher Ed.

Reading Materials
- Keller, K. L., Parameswaran, M. G., & Jacob, I. (2011). Strategic Brand Management: Building, measuring, and managing brand equity. Pearson Education India.

MABC 607 Creative Concepts   **6 Credits**
Description
This course will explore the strategies underlying creative executions used in marketing communication. The course will introduce students to creating innovative solutions across commercial communication fields. The course emphasises approaches to problem identification and solutions that combine research and human insight with a variety of creative thinking techniques. Based on strategic thinking, students will have the opportunity to create a number of campaign concepts that unite "art & copy" with an eye towards further development and inclusion in a spec book – or pre-professional portfolio. Students learn how to identify specific problems a brand may face and how to solve them through persuasive print advertising. The course will assist students to visualize innovative images/objects; create original sound pieces; define imaginative spatial solutions for human interaction; and invent computerized, mechanized movement work.

Course Objective
The objectives of the course are to:
- Equip students with knowledge on the fundamental theories and best practices of creative concept.
- Help students enhance their conceptual abilities and generate both print and integrated multimedia campaigns.
- Develop students' creative abilities in generating new brand ideas and implementing them to gain a competitive advantage.

Reading Materials
Main Text
- Drewniany, B. L., & Jewler, A. J. (2013). *Creative strategy in advertising*. Cengage Learning.

Supplementary Text
- Berthon, P. R., Pitt, L. F., Plangger, K., & Shapiro, D. (2012). Marketing meets Web 2.0, social media, and creative consumers: Implications for international marketing strategy. Business horizons, 55(3), 261-271.
- Titus, P. A. (2007). Applied creativity: The creative marketing breakthrough model. *Journal of Marketing Education*, *29*(3), 262-272.
- Pricken, M. (2008). *Creative advertising: Ideas and techniques from the World's Best Campaigns*. Thames & Hudson.

MABC 609 Communication Theory and Practice   **3 Credits**
Description
This course explores a wide range of theoretical and conceptual frameworks for understanding communication. The course reviews relevant theories of communication, including theories of interpersonal communication, persuasion, stakeholder relations, public opinion, mass communication,

and media studies. Communication Theory covers both classic and contemporary viewpoints across a very diverse range. This course will discuss major theories and perspectives on how mass media can influence individuals, organisations and society, with a focus on content areas that have the most strategic relevance for strategic communications practice.

Course Objectives
The objectives of the course are to:
- Introduce students to the field of communication studies.
- Familiarize students with some foundational theories in communication studies.
- Apply communication theories to everyday situations.
- Challenge students to analyse and apply communication concepts.

Reading Materials
Main text
- Cornelissen, J. (2017). Corporate communication: *A guide to theory and practice*. Sage.

Supplementary Text
- Schultz, D., & Kitchen, P. (2000). Communicating globally. McGraw Hill Professional.
- Orbe, M. P., & Harris, T. M. (2013). *Interracial communication: Theory into practice*. Sage Publications.
- Hargie, O. (2010). *Skilled interpersonal communication: Research, theory and practice*. Routledge.

MABC 611 Business Research Methods   **3 Credits**
Description
This course covers research methods in business decision-making. The course aims to extend and deepen the understanding of different research approaches and methodologies in order to prepare students for their own research projects in their business discipline. This course will assist students in identifying, discussing, and formulating a research problem, selecting and applying appropriate research approaches and methods of inquiry, and in presenting their results. After taking this course, students will be ready to undertake a research project.

Course Objectives
The objectives of the course are to:
- Equip students with practical research knowledge and skills for business and academic research using different approaches and methodologies.
- Develop data collection instruments.
- Explain data collection procedures.
- Analyse research data for brand decision-making.
- Discuss and interpret research results for planning.

Reading Materials
Main Text
Neuman, W.L. (2011). *Social Research Methods: Qualitative and Quantitative Approaches, 7th edition*, International edition, Pearson.
Supplementary Texts
- Leedy, P. D., & Ormrod, J. E. (2011). Practical research: Planning and designing (9th Ed.) Pearson. New Delhi: Pearson Education Inc.

- Saunders, M., Lewis, P., & Thornhill, A. (2007). Research methods for business students, (4th Ed.) New Delhi: FT Prentice Hall Inc.
- Uma, S. (2009). Research methods for business: A skill building approach, (4th ed.) New Delhi: Wiley & Sons.

MABC613 Marketing Management   **3 Credits**
Description
This course provides foundational knowledge on marketing principles and management. Students are exposed to the marketing concept, relevance of marketing practice, and the context within which marketing is practiced. These include: product policy, pricing, promotion, distribution, sales management, and customer segmentation and retention.

Course objectives
The objectives of the course are to:
- Use core marketing concepts to evaluate marketing scenarios.
- Analyse marketing challenges in real market situations for decisions.
- Develop an integrated marketing plan for building brands.

Reading Materials

Main Text
- Kotler, P., & Armstrong, G. (2010). *Principles of marketing*. Pearson education.

Supplementary Text
- Keller, K. L., & Kotler, P. (2016). *Marketing management*. Pearson.

SEMESTER TWO COURSES
MABC 602 Creative Arts and Cultural Artefacts Branding   **3 Credits**
Description
This course will discuss how to brand the creative arts and cultural artefacts in Ghana. The course will include: branding strategies, destination branding strategies, arts branding, aesthetics branding, and cultural branding.

Course objectives
The course objectives are to:
- Explain the important issues in planning, implementing, and evaluating brand strategies for creative arts and cultural artefacts.
- Describe appropriate concepts, theories, models, and other tools to make better branding decisions for creative arts and cultural artefacts brands.
- Apply the principles of branding for creative arts and cultural artefacts.

Reading Materials
Main text
- Holt, D. B. (2004). *How brands become icons: The principles of cultural branding*. Harvard Business Press.

Supplementary Text
- O'Reilly, D. (2005). Cultural brands/branding cultures. *Journal of Marketing Management*, *21*(5-6), 573-588.
- Julier, G. (2006). From visual culture to design culture. *Design issues*, *22*(1), 64-76.

MABC 604 Corporate Branding   **3 Credits**
Description
This course would provide students with the understanding of the theory and practice of corporate brand management. It focuses on applying corporate branding theory to practice. The course will examine issues such as corporate brand positioning and architecture, crafting new corporate branding strategy, building corporate brand equity, corporate brand recovery, corporate rebranding, corporate co-branding, and corporate branding with new media through a critical discussion of relevant course materials.

Course Objectives
The objectives of the course are to:
- Equip students with skills in evaluating strategies of contemporary corporate brands.
- Evaluate the use of corporate branding theory in practice.
- Describe the evolution of corporate brands in a wide cross section of industries and contexts.
- Demonstrate insight into current research on how a corporate brand is managed taking into account its reputation held by a variety of stakeholders, both internal and external.

Reading Materials
Main Text
- Schultz, M. (2005). *Corporate branding: Purpose/people/process: Towards the second wave of corporate branding*. Copenhagen Business School Press DK.

Supplementary Text
- Keller, K. L. (2013). *Strategic Brand Management*. 4th edition, Prentice-Hall.

MABC 606 Socio-Cognitive Science of Branding   **3 Credits**
Description
This course focuses on understanding the symbolic meaning of brands and consumer communities. It investigates how consumers create an emotional bond within and between these entities (e.g., consumer communities, brand communities, consumption communities, and tribal communities). To understand these emotional bonds, the course includes a combination of theories such as the cultural and socio-cognitive theories.

Course Objectives
The objectives of the course are to:
- Identify how shared mind-set emerges, influences, and creates a consumer community.
- Describe how consumer preferences engage with brands.
- Analyse the influence of emotional and subconscious drivers.

Reading Materials
Main Text
- Koller, V. (2008). Corporate brands as socio-cognitive representations. *Cognitive Sociolinguistics: Language Variation, Cultural Models, Social Systems, Mouton de Gruyter, Berlin*, 389-418.

Supplementary Text
- Ruehl, C., & Ingenhoff, D. (2017). Communities on Social Networking Sites: Testing a Socio-Cognitive Model for Brand Page Usage. In *Proceedings of the 50th Hawaii International Conference on System Sciences*.

- Koller, V. (2008). "The world in one city": Semiotic and cognitive aspects of city branding. *Journal of Language and Politics*, *7*(3), 431-450.
- Osman, H. (2008). Re-branding academic institutions with corporate advertising: a genre perspective. *Discourse & Communication*, *2*(1), 57-77.

MABC 608 Business Seminar   **3 Credits**
Description
This course allows students to interact with industry practitioners who are invited to discuss contemporary issues in brands and communications management with students. Participants will provide their own interpretation of relevant concepts using real-life indigenous brands. The course draws on a wide range of perspectives to explore not only foundational theories and research in brands and communications management, but also current issues, contemporary analytical approaches, and emerging trends in brands and communications management scholarship and practice.

Course Objective
The objectives of the course are to:
- Provide students, faculty, and practitioners with the opportunity to interact on brands and communications ideas.
- Help students improve their public speaking skills.
- Blend the theory and the practice of brand communication.

Reading Materials
Main text
- Bennett, B. (2001). The three P's of scientific talk: Preparation, practice and presentation. Society for Economic Botany Newsletter 15: 6-9.

Supplementary Text
- Craig, R. J., & Amernic, J. H. (2006). PowerPoint presentation technology and the dynamics of teaching. Innovative Higher Education, 31(3), 147-160.

MABC 610 Strategic Corporate Communication   **3 Credits**
Description
This course examines the strategic role of communication in driving organisational outcomes. It focuses on the roles and responsibilities of the corporate communication function with all of a company's stakeholders. The course covers key aspects of communication management including how to plan, implement, and measure strategic communication initiatives. Students will learn how to assess organisational communication needs, identify stakeholders, and draft messages that speak credibly to a variety of constituencies, both internal and external. The course comprises basic communication research, strategic communication objectives and message design, selection of media, development of materials, management of teams, and impact evaluation.

Course Objectives
The objectives of the course are to:
- Describe the fundamental theories and best practices of strategic communication.
- Explain corporate communications strategy.
- Evaluate the strategic communication planning process.

Main Text
- Cornelissen, J. (2017). *Corporate communication: A guide to theory and practice*. Sage.

Reading Materials
- Holtzhausen, D., & Zerfass, A. (2014). *The Routledge handbook of strategic communication*. Routledge.
- Singhal, A., & Rogers, E. (2012). *Entertainment-education: A communication strategy for social change*. Routledge.

MABC 612 Digital Marketing Strategy   **3 Credits**
Description
The course provides contemporary digital tools, trends, and tactics for using different media. The integration of existing and emerging technology with marketing and communication strategies has become a major marketing and societal force. Topics explored in this course will range from social media strategies to the metrics used to analyse the impact of digital marketing campaigns.

Course Objectives
The objectives of the course are to:
- Introduce students to the practical bases of building brands through the most widely used digital marketing platforms.
- Describe the nuances involved in tracking brand performance on using digital marketing tools.
- Evaluate contemporary policies of digital marketing and how to develop them..

Reading Materials
Main Text
Chaffey, D., & Ellis-Chadwick, F. (2012). *Digital marketing*. Pearson Higher Ed.
Supplementary Text
- Chaffey, D., Ellis-Chadwick, F., Mayer, R., & Johnston, K. (2009). *Internet marketing: strategy, implementation and practice*. Pearson Education.
- Küng, L. (2008). Strategic management in the media: Theory to practice. Sage.
- Chaffey, D., Smith, P. R., & Smith, P. R. (2013). *EMarketing excellence: Planning and optimizing your digital marketing*. Routledge.

MABC614 Long Essay   **6 Credits**
Description
A long essay is requested from students on any branding or communications topic. This essay will expose students to the research procedures and methodologies. In addition, this is a practical course that gives students the opportunity to explore any branding or communication concept.

Course objectives
The objectives of the course are to:
- Equip students with practical research skills.
- Provide students an opportunity to explore any branding and communication concept of interest.
- Develop skills in analysing brands scenarios for decisions-making.

3.11.8 MASTER OF ARTS IN PEACE, SECURITY AND INTELLIGENCE MANAGEMENT
YEAR ONE: FIRST SEMESTER- CORE COURSES

MPSI 601 THEORIES AND CONCEPTS OF PEACE AND SECURITY   (3 Credits)
Course Description
This course introduces students to the main concepts, theories and empirical approaches to peace and security studies. It focuses on the evolution of peace and security studies as a discipline and examines the key theoretical debates and empirical approaches that shape the way we analyze and respond to critical questions related to issues of security, armed conflicts, and peace in the modern international system. Thus, by exploring how key theoretical debates relate to contemporary practice, students will be able to develop their own understanding and critically evaluate the merits of the different arguments. The course will also broaden and deepen students' understanding of contemporary security challenges and how they can be effectively addressed. Furthermore, the course interrogates the regional and global normative and institutional frameworks that relate to peace and security.

Learning Outcomes
At the end of the course, students will:
- Explain the key theoretical and empirical approaches on peace and security.
- Describe the nexus between Conflict, Peace and Security.
- Apply the contending theories of peace and security to empirical cases or practical situations.
- Apply the different methods and tools for analyzing peace and security.
- Explain the normative and institutional frameworks for responding to contemporary security challenges.

Reading Materials
1. Aning, K. (2017). Evolving security threats in West Africa: interrogating ECOWAS's response mechanism, in Francois Very & Thomas Mandrup, (Eds), The African standby force: Quo Vadis. Cape Town: Sun Press
2. Aning, K. (2013). Challenges and opportunities for the AU's peace and Security Council: A critical reflection from a regime analytical perspective in Ulf Engel & Joao Porto, Eds., Towards an African Peace and Security Regime" continental embeddedness, transnational linkages and strategic relevance. London: Ashgate
3. Best, S. G. (2007). *Introduction to peace and conflict studies in West Africa: A reader*. Ibadan: University for Peace.
4. Gariba, D., Amadi, S., & Jaye, T. (2011). *ECOWAS and the dynamics of peacebuilding   in West Africa.* Dakar: CODESRIA
5. Williams. D.P. (ed) (2013). *Security studies: An introduction*. (2nd ed.). New York: Routledge.
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MPSI 603   STRATEGIC INTELLIGENCE ANALYSIS I   (3 Credits)
Course Description
This course, sometimes referred to as Introduction to Advanced Intelligence Analysis is designed to assist strategic analysts, senior decision-makers and executives in their decision-making relating to crime trends and appropriate combative strategies. This course covers intelligence analysis necessary for interventions, policy formulation, plans, priorities, resource deployment and utilization, direction, etc. which informs and supports sound, effective and efficient tactical and operational outcomes.

Learning Outcomes

At the end of the course students will:

- Discuss the nature, evolution, and purpose of modern intelligence services and strategic surprise.
- Explain the growth and application of Strategic Intelligence.
- Justify the management & resource requirements in Strategic intelligence.
- Assess the role played by intelligence—be it operational, tactical, or strategic—in everyday life, at the level of the individual citizen, collective, or nation state.

Reading Materials

1. Africa, S & Kwadjo, J. (eds), (2009). *Changing Intelligence Dynamics in Africa.* Accra: GFN-SSR and ASSN
2. McDowell, D. (2009). *Strategic Intelligence – A Handbook for Practitioners, Managers and Users.* Lanham, Maryland: The scarecrow Press, Int.
3. Pherson, K. H., & Pherson, R. (2012). *Critical thinking for strategic intelligence*. (2nd ed.). Washington, DC: CQ Press.
4. Quantson, K. B. (2003). *Ghana, national security: The dilemma*. Accra: Napasvil Ventures
5. Ratcliffe, J. (2012). *Strategic thinking in criminal intelligence*. (2nd ed.). Lanham, Maryland: The Scarecrow Press, Int.
6. Sparrow, M. K. (2008). Network vulnerabilities and strategic intelligence in law enforcement. *International Journal of Intelligence and Counter Intelligence.*
7. Tzu, S. (2016). The art of war, translated by Lionel Giles, Connecting to God Publishers. *Journal of Strategic Intelligence*, 1(1).

MPSI 605   CRIME AND INTELLIGENCE ANALYSIS I   (3 Credits)

Course Description

In the past two decades, intelligence analysis has gained prominence because of certain common incidents and occurrences such as terrorism and the growth and sophistication of organized crime. Intelligence-led policing / law enforcement has become the mantra of many law enforcement agencies across the globe, placing emphasis and importance on intelligence analysis. Training and professional development are key to improving intelligence analysis. The course is particularly relevant to aspiring intelligence analysts, those entering the intelligence community, and investigative or security professionals. It would also be beneficial for public and commercial operatives with the knowledge and skills required to undertake analysis roles or tasks that add value to investigations; as well as operations, enquiries, and problem solving. Knowledge, skills, and techniques learned on this course are applicable in any working environment regularly involved in problem solving at any level.

Learning Outcomes

At the end of the course students will:

- Describe the history of intelligence and its analytical function.
- Explain the difference between crime analysis, criminal intelligence analysis, and competitive analysis.
- Explain the relationship between crime analysis and intelligence analysis in the public safety domain.
- Identify the role of analysis in addressing local, national, and trans-national crime.
- Apply the intelligence cycle to the work of crime and intelligence analysis.
- Explain the relevance and application of information systems to crime and intelligence analysis.

Reading Materials
1. Morehouse, R. (2000). The Role of Criminal Intelligence in Law Enforcement. LEIU – IALEIA
2. Peterson, M. (1994). *Applications in criminal intelligence analysis.* Place: Praeger.
3. Petersen, M. (1997). The role of analysis in intelligence led policing. In Smith A. (Ed.), *Intelligence Led Policing: International Perspectives on Policing in the 21st Century.* Lawrenceville, NJ: International Association of Law Enforcement Intelligence Analysts.
4. Quantson, K. B. (2000). *Ghana: Peace and Stability: Chapters from the Intelligence Sector.* Accra: NAPASCOM Limited.
5. Ratcliffe, J. (2003). *Intelligence Led Policing - Trends and Issues in Crime and Criminal Justice.* Canberra: Australian Institute of Criminology.
6. Warner, M. (2002). Wanted: A definition of intelligence. http://www.cia.gov/csi/studies/vol46no3/article02.

MPSI 607   RESEARCH METHODS   (3 Credits)
Course Description

This course provides an advanced understanding of the theoretical foundations and approaches used in social science research in the field of peace and security studies. It deals with the foundations of social science inquiry and focuses on the broader ontological, epistemological, methodological, and ethical issues involved in formulating research problems and designs. It specifically introduces students to the different research methodologies and elements of the research process within quantitative, qualitative, and mixed methods approaches. The course provides students with the opportunity to gain practical knowledge and skills on how to critically review literature relevant to their field of peace and security, and also to design, collect, and analyze relevant data for their research.

Learning Objectives

At the end of the course students will:
- Demonstrate firm understanding of the theoretical foundations and approaches to social science research in the field of security studies.
- Explain the principles and objectives of social science research.
- Critically analyze both qualitative and quantitative data.
- Explain the different methods and instruments for data collection and analysis.
- Describe the basic techniques for writing research reports/papers.
- Explain the ethical and political dimensions of peace and security research.

Reading Materials
1) Albert, O. I., Olasehinde-Williams O., Oyesoji, A. (eds,), *Research methods in peace and conflict studies*. Ibadan: Institute of African Studies.
2) Babbie, E. (2005). *The basics of social research*. (3rd ed.). Toronto: Thomson Wadsworth.
3) Kumekpor, T. K. B. (2002). *Research methods & techniques of social research*. Accra: Sonlife Press &Service.
4) Kellstedt, P. & Whitten, G. D. (2013). *Political science research.* Cambridge: Cambridge University Press
5) Opoku, J. Y. (2006). *Tutorials in inferential statistics* (2nd ed.). Accra: Ghana Universities Press.
6) Sarantakos, S. (2013). *Social research.* (4th ed.). London: Palgrave Macmillan
7) Neuman, W. L., & Robson, K. (2015). *Basics of social research: Qualitative and quantitative approaches* (3rd Canadian ed.). Toronto, ON: Pearson.

YEAR ONE: FIRST SEMESTER - ELECTIVE COURSES

MPSI 613   INTERNATIONAL ORGANIZATIONS   (3 Credits)
Course Description
International organizations (IOs) serve many diverse functions, including collecting information and monitoring trends, delivering services and aid, and providing forums for bargaining and settling disputes. The course studies the historical origins, ostensible functions, and the international and domestic political forces that impact the operations of these international organizations, as well as their effectiveness. The course seeks to answer the central question of the role of IOs in global politics. In answering this question, the course will address the overarching theoretical and methodological issues so that there would be a core set of analytical tools to apply to the specific study of IOs.

Learning Outcomes
At the end of the course students will:
- Discuss the role of international organizations in the global arena.
- Recognize the major theoretical principles and concepts used to study international organizations.
- Discuss the various reasons why international organizations are formed and why they either fold-up or endure.
- Identify the problems of cooperation in the international system and how institutions are designed and constructed to overcome these problems.

Reading Materials
1) Abbot, K. & Snidal, D. (1998). Why States Act through Formal Organizations. *Journal of Conflict Resolution* 42:3-32.
2) Abouharb, M. R., & Cingranelli, D. (2006). The Human Rights Effects of World Bank Structural Adjustment Lending, 1981–2000. *International Studies Quarterly,* 50 (2):233–262.
3) Acharya, A., & Johnston, A. I eds. (2007). Crafting Cooperation: Regional International Institutions in Comparative Perspective. Cambridge: Cambridge.
4) Acharya, A., Bischoff, P. & Aning, K. (2015). *Africa in global international relations - emerging approaches to theory and practice* Edited by Amitav Acharya, Paul-Henri Bischoff, Kwesi Aning London: Routledge
5) Asante, S. K. B. (1997). *Regionalism and Africa's development: Expectations, reality and challenges*. New York: St. Martin's Press.
6) Edozie, R. K. & Gottschalk, K. (2014). *The African Union's Africa New Pan-African initiatives in global governance.* Michigan: Michigan State University Press.
7) Hurd, I. (2010). *International organizations: Politics, law, practice*. New York: Cambridge University Press.
8) Makinda, S. M. & Wafula, O. (2008). *The African Union: Challenges of globalization, security, and governance.* New York: Routledge
9) Murithi, T. (2005). *The African Union: Pan-Africanism, Peacebuilding and development*. Aldershot: Ashgate, 2005.
10) Vreeland, J. R. (2007). *The International Monetary Fund: Politics of Conditional Lending.* New York: Routledge.

MPSI 615   INTERNATIONAL HUMANITARIAN LAW   (3 Credits)
Course Description
This course is designed to provide students with a solid legal knowledge and the necessary analytical and argumentative skills to understand and interpret the set of laws and rules guiding and regulating combatants and non-combatants in armed conflict. The legal basis for international humanitarian law are rules of international customary law as well as treaty law, particularly the four Geneva Convention of 1949 with their additional protocols of 1977 and the Hague Regulations of 1907. The course critically assess the means and methods of warfare, rules of engagements, precautions in targeting, conduct of hostilities, protection of the civilian populations, and refugees and internally displaced persons. The principle of proportionality, the principle of distinction between military objectives and civilian objectives, as well as prohibition against means of combat form the basis of this course. Combining theory and practice, the course discusses the challenges that humanitarian workers face in the performance of their duties. Additionally, it will familiarize students with the basic rules and principles of international humanitarian law.

Learning Outcomes
By the end of the course students will:
- Analyze the development and scope of international humanitarian law and the basic protective principles.
- Demonstrate how international humanitarian law guides the conduct of hostilities, restrains the use of force and mitigate the consequences of warfare.
- Categorize the differences between international and non-international armed conflict and the concepts of lawful combat and the law of occupation.
- List ways to ensure adherence to international humanitarian law.

Reading Materials
1) Anyangwe, C., & University of Zambia. (2004). *Introduction to human rights and international humanitarian law*. Lusaka: UNZA Press for the School of Law, the University of Zambia.
2) Crawford, E. & Pert, A. (2016). *International Humanitarian Law*. Cambridge: Cambridge University Press
3) Fleck, D., & Bothe, M. (2013). *The handbook of international humanitarian law*. Oxford: Oxford University Press
4) Melzer, N. (2016). *International humanitarian law: A comprehensive introduction*. Geneva, Switzerland: ICRC,
5) Solis, G. D. (2016). *Law of armed conflict: International humanitarian law in war*. Cambridge: Cambridge University Press
6) Thürer, D. (2010). *International humanitarian law: Theory and practice*. Leiden: Nijhoff
7) Wilson, P. (2017). The myth of international humanitarian law. *International Affairs*, 93(3), 563-579

MPSI 617   OCCUPATIONAL HEALTH AND SAFETY   (3 Credits)
Course Description
The National Examination Board in Occupational Safety and Health (NEBOSH) International Diploma in Occupational Health and Safety is the first professional qualification to be developed specifically for health and safety professionals. The purpose of the course is to create a cadre of safety professionals with an in depth understanding of Health and Safety concerns in the workplace. With this qualification and the knowledge gained, graduates will be able to introduce significant cost efficiencies through effective Health and Safety Management and promote a safer working environment. The course is built

on a strong practical element. Students will work on management reports, accident appraisals, audits, and other exercises designed to reflect real life situations in occupational health and safety situations. Students will cover factors affecting health and safety at work; different approaches to occupational health; and examine hazards such as chemical, plant, equipment, electricity, fire, explosive materials, and biological agents. Students will also study occupational psychology and learn how the culture, psychology and management of a workplace, individual's behavior, attitudes, and motivation can affect health and safety.

Learning Outcomes
At the end of the course students will:
* Get a balanced perspective of the full scope of occupational safety and health issues.
* Be able to organize and communicate an effective safety program.
* Use appropriate techniques to identify and target hazards specific to your organization and take actions to prevent incidents and related costs.
* Develop and maintain individual and organizational competence in health and safety matters.
* Develop and implement health and safety review systems.

Reading Materials
1) African Report on OHS Conference. (2004). Strategies for occupational safety and healthy in the 21st century: The role of labour inspectors. *Quatre Borness, Mauritius*, November, 22-24.
2) Adebiyi, K. A., & Charles-Owaba, O. E. (2009). Towards setting a sustainable manufacturing safety programme in Nigeria. *Journal of Disease Prevention and Management*, 18(4), 388-396
3) Bohle, P., & Quinlan, M. (2000). *Managing occupational health and safety: A multidisciplinary approach.* South Yarra, Vic: Macmillan.
4) Friis, R. H. (2015). *Occupational health and safety for the 21st century*. Burlington, MA: Jones & Bartlett Learning.
5) Grammeno, G. (2009). *Planning occupational health & safety.* North Ryde, N.S.W: CCH Australia.
6) Stellman, J. M., & Bureau international du travail. (1998). *Encyclopaedia of occupational health and safety*. Geneva: International Labour Office.
7) Kelloway, E. K., & Cooper, C. L. (2011). Occupational Health and Safety for Small and Medium Sized Enterprises. Cheltenham: Edward Elgar Pub.
8) Kheni, N. A., Dainty, A. R. J., & Gibb, A. G. F. (2008). Health and safety management in developing countries: a study of construction SMEs in Ghana. *Construction Management and Economics,* 26(11), 1159-1169.
9) Puplampu B. B. & Quartey, S. H. (2012). Key issues on occupational health and safety practices in Ghana: A Review *International Journal of Business and Social Science,* Vol. 3 No. 19 pp.151-156

MPSI 619   CYBER SECURITY   (3 Credits)
Course Description
Majority of computers, whether in large corporations, in small businesses, or at home, are connected together in a network that creates a global community. People have become increasingly dependent on computer networks in many aspects of their lives from communication, entertainment, and financial transactions, to education and government services. Most people understand that global economic infrastructure is becoming increasingly dependent upon information technology and no information system is secure in absolute terms. Cyber security has emerged as one of the essential discussion points in private lives of citizens, in government, in corporations, and among nations; but most are not really

aware of its wider implications on citizens, organizations, and the state. The aim of this course is to provide critical knowledge essential for the understanding of cyber security and defense and its impact on individuals, communities, organizations, the state, and society at large. Students will explore the opportunities, benefits and challenges faced daily by organizations for protecting network infrastructure and information related assets and develop the know-how and skills necessary for implementing policies and systems critical for securing information systems and assets.

Learning Outcomes
At the end of the course students will:
- Describe the technologies and processes that are used to manage information-related risks, putting into context: the digitized nature of human life, its impact on homeland and national security with respect to a community, people or nation.
- Assess the relevance of tools such as firewalls and IDS (Intrusion Detection Systems) in organizations.
- Understand and apply emerging tools such as analytics, digital forensics, and artificial intelligence strategies in an organizational setting.
- Understand how the Internet, social media, smart phones, and tablet computers play a larger role in society with respect to associated risks and vulnerabilities.
- Acquire knowledge essential for managing and driving the information assets of large organizations as well as businesses with a high aspiration of growth.

Reading Materials
1. Mcclure, S., Scambray, J. & Kurtz, G. (2012). Hacking exposed 7: Network security secrets and solutions. New York: McGraw-Hill Professional Publishing.
2. Jonson, M. (2016). Cybercrime, security and digital intelligence. New York: Routledge,
3. Singer, P. W. (2014). *Cyber security and Cyber war What Everyone Needs to Know*. Oxford: Oxford University Press.
4. Williams, G. (2017). *The cyber citizen and homeland security: Freedoms versus fears*. London: AICE Foundation.
5. Williams, G. B. (2010). *Online business security systems.* New York: Springer-Verlag Inc.
6. Zittrain, J. (2009). *The Future of the internet: And how to stop it*. Yale: Yale University Press and Penguin UK.
7. Orji, U. J. (2012). *Cybersecurity law and regulation*. Nijmegen: Wolf Legal Publishers.

YEAR ONE: SECOND SEMESTER - CORE COURSES

MPSI 602 STRATEGIC INTELLIGENCE ANALYSIS II   (3 Credits)
Course Description
Strategic Intelligence Analysis (Advanced) is a continuation of MPSI 603 Strategic Intelligence Analysis I. It is designed to assist strategic analysts, senior decision-makers, and executives in their decision-making relating to crime trends and appropriate combative strategies. This course covers intelligence analysis necessary for interventions, policy formulation, plans, priorities, resource deployment and utilization, direction, etc. which informs and supports sound, effective, and efficient tactical and operational outcomes.

Learning Outcomes
At the end of the course students will:

- Explain the current issues associated with crime and intelligence analysis (e.g. resistance to change and changing paradigms).
- Apply computer software for statistical and geographic analysis of crime patterns.
- Analyze and interpret crime patterns by synthesizing and applying all theoretical and practical knowledge gained.

Reading Materials
1. Coyne, J. (2015). *The role of strategic intelligence in law enforcement, policing transnational organised crime in Canada, the United Kingdom and Australia*. London: Palgrave Macmillan.

2. Gruszczak, A. (2017). *Intelligence security in the European Union: building a strategic intelligence community*. London: Palgrave Macmillan.
3. Harris, D. R. & Godfrey, E. D. (n.d) Basic elements of intelligence – A manual of theory, structure and   procedures for use by law enforcement agencies against organised crime.
4. Quantson, K. B. (2004). *Bogus informants. nation-wreckers*. Accra: Napasvil Ventures.
5. Tzu, S. (2016). The art of war, translated by Lionel Giles, Connecting to God Publishers. *Journal of Strategic Intelligence*, 1(1).
6. Xu, M. & Kaye, G. R. (2010). An integrative framework for strategic intelligence. *International Journal of Strategic Information Technology and Applications*. 1(4).

MPSI 604   CRIME AND INTELLIGENCE ANALYSIS II   (3 Credits)
Course Description
This course is a continuation of the Strategic Intelligence Analysis I and provides a deeper and extensive understanding of crime and intelligence analysis, processes, and techniques. The course, which is a combination of taught / theory, practical and considerable student participation offers the opportunity to learn the theories, analytical principles, and applications that underpin intelligence and investigative operations. Students will learn to think about problems in a different and scientific way to be able to offer logical and rational options in making recommendations to resolve them. It is designed on the tenets of intelligence-led policing / law enforcement, which is also applicable in other non-law enforcement organizations and professions.

Learning Outcomes
At the end of the course students will:
- Articulate the relevance of a variety of policing models (e.g. traditional, community-based, intelligence-led, and problem-oriented).
- Interpret Intelligence Analysis and the Law.
- Discuss current issues associated with crime and intelligence analysis (e.g. resistance to change and changing paradigms).
- Utilize computer software for statistical and geographic analysis of crime patterns.
- Analyze and interpret crime patterns by synthesizing and applying all theoretical and practical knowledge gained in the course.

Reading Materials
1. Aning, K. (2015). Resurrecting the police council in Ghana in Alan Bryden & Fairlie Chappuis Eds., *Learning from West African Experiences in Security Sector Governance*, London: Ubiquity
2. Attafuah, K.A. (2008). *Fighting armed robbery in Ghana*. Justice & Human Rights Institute.
3. Morehouse, R. (2000). The role of criminal intelligence in law enforcement. LEIU – IALEIA 2000

4. Peterson, M. (1994). *Applications in criminal intelligence Analysis.* Westport, CT: Praeger Publishers.
5. Petersen, M. (1997). The role of analysis in intelligence led policing. In Smith A. (Ed.), *Intelligence Led Policing: International Perspectives on Policing in the 21st Century.* Lawrenceville, NJ: International Association of Law Enforcement Intelligence Analysts.
6. Quantson, K. B. (2016). *Security in the hand of God (My amazing testimony).* Accra: Napasvil Ventures
7. Ratcliffe, J. (2003). *Intelligence led policing - Trends and issues in crime and criminal justice.* Canberra: Australian Institute of Criminology.
8. Warner, M. (2002). Wanted: A definition of intelligence. http://www.cia.gov/csi/studies/vol46no3/article02.

MPSI 606   INTERNATIONAL RELATIONS   (3 Credits)
Course Description
World politics and the preconditions for international peace and security are constantly evolving. This course will deepen students' knowledge and develop their skills to better analyze and reflect on the central issues in the complex domain of modern international relations. Thus, the course will serve as an introduction to the study of International Relations (IR) and major themes or a wide range of issues in global politics. It introduces students to the evolution of international society, major theoretical perspectives (realism, liberalism, Marxism, constructivism, feminism etc), and key concepts (state, nationalism, non-state actors, power, war, peace, regionalism etc) in contemporary international relations. The course also covers issues of foreign policy analysis, international organizations and global governance, terrorism, globalization and the international political economy, human rights, international trade, and development. Students will be provided with the conceptual tools they need to understand the changing nature of modern international relations and evaluate contemporary issues in international politics.

Leaning Outcomes
After successfully completing this course, student will:
- Demonstrate solid knowledge and understanding of the key theoretical perspectives in the field of international relations;
- Identify and understand the main actors, structures and processes of international relations.
- Demonstrate conceptual and analytical capacity to critically evaluate current issues in global politics from a variety of perspectives.
- Identify and critically examine the major substantive themes in International Relations relating to peace and security.
- Understand the major international and regional institutions in world politics as well as significant developments in world politics.
- Apply IR theories to case studies in World Politics.

Reading Materials
1. Clapham, C. (1996). *Africa and the international system: The politics of state survival*. Cambridge: Cambridge University Press.
2. Dougherty, J. E. & Pfaltzgraff, R. L. (1990). *Contending theories of international relations: A comparative survey*. New York: Harper Collins.
3. Holsti, K. J. (1992). *International politics: A framework for analysis*. Englewood Cliffs: Prentice Hall.

4. Keohane, R. (1984). *After hegemony: Cooperation and discord in the world political economy.* Princeton: Princeton University Press. 49-109.
5. Goldstein, J. & Keohane, R. (1993). Ideas and foreign policy: An analytical framework. In J. Goldstein and R. Keohane (eds), *Ideas and Foreign Policy.* Cornell: Cornell University Press.
6. Murithi, T. (2014). Handbook of Africa's international relations (1st ed.). New York: Routledge.
7. Murithi, T. (2013). Africa's international relations in the 21st Century, *South African Journal of International Affairs,* 20:2, 311-314

MPSI 608   SECURITY LAW   **(3 Credits)**
Course Description
This course aims at introducing students; particularly professionals involved in force-based training, national security, intelligence, law enforcement, investigations, defense, and judicial and parliamentary oversight roles; to the contemporary field of security and intelligence law. The security law program focuses on the role of law in security and intelligence matters. The course features a rigorous and innovative curriculum designed to enable students to gain a deeper and practical understanding of the world's most pressing security law challenges.

Learning Outcomes
At the end of the course students will:
*   Describe some of the emerging 'principles' of security law.
*   Explain the contemporary national and international security law issues.
*   Identify and explain some of the contemporary legal issues in *jus in bello* and war crimes.
*   Navigate the labyrinth of laws within the security community.
*   Understand the legal aspects of security and intelligence operations (investigations, surveillance, clandestine ops, public order management, human rights and rule of law issues).

Reading Materials
1) Dickson, O. B. (2016). *Principles of security law*. Accra, Icon.
2) Dickson, O. B. (2016). A handbook on security: Law, security management and investigations. Accra, Icon Publishers.
3) Mensa-Bonsu, H. J. A. N., & University of Ghana. (2007). *Ghana law since independence: History, development, and prospects: Collection of essays to commemorate the golden jubilee anniversary of Ghana's independence, 6th March, 1957-6th March, 2007*. Cantonments, Accra: Black Mask.
4) Republic of Ghana. (1992). *The 1992 Constitution of the Republic of Ghana*. Accra: Assembly Press.
5) Reisman, W. M. & Baker, J. E. (2011). Regulating covert action: Practices, contexts and policies of covert coercion abroad. International and American Law.
6) United Nations, African Union and ECOWAS Conventions, Protocols, Instruments:

MPSI 632   PROJECT WORK   **(6 Credits)**
The project work provides the students with the opportunity to select and study peace, security and/or intelligent research problem and present their findings logically and systematically in a clear and concise manner. The selected topic must deal with a problem involving the use of analytic or predictive models leading to sound generalizations and deductions. The course therefore equips students with skills and knowledge of (a) a good understanding of relevant methodology and literature, (b) the significance and relevance of the problem, (c) a logical and sound analysis and (d) a clear and effective presentation.

MPSI 630   SEMINARS ON PEACE, SECURITY AND INTELLIGENCE   (3 Credits)
These seminars are to equip students with the knowledge and skills of presentation, research methodology as applicable in the areas of peace, security and intelligence as well as drawing policy implication of data-based research. While it is mandatory for all students to attend, faculty as well as students presentations would be the components. Also, when necessary, external persons and experts may be invited to present research findings on related issues in the seminars.

YEAR ONE: SECOND SEMESTER - ELECTIVE COURSES

MPSI 610   INTERNATIONAL MIGRATION AND CONFLICT   (3 Credits)
Course Description
International migration and conflict are connected in a number of ways. While migration flows may be caused by civil wars or armed conflicts, resolving the challenges faced by refugees and forced migrants may also be crucial to establishing lasting peace. Moreover, the actors that play a critical role in the perpetuation or resolution of conflicts may sometimes include those in the Diaspora population. This course examines the central issues (such as voluntary and forced migrants, Refugees, Asylum Seekers, 'illegal' and legal migration & human trafficking, integration and citizenship etc.) in international migration and how they are connected to issues of peace and conflict (marginalization, discrimination, identity crisis, resource conflicts, migrant stereotyping etc). It addresses the central theoretical models that seek to explain the dynamics and multifaceted causes of international migration, as well as the challenges (economic, political and social) posed by international migration for individuals and societies. The legal and policy dimension of internal migration at the global and regional levels will also be discussed.

Learning Outcomes
At the end of the course students will:
- Explain the key concepts and theories of international migration.
- Establish the complex linkages between international migration and conflict both in theory and practice.
- Identify and explain the different global, regional and national instruments on immigration.
- Advance their own perspectives on international migration and conflict.

Reading Materials
1) Adepoju, A. (2010). *International Migration: Within, to and from Africa in a globalised world.* Accra: Sub Saharan Publishers.
2) Adepoju, A. (2000). Issues and recent trends in international migration in Sub-Saharan Africa. *International Social Science Journal*, 52(162).
3) African Union. (2006a). *The migration policy framework for Africa*. Addis Ababa: AU Executive Council.
4) Castles, S. & Davidson, A. (2000). *Citizenship and migration: Globalization and the politics of belonging*. London: Routledge.
5) Danso, R., & McDonald, D. A. (2001). Writing xenophobia: Immigration and the press in post-apartheid South Africa, *Africa Today*, 48(3), 115-137.
6) Fiddian-Qasmiyeh, E., Loescher, G. & Long, K. (2013). The Oxford Handbook of Refugee and Forced Migration Studies. Oxford: Palgrave.
7) Wallensteen, P. (2007). *Understanding conflict resolution* (2nd ed.). London: Sage Publications.

MPSI 612   INDUSTRIAL CONFLICT MANAGEMENT   (3 Credits)
Course Description
Disputes and disagreements between workers and workers or between employers and workers, usually over matters related to working conditions, is a common phenomenon in industrial relations. This course covers the definition, manifestations, sources, and effects of industrial conflicts focusing on Ghana. It also discusses the statutory provisions for industrial dispute management in Ghana and how to handle grievances at the workplace.

Learning Outcomes
At the end of the course students will:
- Define industrial conflicts and some of the key theoretical perspectives.
- Identify the main actors of the industrial relations system in Ghana and their key roles.
- Explain the main sources and effects of industrial conflicts at the national, organizational, and individual levels.
- Identify and explain the legal and institutional frameworks for managing and resolving industrial disputes in Ghana.
- Describe the different grievance handling processes at the workplace

Reading Materials
1) Arthiabah, P. B. & Mbiah, H. T. (1995). *Half a Century of Toil, Trouble and Progress. The History of the Trades Union Congress of Ghana*. Accra: Gold-Type Publications Ltd.
2) Ghana Trades Union Congress. (2012). *Trade Unions and Industrial Relations in Ghana*. Accra: Trades Union Congress (Ghana) and Rosa Luxemburg Stiftung.
3) Ghana Labour Act, 2003 Act 651 and ILO Collective Bargaining Convention1981 (No. 154).
4) Okafor, E. & Bode-Okunade, B. (2005). *Introduction to Industrial and Labour Relations*. Ibadan: Mubak Press.
5) Obeng-Fosu, P. (2007). *Industrial Relations in Ghana: The Law and Practice* (Third Edition). Accra: Ghana Universities Press.

MPSI 614   INTERNATIONAL HUMANITARIAN LAW   (3 Credits)

Course Description
This course is designed to provide students with a solid legal knowledge and the necessary analytical and argumentative skills to understand and interpret the set of laws and rules guiding and regulating combatants and non-combatants in armed conflict. The legal basis for international humanitarian law are rules of international customary law as well as treaty law particularly the four Geneva Convention of 1949 with their additional protocols of 1977 and the Hague Regulations of 1907. The course critically assess the means and methods of warfare, rules of engagements, precautions in targeting, conduct of hostilities, protection of the civilian populations, refuges and internal displaced persons. The principle of proportionality, the principle of distinction between military objectives and civilian objectives as well as prohibition against means of combat form the basis of this course. Combining theory and practice the course discusses the challenges that humanitarian workers face in the performance of their duties. Additionally, it will familiarize students with the basic rules and principles of international humanitarian law.

Learning Outcomes
At the end of the course students will:

- Analyse the development and scope of international humanitarian law and the basic protective principles;
- Demonstrate how international humanitarian law guides the conduct of hostilities, restrains the use of force and mitigate the consequences of warfare;
- Categorize the differences between international and non-international armed conflict and the concepts of lawful combatancy and the law of occupation; and
- List ways to ensure adherence to international humanitarian law.

Reading Materials

1. Crawford, E. & Pert, A. (2016). *International Humanitarian Law*. Cambridge: Cambridge University Press
2. Fleck, D., & Bothe, M. (2013). *The handbook of international humanitarian law.* Oxford: Oxford University Press

3. Solis, G. D. (2016). *Law of Armed Conflict: International Humanitarian Law in War*. Cambridge: Cambridge University Press
4. Thürer, D. (2010). *International humanitarian law: Theory and practice*. Leiden: Nijhoff
5. Wilson, P. (2017). The myth of international humanitarian law. *International Affairs*, 93(3), 563-579

MPSI 616   HUMAN RIGHTS LAW AND INTERNATIONAL LAW   (3 Credits)
Course Description
The Universal Declaration of Human Rights (UDHR) is generally agreed to be the foundation of international human rights law. The UDHR, adopted in 1948, has stimulated a rich body of legally binding international human rights treaties. The law continues to be an encouragement to all, whether in addressing injustices, in times of conflicts, in societies suffering repression, or in a drive towards achieving universal enjoyment of human rights. This course offers a wide range of subjects that will expose students to the principles, and theoretical, international, and interdisciplinary perspectives on international law and human rights law. The purpose of this course is to examine the history, development, structure and efficacy of international human rights law and international law. The course offers choices from a broad range of subject areas including: History and Theory of International law, Criminal law, Fundamental issues in international law, International criminal law, International environment law, WTO laws, International climate change laws, International investment law, and International law of the Sea, and Diplomatic Law among others. Students will have the opportunity to learn about key international and regional human rights laws and the enforcement of human rights by courts, quasi-judicial bodies, intergovernmental organizations and non-governmental organizations.

Learning Outcomes
At the end of the course students will:
- Identify the nature of international law and the structure of the international legal system.
- Describe the international law-making processes.
- Explain the diverse functions of international law in contemporary society.
- Compare the international human rights law system and regional human rights law systems.
- List the basic elements of public international law - its sources and subjects, the recognition and jurisdiction of States in international law and principles of State responsibility.
- Identify the various mechanisms and procedures for human rights law enforcement.

- Explain the implementation of human rights in domestic systems, complex humanitarian emergencies, and their supervision by international bodies.

Reading Materials
1) Abebe, D. (2017). Does international human rights law in African courts make a difference? *Virginia Journal of International Law*, 56(3), 527-558.
2) Alston, P., Goodman, R., & Steiner, H. J. (2013). *International human rights: Text and materials*. Oxford: Oxford University Press.
3) Cassese, A. (2003). *International law*. Oxford: Oxford University Press.
4) Elias, T. O., & Akinjide, R. (1988). *Africa and the development of international law*. Dordrecht: M. Nijhoff.
5) Heyns, C., & Linde, M. (2002). *Human rights law in Africa 1999*. The Hague: Kluwer law international.
6) Moeckli, D., Shah, S., & Sivakumaran, S. (2013). *International human rights law*. Oxford: Oxford University Press.
7) Shaw, M. N. (2014). *International Law.* Cambridge: Cambridge University Press.
8) Shelton, D. (2013). *The Oxford handbook of international human rights law.* Oxford: Oxford University Press.

MPSI 618   INTER-FAITHS / ECUMENICAL CONFLICT IN GHANA   (3 Credits)
Course Description
The course will discuss the guiding principles of ecumenism and inter-religious/inter faith dialogue, which will facilitate and promote living together and collaboration of people with different religious traditions. It will also discuss the areas of agreement, controversial and divisive issues on different theologies and religious traditions. The students will be encouraged to make research and to take position, support with reason and coherence their views on a particular religious tradition and learn to understand and appreciate different religious points of views

Learning Outcomes
At the end of the course students will:
- Discuss the guiding principles of ecumenism and inter-religious/ Inter-faith conflict.
- Identify areas of controversy and diversities in different religious traditions.
- Explain the major theoretical, conceptual, and methodological principles on Inter-Religious/ Ecumenical Conflict in Ghana.
- Distinguish between the various dialogue and reconciliation models in different religious traditions.

Reading Materials
1) Aubyn, F. & Aning, K. (2016). *Spirituality and politics under Ghana's Fourth Republic: 1992-2015*. Accra:FES/KAIPTC.
2) Aleaz, K. P. (2005). Inter-faith reality and ecumenical theological education. *Asia Journal of Theology*, 19(1), 3-13.
3) Cheetham, D., Pratt, D., & Thomas, D. (2013). *Understanding interreligious relations.* Oxford: Oxford University Press.
4) Fitzgerald, M. L. & Borelli, J (2006). *Interfaith dialogue: A catholic view*. Maryknoll: Orbis Books.
5) Gort, J. D. (2002). *Religion, conflict and reconciliation: Multifaith ideals and realities.* Amsterdam: Rodopi.

6) Steven, J. S. T. F. (2002). *Culture and customs of Ghana*. Usa: Blackwell's.

MPSI 620 ENERGY AND ENVIRONMENT SECURITY (CLIMATE CHANGE ISSUES)
(3 Credits)
Course Description
The main emphasis of this course is on how increased competition for environmental and energy
resources threaten international security and how these threats should be mitigated. Throughout the
course, neoliberal and geopolitical approaches to energy and environmental security are used to better
understand the risks and opportunities involved in an era of increasing scarcity.

Learning Outcomes
At the end of the course students will:
- Discuss the background to the emerging field of environmental security (including identification
  of environmental security problems, tools for prevention of breaches in environmental security,
  and response to such breaches).
- Explain the major theoretical principles and concepts used in environmental and energy security.
- Relate the four different aspects of energy security:
    o strategic (geopolitics, poverty, and conflict),
    o economics (markets, jobs, and the resource curse),
    o technology (extraction, carbon capture, renewable resources, and smart grids), and
    o global governance of the environment (international organizations and treaty regimes).
- Explain the data sources for current policy analysis and be familiar with the energy and
  environmental security policy debate both in key energy and environment producing and
  consuming states.

Reading Materials
1) Barton, B., & Barton, R. Z. (2004*). Energy security: Managing risk in a   dynamic legal and
   regulatory environment*. Oxford: Oxford Univ. Press.
2) Chandler, W. U. (2000). Energy and environment in the transition economies: Between Cold
   War and global warming. Boulder: Westview Press.
3) Mulligan, S. (2010). Energy, Environment, and Security: Critical Links in a Post-Peak World.
   Global Environmental Politics, 10(4), 79-100.
4) Oniemola, P. K. (2016). Why Should Oil Rich Nigeria Make A Law for the Promotion of
   Renewable Energy in the Power Sector? *Journal of African Law*, 60(1), 29-55.
5) Schnurr, M. A., & Swatuk, L. A. (2012). *Natural resources and social conflict: Towards critical
   environmental security*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

MPSI 622   INTERNATIONAL CONFLICT MANAGEMENT   (3 Credits)
Course Description
This course primarily focuses on applying the insights of theory and research into the understanding and
management of actual conflict situations. This course will expose students to the theoretical and
empirical investigations into the occurrence, success and/or failure of conflict management through an
analytical as well as historical lens. Progressively, international conflict has become part of
contemporary internal relations discourse. Irrespective of the nature of conflict - whether between states,
inside states, or between state and non-state actors - the effects are numerous. The main objective of the
course is to introduce students to the different schools of thoughts and critique central theories that have

been used to analyze various types of conflicts and security challenges globally. The course will present the nature of conflict, causes of conflict from the individual to the global levels, and their interconnections, management and remedies of such conflict. Effort will be made to introduce students to central concepts, questions, relationships and assumptions that underlie each theoretical thought or model.

Learning Outcomes
At the end of the course students will:
- Explain the nature and source of different types of conflict: at the interpersonal level, in groups and societies, and between countries and other global groupings.
- Discuss the key concepts, approaches, and tools for conflict analysis and resolution.
- Identify the challenges faced by conflict management scholars and practitioners.
- Apply the various theoretical perspectives on notions of conflict and violence.
- Demonstrate skills in conflict analysis and resolution.

Reading Materials
1) Aning, K., Abdallah, M. & Aubyn, F. (2017). Responding To Boko Haram: Interrogating the Effectiveness of State and Regional Intervention Approaches. In Hentz, J. J and Solomon, H. (eds), *Understanding Boko Haram Terrorism and Insurgency in Africa*. New York/London: Rutledge.
2) Aning, K., & Aubyn, F. (2013). Negotiating the pitfalls of peace and security in Africa and a new American grand strategy: African Union Peace and Security Architecture and the U.S. Africa Command' in V. C. Franke and R. H. Dorff (eds.), *Conflict management and peacebuilding: pillars of a new American grand strategy*. Pennsylvania: United States Army College Press.
3) Bercovitch, J., Kremenyuk, V. & Zartman, I. W. eds. (2009).*The Sage Handbook of Conflict Resolution.* Thousand Oaks: SAGE.
4) Bercovitch, J., & Jackson, R. (2009). *Conflict Resolution in the Twenty-first Century*. Ann Arbor: University of Michigan Press.
5) Zartman, I. W. (2007). *Peacemaking in international conflict: Methods & techniques*. Washington: United States Institute of Peace.

MPSI 624   GENDER IN PEACE AND CONFLICT STUDIES   (3 Credits)
Course Description
This course provides a critical examination of peace and security issues and how it relates to gender both in conflict and post-conflict contexts. Particularly, the course focuses on the UN Women, Peace and Security (WPS) agenda, which originates from the UN Security Council Resolution 1325 (2000) through to subsequent resolutions addressing issues of participation, protection, prevention and peacebuilding, especially in regard to women. The trailblazing aspect of the resolution is its systematic insistence on the interconnectedness between gender and peace and security concerns. This course uses gender and feminist lens to examine a range of issues.

Learning Outcomes
At the end of the course students will:
- Discuss the impact of war on women and men, including different gendered roles in conflict and gender-based violence.

- Highlight the role of UN Conventions and international organizations in addressing gendered insecurities.
- Justify the increasing women's participation in peacekeeping, peacebuilding, and political decision-making.

Reading Materials
  i) Aning, K. & Edu-Afful, F. (2013). Unintended Impacts and the Gendered Consequences of Peacekeeping Economies in Liberia. *International Peacekeeping*. Vol. 20, No.1 pp.17-32.
  ii) Baas, M. E. & Stern, M. (2013). *Sexual Violence as a Weapon of War? Perceptions, Prescriptions, Problems in the Congo and Beyond.* London: Zed Books
  iii) Buss, D., Lebert, J., Rutherford, B., Sharkey, D., & Aginam, O. (Eds).(2014). *Sexual Violence in Conflict and Post-Conflict Societies: International Agendas and African Contexts*. London: Routledge.
  iv) Kirby, P. & Shepherd, L. (2016). The Futures Past of the Women, Peace and Security Agenda', *International Affairs*. 92920, 373-392.
  v) Tryggestad, T. L. (2009). Trick or treat? The UN and implementation of Security Council resolution 1325 on women, peace and security. *Global Governance*, 15, 539-557.

MPSI 626 GOVERNANCE AND LEADERSHIP   **(3 Credits)**
Course Description
Improving and sustaining people's welfare is of fundamental importance to all governments, societies and institutions. The goal of the course is to interrogate the linkage between governance and leadership and how it impacts on development efforts to improve the quality of life in Africa. It examines gendered governance and leadership in the context of sustainable development and nation state building. The course, therefore, examines the conceptual, theoretical, and practical underpinnings of governance and leadership in general, and in African societies in particular; and their implications for development. It discusses the interactions of governance and leadership at all levels of society, and provides an opportunity for students to analyze governance and leadership issues affecting the African continent. The course also discusses how to promote equal participation of women in politics, governance, and overall decision making at different levels of society; gender issues and biases in governance and leadership at both the local and national levels; and challenges of gender equity in democratic governance and leadership. Also discussed are processes and mechanisms for making governance and leadership gender responsive; strategies of gender mainstreaming in policies, programmes, and projects; and women's participation and empowerment as a way of improving and sustaining good governance and leadership. It discusses what constitutes good governance and leadership, and contemporary governance and leadership challenges confronting African countries.

Learning Outcomes
At the end of the course students will:
- Identify the various conceptual and theoretical understandings of governance and leadership.
- Discuss the governance and leadership situation in Africa.
- Illustrate a comprehensive practical insight of the principles of governance and leadership and their application in African communities, organizations and government institutions.
- Apply leadership and good governance concepts and tools in their personal and professional lives.
- Demonstrate ethical leadership and good governance skills.
- Interpret cultural influences on governance and leadership in Africa.

- Recognize gender factors in governance and leadership; and promote and apply processes of gender mainstreaming in their workplaces.

Reading Materials
1) Ake, C. (2000). The feasibility of democracy in Africa. Dakar: CODESRIA.
2) Alemazung, J. A. (2011). Leadership flaws and fallabilities impacting democratization processes, governance and functional statehood in Africa. *African Journal of Political Science and International Relations*. 5(1).
3) Northhouse, P. G. (2004). *Leadership theory and practice*. London: Sage.
4) Osei-Hwedie, K. (2013). The Self, Personality and Performance. Accra: Kofi Annan International Peacekeeping Training Centre (KAIPTC).
5) Osei-Hwedie, K. & Osei-Hwedie, B.Z. (2001). Grassroots Participation: The Challenge of Social Development in Botswana. In Kidanu, A. and Kumssa, A. (eds). Social Development Issues in Africa. Nairobi: United Nations Centre for Regional Development (UNCRD), 47-60.

MPSI 628   HUMAN SECURITY
Course Description
States and societies have always grappled with multiple sources of threat to security. Yet, under the intellectual hegemonic of realism, discourses around security have traditionally prioritised state security at the expense of human security. Certainly, the 'military-political' dimension of security is important. However, this sate-centric perspective offers a narrow view of security as it ignores major wide-ranging threats to human security, that include mass atrocities, climate change, pandemics such as HIV/AIDS and Ebola, poverty and terrorism. This course introduces students to the broader concept of human security and its relation to peace, security and intelligence. The course will contrast human security with national security in order to explain why the attribution of security status to issues that were previously kept out of the security agenda and why the elevation of individuals and communities as referent objects of security are warranted.
Learning Outcomes
By the end of the course, students will:
- Explain the concepts of human security;
- Explain the main dimensions of security;
- Compare and contrast state security and human security;
- Explain human security, delineating its potentials and limitations as an analytical framework; and
- Apply human security as a conceptual or theoretical underpinning to explain specific issues and dynamics around peace, security and intelligence.

Reading Materials
1. Akokpari, J., Ndinga-Muvumba, A & Murithi, T., (eds.), *The African Union and its institutions.* Cape Town: Centre for Conflict Resolution.
2. Attuquayefio, P. (2013). *Human security in the post-conflict development of Liberia*. Accra: LAP LAMBERT Academic Publishing.
3. Abass, A. (Ed.). (2010). *Protecting human security in Africa*. Oxford: Oxford. University Press.
4. Andersen-Rodgers, D. & Crawford, K. F. (2018). *Human security: Theory and action*. New York: Rowman & Littlefield.

5. Buzan, B. Weaver, O. & de Wilde, J. (1998). *Security: A new Framework for Analysis*. London: Lynne Rienner Publishers.
6. Hutchful, E. (2008). From military security to human security. In Akokpari, J., Ndinga-Muvumba, A and Murithi, T., (eds.), *The African Union and its institutions.* Cape Town: Centre for Conflict Resolution.
7. ICISS. (2001). *The responsibility to protect: Report of the International Commission on Intervention and State Sovereignty*. Ottawa: International Development Research Centre.
8. Kaldor, M. (2007). *Human security: Reflections on globalization and intervention*, Cambridge: Polity Press.
9. UNDP. (1994). *Human development report 1994*. New York: Oxford University Press.
10. Wheeler. N. (2000). *Saving strangers: Humanitarian intervention in international society*. Oxford: Oxford University Press.

3.11.9 MASTER OF BUSINESS ADMINISTRATION IN IMPACT ENTREPRENEURSHIP AND INNOVATION
YEAR ONE

FIRST SEMESTER

MBEI 601: Entrepreneurial Marketing   **(3 Credits)**

Course Description
This course discusses key marketing concepts, methods, and strategic issues relevant for start-up and early-stage entrepreneurs. The course explores major strategic constraints and issues confronted by entrepreneurs today and helps students develop a flexible way of thinking about marketing problems as there is no universal marketing solution applicable to all entrepreneurial ventures. Of particular interest is how one can identify and evaluate marketing opportunities. It aims at equipping entrepreneurs with the tools and strategies to achieve competitive advantages given limited marketing resources. Further, participants will explore major marketing/sales tools for entrepreneurial setting, market development, entrepreneurial communication strategy and entrepreneurial pricing strategy.
Course Outcomes
At the end of the course students will be able to:
1. Develop new product concepts
2. Determine the pricing policies for new products
3. Build new brands in competitive marketing environments
4. Forecast total market demands

Reading materials
Edwin J. N. (2014). Entrepreneurial Marketing: An Effectual Approach, 2nd edition. Routledge. UK.
Grünhagen, M., & Mishra, C., (2008). Entrepreneurial and Small Business Marketing: An introduction; *Journal of Small Business Management* 46 (1) pp 1-3
Miles, M. P., & Darroch, J., (2008). A Commentary on Current Research at the Marketing and Entrepreneurship Interface; *Journal of Small Business Management* 46 (1) pp. 46-49
Morgan, H. L., A. Kallianpur, & Lodish, L. M., (2001). "Entrepreneurial Marketing," *Lessons from Wharton's Pioneering MBA Course*, John Wiley & Sons.
Chaston, I. (2000). Entrepreneurial Marketing. Purdue University Press, USA.

MBEI 603:   Innovation and Creativity Management   (3 Credits)
Course Description

This course deals with the understanding of creativity and innovation as strategies in enhancing an entrepreneurial culture in both new and established businesses. This course seeks to prepare participants to be leaders of innovation. It explores the tools that can be used to generate and test innovative ideas. Issues to be explored include individual and group creativity, barriers to creativity and approaches for overcoming them, methods for generating or recognizing ideas, alternatives or possibilities to solve commercial or operational problems, turning creativity into innovation that benefits the customer and the business venture, adaptation to change, bringing creativity and innovation into the organisations and building an environment as well as creative scenarios for the future of the organization. Students are expected to understand and identify strategies to promote ideas on innovative products and services as well the necessary actions needed to implement them successfully.

Course Outcomes
At the end of the course students will be able to:
1. Develop and demonstrate their creativity and innovation through the initiation of business ideas;
2. Develop and use frameworks and strategies for enabling a supportive environment for creativity and innovation,
3. Define and solve strategic management problems related to creativity and innovation in business environments,
4. Research critical factors of creativity and of innovation that impact a firm's performance,
5. Facilitate more creative approaches to achieving business aims,
6. Build an organizational climate that promotes creativity and innovation.

Reading Materials
Bessant, J. R. & Tidd, J. (2015). *Innovation and entrepreneurship.* 3rd Ed. Chichester: John Wiley & Sons.
Dodgson, M., Gann, D. & Phillips, N. (2014). *The Oxford handbook of innovation management*, Oxford University Press
Etzkowitz, H. & Leydesdorff, L. (2000). "The dynamics of innovation: From national systems and "Mode 2" to a Triple Helix of university-government- industry relations" *Research Policy* 29: pp.109-123
Harlow, P.T. (2012). *Innovation management and new product development,* Financial Times Prentice Hall.
Osterwalder, A & Pigneur, Y. (2009). Business Model Generation, Alexander Oster & Yves Pigneur Publishers'.
 Ries, E; (2011).The Lean Startup, Crown Business, New York.
Saldanha, T, J., V., Mithas, S., & Krishnan, M. S., (2017). Leveraging Customer Involvement for Fuelling Innovation: The Role of Relational and Analytical Information Processing Capabilities. - *MIS Quarterly, 2017* - aisel.aisnet.org
Tidd, J & Bessant, J; (2009). Managing Innovation. Integrating technological market and organizational change. 4th Ed.
Tidd, J., & Thuriaux-Aleman, B., (2016). Innovation management practices: cross-sectorial adoption, variation, and effectiveness *R&D Management,* Wiley Online Library
Von Hippel, E (2005). Democratizing Innovation. MIT Press: Cambridge, Massachusetts. Cap. 1.

MBEI 605: Business Strategy for Innovation　　　　　　　　　**(3 Credits)**

Course Description

This course is about strategic innovation, which is about the discovery and creation of new sources of value and changing the rules of the game. The aim of the course is to provide students with a broad perspective on innovation and to increase their effectiveness and skill in analysing, managing, and understanding issues related to strategy and innovation. The course is designed to develop students' analytical and creative thinking and to provide them with skills to search for and develop creative and strategically viable business solutions in dynamic and rapidly growing organizations, as well as in competitive business environments. The course integrates perspectives from the psychology of creative thinking, strategic management, and organizational design. The course is designed for the strategist and the general manager and it will cover some aspects of technological innovation and you will have as well as provide a broad, integrated perspective on innovative thinking, innovative strategies, and innovative processes in a wide spectrum of organizations.

Course Outcomes

At the end of the course students will be able to:
1. Design the analytical and creative thinking tools needed in organisations where change and innovation are key drivers of competitive success
2. Deploy the analytical, communication, and action skills that enable them to contribute to the innovation and growth goals of corporations.
3. Identify some of the challenges of developing innovative strategic solutions.
4. Contribute to the strategic change and innovation in their organizations
5. Think critically and creatively about strategic business problems, and will be able to see them in context within the wider organisations.
6. Develop new business models that enhance the innovative potential to create value for an organization.

Reading Materials

Alexander O. & Yves P. (2010). *Business Model Generation.* John Wiley &Sons.
David, F. R., & David, F. R. (2017). *Strategic management: a competitive advantage approach, concepts,* (16th ed.). Pearson.
Dess, G., & McNamara, G. (2015). *Strategic management: creating competitive advantages,* (8th ed.). McGraw-Hill Education.
Dess, G., & McNamara, G. (2015). *Strategic management: texts and cases,* (8th ed.). McGraw-Hill Education.
Hill, C. W., Jones, G. R., & Schilling, M. A. (2014). *Strategic management: theory: an integrated approach*, Cengage Learning.
Hitt, M. A., & Ireland, R. D. (2016). *Strategic management: concepts and cases: competitiveness and globalisation,* (12th ed.). South-Western College Pub.
Jeff, D. Hal G. & Clayton M. C. (2011). *The Innovator's DNA.* Harvard Business School Press
Rothaermel, F. (2016). *Strategic management: concepts,* (3rd ed.). McGraw-Hill Education.
West, P. (2017). *Strategic management: value creation, sustainability and performance,* (4th ed.). Riderwood Publishing.

MBEI 607   Accounting for Entrepreneurs   (3 Credits)

Course Description This course focuses on the fundamental principles and concepts of accounting. It delves into the use of financial information, distinguishing between cost, management and financial accounting, the accounting equation, basic ledger postings, the double entry system for assets and liabilities, expenses and income, assets and depreciation, bad debts, provision for bad debts and discounts, bank reconciliation and control accounts to understand the key concepts and bookkeeping rules. At the end of the course, the student should be able to extract a trial balance as well as prepare and analyze statement of comprehensive income, statement of financial position, a receipt and payment account, income and expenditure account and reconciliation of bank statements.

Course Outcomes
At the end of this course students will be able to:
1. Explain the fundamental accounting concepts and standards.
2. Identify users of financial statements and their needs.
3. Capture economic transactions in the day books and classify, interpret, and report them to stakeholders.
4. Prepare simple financial statements for profit and not-for-profit making organizations.
5. Apply the accounting control frameworks to interpret and analyse stakeholder issues.
6. Prepare bank reconciliation statements for organizations.

Reading Materials
Atrill, P., McLaney, E., Harvey, D. & Jenner, M. (2009), *Accounting: an introduction*, 4th Edition.Pearson.
Bazley, M., Hancock, P. & Berry, (2007) *Contemporary accounting*, 6th Edition, Thomson. Black, G. (2005) Introduction to Accounting and Finance, Prentice Hall.
Brit, J, Chalmers, K., Beal, D., Brooks, A., Byrne, S. & Oliver, J., (2005*), Accounting: business reporting for decision making,* Wiley.
Garrison, R. H., Noreen, E. & Brewer, P. (2008), *Managerial accounting* (12th Edition), McGraw Hill.
Hansen, D., Mowen, M., (2007), *Management accounting* (7th Edition),   Thomson / South Western.
Hilton, R.W. (2008), *Managerial accounting:* Creating Value in a Dynamic Business Environment (7th Edition), McGraw Hill.
Wiley, Brisbane. Hopper, T., Scapens, R., & Northcott, D. (2007), *Issues in Management accounting* (3rd Edition), Pearson.

MBEI 609:   Business Law and Taxation   (3 Credits)
Course Description
The course introduces students to various ways in which legal rules, principles, and concepts regulate and affect business transactions and activities in Ghana, and the ramifications of such interface for business decisions. In this respect, the course specifically introduces students to the general principles and concepts in such topics as the Legal System; Laws of Ghana and their respective sources; Law of Contract; Law of Tort; Employment Law and Company Law.

Students will also be introduced to the Ghanaian Taxation Systems (GTS) and to the law and concepts that determine the liability for taxation. Particular emphasis will be given to understanding legal reasoning and argument and their application in business. In addition, the knowledge and skills

developed in this course will be essential for successful application of business law and taxation in various organizations.

Course Outcomes

At the end of this course students will be able to:

1. Explain the general legal principles and concepts relating to
   - The law of contract
   - The law of tort
   - Constitutional law
   - Criminal law
2. Explain the differences among the following concepts: Civil law: tort and contract, Constitutional and administrative law, and Criminal law and constitutional law.
3. Explain the features of the Ghanaian legal system.
4. Distinguish between the interface of legal system and business.
5. Describe the law making process and how that affects the content of business related laws in Ghana.
6. Apply the general principles of law learnt in the course to solve business problems that require basic knowledge of law.
7. Discuss the efficiency of tax administration in developing countries in general and Ghana in particular.
8. Explain how business, investment and employment incomes are taxed.
9. Explain the assessment of taxpayers and the computation of tax liability.

Reading Materials

Adagewine, G. (2015). *A handbook on selected topics in business law.* Accra: Dot Concept.
Ali-Nakyea A. (2012). *Taxation in Ghana: principles, practice and planning* - revised edition, Accra: Black Mask Limited.
Bimpong-Buta, S.Y. (2007). "Delivery of Judgments by the Superior Courts of Ghana", *Ghana Policy Journal*, Volume 1, pp. 121-138.
Contracts Act of Ghana, 1960 (Act 25)
Dowuona – Hammond, C. (1993- 95). 'Protecting the purchaser of goods under Ghanaian law'. 19 RGL
Dua Agyeman, E. (2005). *Income tax, gift tax and capital gains tax,* EDA Accra: Publications. Ghana.
Ghana, Republic of (1992). The 1992 constitution of the Republic of Ghana
Harris, P. (2002). *An Introduction to Law*. London: Butterworths Publications.
Lymer, A., & Oats, L. (2013). *Taxation: policy and practice,* (20th ed.). Fiscal Publications
Meiners, R. E., Ringles A. H. & Edward, F. L. (2011). *The legal environment of business* (11th ed.): USA, Cengage Learning
Sale Of Goods of Ghana, Act 1962 (Act 137)
Thom, M. (2017). *Tax politics and policy (politics of American public policy),* Routledge.

YEAR ONE

SECOND SEMESTER

MBEI 602: **Entrepreneurial Finance**   **(3 Credits)**

Course Description

Entrepreneurs often point to finance being the most important skill they lack. What complicates the matter further is that financial decision making in the context of new venture is different from materials taught in most finance courses. This course provides the knowledge for building the requisite human resources for an entrepreneurial venture, whether in a large organization, a turnaround situation, a management buyout, or a startup. The course covers the financial aspects of small business entrepreneurship for owners of sole proprietorships, partnerships, and small nonpublic corporations.

Course Outcomes

At the end of this course students will be able to:
1. Explain the difference between the funder's perspectives and those of the company being financed.
2. Explain the difference between venture capital, private equity, early stage and traditional financing sources.
3. Utilize different valuation techniques to estimate the market value of a venture at various stages.
4. Formulate a deal structure for a start-up venture and grasp the multiple variables that can be introduced when structuring a deal.
5. Construct, read and draw practical insights from the financial statements of an entrepreneurial venture

Reading Materials
- Levin, J. S. (2009) *Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions*. Aspen Publishers.
- Metrick, A. & Ayako Y. (2010) *Venture Capital and the Finance of Innovation.* Wiley.
- Leach, C. J., & Melicher, W. Roland (2018). Entrepreneurial Finance, 6rd Edition. Cengage.
- Philip J. Adelman, Alan M. Marks (2013). Entrepreneurial Finance. Pearson Education.

MBEI 604:   Leadership and Ethics   (3 Credits)

Course Description

This course provides the basis for understanding what leadership is and assist students to explore the tools they can use immediately to refine strategy, develop their people, and maximize stakeholder return. Additionally, it introduces the student to the theory and practice of leadership. Furthermore, the course provides an overview of various philosophical approaches to ethical decision-making and practical applications involving ethical problems that arise in business. The course is designed to equip business leaders to confront ethical issues in contemporary governance and prepare students to identify and analyze ethical issues from a domestic and global perspective. It does this by introducing the theories of ethics that are commonly used in many leadership decisions. Students are expected to apply the theories to a wide range of government policy, business, and personal issues. Topics include the major ethical constructs, approaches to self-knowledge, ethical dilemma in leadership, and practical leadership skills. Students will be able to find solutions to ethical dilemmas they may confront during a business career.

Course Outcomes

At the end of this course, students will be able to:
1. Explain the importance of organization culture and the leader's role in establishing it.

2. Analyze leadership traits and qualities in leaders and potential leaders.
3. Apply skills required for the successful practice of management within the framework of societal values.
4. Analyze the ethical issues which confront businesses today.
5. Apply critical thinking skills in resolving ethical issues in business.
6. Analyze the strengths and weaknesses of various philosophic approaches to ethical decision-making.
7. Demonstrate knowledge of the skills, traits and actions of an ethical leader.
1. Apply the principles and practices of interpersonal, group and leadership to situations involving communication, exercise of influence, organizational citizenship, and social responsibility.

Reading Materials
 Albuquerque, D. (2010). Business ethics: Principles and practices. New Delhi: Oxford University Press.
Bredeson, D. (2012). Applied business ethics (International edition). Mason, Ohio: South-Western.
Brenkert, George G., & Beauchamp, T. L. (2010). The Oxford handbook of business ethics. Oxford: Oxford University Press.
Frey, R. G., & Wellman, C. H. (2003). A companion to applied ethics. Malden, Mass; Oxford: Blackwell.
MacKinnon, B., & Fiala A. (2018). Ethics: Theory and Contemporary Issues, 9th Edition. Cengage, UK.
Maxwell C. J. (2009). Thinking for a Change: 11 ways highly successful people approach Life and work, New York: Herbertte Book Group.
Silsbee, D. (2008). Presence-based coaching: Cultivating self-generating leaders through mind, body and heart. San Francisco, CA: Jossey-Bass Publishers.

MBEI 606:   Sales Management and Negotiations   (3 Credit)

Course Description
This course introduces students to the key theoretical frameworks for a sound foundation in the 'science of selling and sales management', and allows enough space and opportunity for students to experience the practical application of the theory in a controlled environmental setting. It provides the student with the scientific and technical knowledge of the processes of planning, organizing, directing and controlling systems needed for efficient and effective performance as a sales manager in any industry or business. The course mainly focuses on the strategic and tactical aspects of professional selling and salesforce management from the perspective of the marketing concept. It thus emphasizes the strategic importance of personal selling within the context of the marketing and relationship marketing concepts, theories, and practices. Hence, the course will foster understanding of the sales management function with the intent that the theories and principles could be applied in any market and customer-oriented organization. Issues concerning international selling, social responsibility, and ethical considerations as they relate to contemporary practice of sales management are given the necessary attention.

Course Outcomes
At the end of this course students will be able to:
1. Demonstrate and appreciation of the strategic role of sales force management in a market-oriented, customer-focused organization.

2. Develop flexible sales organizational structures for the effective planning and implementation of sales budgets and quotas within the contexts of varied competitive and organizational environmental situations.
3. Plan and implement a sales force recruitment, selection, training, and deployment programme.
4. Apply the principles of sales force empowerment, in terms of training, motivation and satisfactory compensation to ensure a sustainable positive impact on organizational sales performance efficiency and effectiveness.
5. Develop sales forecasts and budgets, design sales territories and quotas, as well as deploy sales people appropriately.
6. Monitor and evaluate individual and organizational sales performance for effective future sales planning.

Reading Materials

Gretz. K. F., Drozdeck S. R., & Wiesenhutter, W. J (2006). *"Professional Selling – A Consultative Approach"* IRWIN

Ingram, T. N., LaForge R. W., Avila R. A., Schwepker C. H Jnr., & Williams Michael R: (2013). *"Sales Management: Analysis and Decision-Making"* – 6ed.

Jobber, D. & Lancaster, G (2012). *Selling and Sales Management*, 9th Edition, Pearson Education Limited, England.

Stanton W. J., and Spiro R. (2015). *"Management of a Sales Force"* 14th ed. IRWIN/McGraw-HILL

Weitz B. A., Castleberry S. B., & Tanner J. F. (2013). *"Selling: Building Partnership"* McGraw-HILL/IRWIN

MBEI 608 Social Innovation and Impact Measurement   (3 Credit)
Course Description

This course provides students an opportunity to use the discipline of entrepreneurial management, innovative design thinking as well as business tools and techniques to address social innovation topics that attempt to improve the quality of life in the global world. The course examines projects that attempt to solve strategic problems in the social sector. Students will learn how to innovate and design new ideas and investigate various approaches to implement those ideas. The course will engage students in the dynamic and growing field of social innovation through direct communication with social innovators, as well as field research, analysis, and applied approaches to identify social problems and design situation-appropriate and innovative solutions.

The course also discusses strategies for implementing business plans of social enterprises and explores the method for evaluating the mission of such social enterprises. Participants will also examine appropriate communication strategies for social enterprises and will demonstrate how to market their products and services to their beneficiaries. Furthermore it explores growth strategies of social enterprises and examine how they can scale or replicate plans internationally in order to reach a larger number of beneficiaries. Finally, the course will evaluate exit strategies and review options that social enterprises have when they need to finance their growth. Topics to be discussed include; organic growth, impact investing, financial technology, social franchising, hypothesis driven solutions and change theories.

Course Outcomes
At the end of the course students will be able to:
1. Explain fundamental terms and concepts of social innovation and social entrepreneurship.

2. Evaluate the missions, goals, objectives and plans of social enterprises.
3. Conduct social enterprise impact assessment.
4. Examine approaches to innovate and design new ideas and the strategies to implement those ideas.
5. Launch social impact organizations of their own invention.
6. Examine various change theories and apply them in the social setting.
7. Think critically and identify unexpected patterns to create new and better approaches toward a vision of the world.

Reading Materials

Bornstein, D. & Davis, S., (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford, Oxford University Press.

Christopoulos, D., & S. Vogl. (2015). "The Motivation of Social Entrepreneurs: The Roles, Agendas and Relations of Altruistic Economic Actors." *Journal of Social Entrepreneurship* 6 (1): 1–30; Taylor & Francis

Defourny, J., & S. Kim. (2011). "Emerging Models of Social Enterprise in Eastern Asia: A Cross-Country Analysis." *Social Enterprise Journal* 7 (1): 86–111.

Defourny, J., & M. Nyssens. (2008). "Social Enterprise in Europe: Recent Trends and Developments." *Social Enterprise Journal* 4 (3): pp.202–228.

Lepoutre, Jan, Rachida Justo, Siri Terjesen, & Niels Bosma. (2013). "Designing a Global Standardized Methodology for Measuring Social Entrepreneurship Activity: The Global Entrepreneurship Monitor Social Entrepreneurship Study." *Small Business Economics* 40 (3): pp.693–714

Weaver, R. L., (2018). Re-Conceptualizing Social Value: Applying the Capability Approach in Social Enterprise Research; *Journal of Social Entrepreneurship*; Rutledge, Taylor & Francis Group; 9:2, pp.79-93.

MBEI 610 Social Enterprise   **(3 Credit)**

Course Description

The course aims at providing students with the resources they need to bring their innovative ideas for social good to fruition. It holistically discusses non-profits, social enterprises, and public sector social entrepreneurship. The course also provides students with an understanding of how to use their business skills and market knowledge to create social solutions. A wide range of topics are covered including issues on Global Social Entrepreneurship, the management of social enterprises, and urban poverty and economic development. A practical aspect of the course may require students to dedicate their studies to environmental sustainability, health, economic opportunity, or education in Ghana and globally. The programme also allows students to approach their area of interest as they see fit through either a non-profit leadership or social enterprise/business approach.

Course Outcomes

At the end of the course students will be able to:
1. Understand the complexity of social change and the concept of social entrepreneurship.
2. Explain the role of measurement to quantify social impact and how social entrepreneurs mobilize scarce resources to affect social change.
3. Demonstrate an understanding of the concept of social entrepreneurship, how its principles have been applied to address social problems,

4. Demonstrate knowledge and understanding about social entrepreneurship and challenges faced by social entrepreneurs.
5. Apply social entrepreneurship principles to addressing social problems and resolve the challenges faced when adopting social entrepreneurship methods.
6. Generate ideas for empowering disadvantaged community members to create social change and develop their own skills.

Reading Materials

Bornstein, D. and Davis, S., (2010). *Social Entrepreneurship: What Everyone Needs to Know* (Oxford, Oxford University Press.
Christopoulos, D., and S. Vogl. (2015). "The Motivation of Social Entrepreneurs: The Roles, Agendas and Relations of Altruistic Economic Actors." *Journal of Social Entrepreneurship* 6 (1): 1–30; Taylor & Francis
Defourny, J., and S. Kim. (2011). "Emerging Models of Social Enterprise in Eastern Asia: A Cross-Country Analysis." *Social Enterprise Journal* 7 (1): 86–111.
Defourny, J., and M. Nyssens. (2008). "Social Enterprise in Europe: Recent Trends and Developments." *Social Enterprise Journal* 4 (3): 202–228.
Lepoutre, Jan, Rachida Justo, Siri Terjesen, and Niels Bosma. 2013. "Designing a Global Standardized Methodology for Measuring Social Entrepreneurship Activity: The Global Entrepreneurship Monitor Social Entrepreneurship Study." *Small Business Economics* 40 (3): 693–714
Weaver, R. L., (2018) Re-Conceptualizing Social Value: Applying the Capability Approach in Social Enterprise Research; *Journal of Social Entrepreneurship*; Rutledge, Taylor & Francis Group; 9:2, 79-93,

MBEI 611:   Marketing Research   **(3 Credits)**
Course Description
In this era of increasingly competitive market environments, understanding and making use of various sources of information has the potential to reduce market uncertainty, increase market share and profitability, as well as sustain competitive advantage. By understanding the value of marketing research, students can analyze consumers, markets, and the environment and use this information for their company's benefit. Topics include an overview of market research and research design, exploratory research; descriptive research; scaling; sampling; and data analysis and reporting.

Course Outcomes
At the end of the course students will be able to:
1. Explain and be able to apply, the use of the concept use more.
2. Use critical problem solving and analytical skills to translate a management problem into a feasible research question,
3. Demonstrate a working knowledge of the concepts and methods of marketing research;
4. Recognise with an increased sensitivity, the biases and limitations of marketing data.
5. Apply the appropriate research design to a given research problem.
6. Show an understanding of questionnaire design and sampling theory.
7. Exhibit an understanding of qualitative and quantitative research methods and their application to marketing research.

Reading Materials
Aaker, D., Kumar, V. & Day, G. S.(2004). "Marketing Research," 8th Ed. John Wiley & Sons.
Churchill, G. & Iaccubucci, D., (2010). "Marketing Research: Methodological Foundations," 9th Ed. South-Western/Cengage Learning 10th ed.
Malhotra, N. (2012). *Basic Marketing Research: Integration of Social Media*. 4th ed. Toronto, ON. Pearson Education Ltd.
McGivern, Y. (2013): The practice of Market Research, 4th edition, Pearson, UK
McQuarrie, E. F. (2012). The market research toolbox: a concise guide for beginners, 3rd edition, SAGE publications.
Mooi, E. & Sarstedt, M. (2014). A concise guide to market research, Springer ·

MBEI 613   Financial Planning   (3 Credits)
Course Description
The sustainability of entrepreneurial ventures to a large extent depends on proper financial planning. Financial planning can be considered as a service that helps businesses to achieve their objectives. Financial planning has become one of the effective tools to enterprise survival. Thus, this course covers critical areas needed for effective financial planning by entrepreneurs such as understanding forms of business operations, financial statement analysis and forecasting, cash flow projections and analysis, capital budgeting, and working capital management.

Course Outcomes
At the end of this course students will be able to:
1. Align business goals to financial planning.
2. Develop their own financial planning process suitable for their businesses,
3. Plan, analyse and forecast cash flows from business operations.
4. Prepare and analyse cash budget for effective management decision making.
5. Conduct financial ratio analysis to inform financial planning decision making.
6. Appraise the value of capital assets.
7. Develop effective working capital management techniques.

Reading Materials
Debbie, H., (2005). Personal Financial Planning: Theory and Practice. Prentice Hall Financial Times, UK.
Billingsley, R., Gitman L. J., Joehnk, M. D. (2017). Personal Financial Planning, 14th Edition Published:|ISBN: 9781305636613
Donald E. V, (1997). Financial Planning for the Entrepreneur. Pearson USA.
Lawrence J. G, Michael D. J, & Randy B. (2014). Personal Financial Planning, International Edition, 13th Edition. Cengage Learning, USA.

MBEI 615: Project and Operations Management   **(3 Credits)**
Course Description
This course explores the stages of managing a project, including project initiation, planning, scheduling, implementation and control, using quantitative and qualitative methods. This course aims to provide students with competences in nine key project management areas: scope, time, cost, quality, human resources, risk, procurement, communication, and integration management. The methodologies and philosophies of the Project Management Institute (PMI) are discussed. Following this course, students could work towards the Project Management Professional (PMP) certification.

Course Outcomes
At the end of the course students will be able to:

1. Discuss the project and operations management processes and knowledge areas covered by the Project Management Institute's Body of Knowledge (PMBOK).
2. Apply the project and operations management knowledge areas, concepts, tools & techniques to initiate, plan, execute, control, and close projects.
3. Assess real-life project and operations risk management issues by means of quantitative & qualitative techniques.
4. Develop solutions to project and operations management issues leading to successful outcomes.
5. Define the specialized project and operations management skills and the role of the project manager.
6. Utilize specified project and operations management software to efficiently manage projects.
7. Calculate the Earned Value Management parameters that are necessary for project control.
8. Identify the critical activities in a project and calculate the duration of a project.
9. Identify the project and operations stakeholders and manage their expectations.

Reading Materials
Heizer, J. and Render, B (2014). *Operations Management,* Global Edition, Pearson Education.
Kerzner H. R (2013). Project Management: A Systems Approach to Planning, Scheduling, and Controlling, 11th Edition
Meredith J.R., Mantel S.J., & Wiley (2000). Project Management-a managerial approach (4th Edition),
Turner, R.J (1994). The Handbook of Project-based Management, - McGraw Hill.
Slack N., Chambers S., & Johnston R. (2001). Operations Management, Prentice Hall,
Stevenson W.J., (2012). Operations Management Theory and practice, McGraw-Hill

Jack G., Jim C; & Nishani H. (2018). Successful Project Management: South Africa.

MBEI 617 Small & Medium Scale Enterprises Governance   **(3 Credits)**

Course Description
This course examines the role of small enterprises in economic development, the characteristics of local entrepreneurs and entrepreneurial development. It exposes students to the management issues confronting local small enterprises in major functional areas, and the available government assistance schemes to mitigate them. The course also provides insight into current development, such as subcontracting, business incubator, and experiences in SME development.

Additionally, the course will examine the role of corporate governance systems and practices as well as ethical issues that confront SME operators in real life. Students will explore ways to effectively deal with the governance issues that challenge SME managers in their day- to- day work and to encourage sound ethical practices. The course further seeks, to highlight the point that SMEs cannot expect to make sustainable profit and impact in society without an effective corporate governance base.

Course Outcomes
At the end of the course students will be able to:
1. Execute essential decisions in business area, to obtain and process information.
2. Formulate recommendations for owners of firms, top managers, and managers at the level of particular enterprise activities.
3. Apply knowledge about working with human factors and its exceptionality in Small and Medium-sized Enterprises (i.e. personnel issues, communication issues, organizational issues, and motivational activities).
4. Analyse the methods of planning, managing and manufacturing activities, the environment and the behaviour of enterprises towards it.
5. Propose behavioural practices for enterprises in regards to competition, internal entrepreneurial behaviour, the advisory networks available to Small and Medium-sized Enterprises, and the psychology of suppliers and customers.
6. Apply corporate governance theories, concepts, and arguments and form their own opinions on governance issues,
7. Build appropriate corporate governance systems and structures to take ethical decisions.
8. Analyze the need for good corporate governance in real-life of organizations.
9. Evaluate, using case studies, the weakness in corporate governance structures in organizations and suggest appropriate good governance mechanisms, systems, and practices.

Reading Materials
Boame, S. K. (2012). *Entrepreneurship: Entrepreneurial education, venture creation and SME management in Ghana.* Accra: Mike's Publication Ltd.
Poornima M. C. (2006). *Entrepreneurship development and small business enterprises.* (1st ed.). India: Pearson Education.
Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management.* (6th ed.). Pearson Higher Education.
Monks, R. & Minow, N. (2011). Corporate Governance, 5th Edition, John Wiley & Sons,
Solomons, J. (2010) Corporate Governance and Accountability, 3rd Edition, John Wiley & Sons,
Appendices A and B, p. 194

MBEI 619 Business Model Design and Innovation   **(3 Credit)**
Course Description
The course aims at a theoretical understanding of business models with practical examples and cases on Business Model Canvas and Disruptive innovation. The course examines a series of activities aimed at designing more competitive and customer focused business models. The course seeks to explore the contribution of conceptual and design-oriented research in information systems for improving the formalization, the design, and the computer-aided design of business models. This Business Model explores ideas and enables a better discussion by forcing specificity and bringing linkages between key business drivers to the foreground.

The course explores in detail, the concept of Innovation through focus on a fundamental need or problem while exploring a wide array of methods to test different solutions. Topics to be treated include; Elements of business model design, Business model development and adoption, Business model archetypes and the associated logic, Profit models, unit economics and Business model transformation. The course adopts the use of visualization tools to think through the challenges best-suited for design thinking. It further explores how design-thinking techniques such as prototyping, customer insight, and storytelling might contribute to improve the design of strategies and business models.

Course Outcomes
At the end of the course students will be able to:
1. Explain the dynamics of innovation, from idea to creation of innovation.
2. Explain the importance of new business models and their components for the generation of innovation.
3. Apply a practical visual language and innovation process.
4. Describe, challenge, and design strategy and business models.
5. Describe the state and trends in the design of business models and value propositions.
6. Apply the concept and theories of Business Model Canvas to the design of new business models.
7. Analyze organization's business model using the business model canvas.
8. Analyze the fit of the business model and the intended innovation with industry.
9. Analyze different types of business models with background in their theoretical underpinning.
10. Develop new business models for companies.
11. Apply business models approaches in companies and in real business situations.

Reading Materials
Osterwalder, A. and Pigneur, Y. (2013). Designing business models and similar strategic objects: the contribution of IS. *Journal of AIS*, 14(5):pp.237-244
Velt, D., Clemons, E., Benlian, A., Buxmann, P., Hess, T., Spann, M., Kundisch, D., Leimeister, J., & Loos, P. (2014). Business models - an information systems research agenda. *Business and Information Systems Engineering,* 6(1):pp.45-53.
Wirtz, B., Pistoia, A., Ullrich, S., & Göttel, V. (2015). Business models: Origin, development and future research perspectives. *Long Range Planning,* forthcoming: pp.1-19.
Charles, B. & Vincent M. (2013). Business models: A Challenging agenda; Strategic Organization, Vol. 11, No. 4, pp. 418-427. Sage Publications, Ltd.
Yuwei S. & Tom, M. (2009). Understanding Business Models and Business Model Risks: *The Journal of Private Equity*, Vol. 12, No., pp. 49-59: Euromoney Institutional Investor PLC
Christoph, Z. & Raphael A. (2007). Business Model Design and the Performance of Entrepreneurial Firms; *Organization Science*, Vol.18, No.2, pp.181-199.

MBEI 620 Business Planning Lab   **(20 Credits)**

Course Description
Master of Business Administration in Impact Entrepreneurship and Innovation students are required to write out a business plan for presentation. This is designed as the capstone course for students to use to integrate all other courses taken in Entrepreneurship, New Venture Creation, as well as applying in a different format, all of the courses taken. The course is integrative and multi-disciplinary. The course accomplishes its goal by teaching students how to develop their business plan. The primary goal of this project is to help students create a successful venture or to become part of an entrepreneurial team

managing an emerging business. Working in small teams, students will have the opportunity to apply their entire business education and experience to a very practical project, taking a hands-on approach.

Course Learning Outcomes
At the end of the course, the students will:
1. Demonstrate an appreciation of the purposes and audiences for business plans;
2. Show a deeper understanding of the business planning;
3. Prepare a business plan;
4. Evaluate business plans critically.

Reading Materials
Brinckerhoff, Peter C. (2000). Social Entrepreneurship: The Art of Mission-Based Venture Development New York: John Wiley & Sons
Wolk, A. & Kreitz, K. (2008). Business Planning for Enduring Social Impact: A Social-Entrepreneurial Approach to Solving Social Problems Cambridge.
Harris, Hank "Business Plan or Strategic Plan: What's the Difference" (2008), download at:http://webenhanced.lbcc.edu/gbusmm/mmresources/coursedocs/articles/ Biz_or_Strat_plan.htm

MBEI 630 Business Seminar   **(3 Credits)**

Course Description
This course allows students to interact with industry practitioners who are invited to discuss contemporary issues in entrepreneurship, innovation and social change with students. Participants will provide their own interpretation of relevant concepts in social entrepreneurship using real-life cases. The course draws on a wide range of perspectives to explore not only foundational theories and research in entrepreneurship, innovation and social change, but also current issues, contemporary analytical approaches, and emerging trends in the fields.

Course Outcome
At the end the course, students will be able to:
1. Develop innovative strategies and entrepreneurial ideas.
2. Improve upon their critical thinking skills and abilities.
3. Blend the theory and the practice of entrepreneurship and social change.

Reading Materials
Bennett, B. (2001). The three P's of scientific talk: Preparation, practice and presentation. *Society for Economic Botany Newsletter* 15: 6-9.
Craig, R. J., & Amernic, J. H. (2006). PowerPoint presentation technology and the dynamics of teaching. *Innovative Higher Education,* 31(3), 147-160.

CHAPTER FIVE

ADMISSIONS, GRADING SYSTEM & GRADUATION

4.0 Introduction

This chapter defines the criteria to be met by prospective applicants prior to admission and further stipulates university grading system as well as the requirement to meet before graduation.

4.1 Admission Process

The candidate must complete the required application forms. Information on application form and procedures is available online at the University of Ghana website (www.upsa.edu.gh). Application for admission to programmes shall be through an online facility. Forms for two referees' confidential reports, transcripts and certified copies of certificates shall be provided along with the main application forms. Confirmation slips, referees' reports, transcripts and certified copies of certificates shall be sent directly to the Dean, School of Graduate Studies or submitted by the applicant in a sealed, signed and stamped envelope.

Address:

School of Graduate Studies Contacts	Dean, School of Graduate Studies (SOGS)
Telephone Numbers	+233243287242, + 23320199507, +233 302 500722, +233 302 500171, +233 302 500723
Fax Number	+233 302 501174
University E-mail	info@upsa.edu.gh
Graduate School Email	sogs@upsamail.edu.gh
Website	www.upsa.edu.gh

4.1.2 Admission/Entry requirements for students:

To be admitted into any programme at the School of Graduate Studies, applicants are expected to meet the entry requirement stipulated by the University. A team of Faculty Members and the Graduate School team meet and review the entry requirements and structure for all the Graduate programmes for the Academic year as follows.

a) **MBA Account & Finance**
b) **MBA Auditing**
c) **MBA Internal Auditing**
d) **MBA Petroleum Accounting & Finance**
e) **MPHIL Finance**

- A good first degree (At least second class lower division) from a recognized university/institution in the field of business management, accounting and finance.

- A good first degree (At least second class lower division) from a recognized university/institution in fields other than business management, accounting and finance. Such

candidates should have worked in a business unit of organizations with a minimum of three years of working experience and will have to go through an interview.

- Relevant recognized full Professional qualifications including:
    - ✓ Institute of Chartered Accountants, Ghana (ICAG),
    - ✓ Association of Certified Chartered Accountants (ACCA),
    - ✓ Chartered Institute of Management Accountants (CIMA),
    - ✓ Chartered Institute of Marketing (CIM) UK,
    - ✓ Chartered Institute of Taxation (CIT, Ghana)
    - ✓ Chartered Institute of Bankers (CIB, Ghana),
    - ✓ and other certified professional programmes to be validated by National Accreditation Board.
- Foreign students who meet the above criteria would have to validate their certificates at the National Accreditation Board (NAB) before admission.
- Relevant recognized courses that provide basic accounting and finance professional courses and possibly non-business qualification but subject to interview.
- Third class applicants with three years working experience may go through screening and selection interview

4.1.3

a) **MBA Corporate Governance**
b) **MBA Marketing**
c) **MPHIL/MSC. Leadership**
d) **MBA Total Quality Management**
- A good first degree (At least second class lower division) from a recognized university/institution in the field of management, business and other Social Sciences.
- Relevant recognized full Professional qualifications including: Institute of Chartered Secretaries and Administrators (ICSA); Institute of Chartered Accountants, Ghana (ICAG), Association of Certified Chartered Accountants (ACCA), Chartered Institute of Management Accountants (CIMA), Chartered Institute of Marketing (CIM) UK, and Chartered Institute of Bankers (CIB), Ghana and other certified professional programmes.
- Other qualifications with relevant working experience subject to interview.
- Third class applicants with three years working experience may go through screening and selection interview

4.2.0 GRADING SYSTEM

4.2.1   New Grading System
The old grading system will take effect from the 2017/2018 academic year.

LETTER GRADE	NUMERICAL MARK (%)	INTERPRETATION	GRADE POINT(GP)
A	80 - 100	Excellent	4.00
B+	70 - 79	Very Good	3.50
B	60 - 69	Good	3.00
C	50 - 59	Pass	2.00
D	30 - 39	Fail	1.50
F	0 -29	Fail	1.00
X	-	Fail	0.00
Z	-	Disqualification	-
IC	-	Incomplete	-
Y	-	Continuing	-

4.2.2   Old Grading system

LETTER GRADE	NUMERICAL MARK (%)	INTERPRETATION	GRADE POINT(GP)
A	70-100	Excellent	4.00
B^+	60-69	Very Good	3.50
B	50-59	Good	2.50
C	40-49	Fail	1.50
D	30-39	Fail	1.00
F	0-29	Fail	0.00
X	-	Fail	0.00
Z	-	Disqualification	-
IC	-	Incomplete	-

Y	-	Continuing	-

4.2.1 Definition of Grades
- **Pass Grades**: Grades A, B + and B and C constitute **Pass** grades.
- **Failure grades:** Grades D, F, X, Z constitute **failure** grades.
- **Continuing:** A grade Y (for **continuing**) shall be awarded at the end of a semester to any student who is taking a course which continues into the next semester.
- **Non-Completion of course:**
  - ✓ A grade I (for **Incomplete**) shall be awarded to a student who is unable to complete a course for reasons adjudged by the board of graduate studies as acceptable. Such a student shall be expected to complete the course the very next time the course is available.
  - ✓ A grade X shall be awarded to a student who is unable to complete a course for reasons adjudged by the Board of Examiners as unacceptable.
- **Disqualification:**
  - ✓ A grade Z denotes **Disqualification** from an examination as a result of an examination malpractice or offence, and shall be awarded whenever it is established that a candidate had attempted to gain an unfair advantage in an examination.
  - ✓ A candidate awarded a grade Z may be barred from taking the University's Examination for a stated period, or indefinitely, or may be expelled from the University.
  - ✓ A grade Z may be awarded only by the Board of Graduate Studies.

4.2.2 Grade Point (GP)
Each Grade shall be assigned equivalent grade points as indicated above. The number of (grade) points earned by a student, for each course completed, is computed as the product of the credits for the course and the grade point equivalent of the grade obtained in the course.

4.2.3 Cumulative Grade Point Average (CGPA)
The student's cumulative grade point average shall be calculated by dividing the total number of grade points obtained, up to any specified time, by the total number of credits for all courses for which the student has registered up to that time.

4.2.4 Final Grade Point Average (FGPA)
The FGPA shall be the CGPA for all courses under consideration calculated up to the end of a student's academic programme.

4.3.0 DURATION OF STUDY PROGRAMMES
Duration of programmes
The following shall normally be the duration for the completion of graduate degrees:-

- Mater of Business Administration (MBA)   4 Semesters (24 months)
- MPhil/MSc.   4 Semesters (24 months)
- MSc./MA   2 Semester (12 semester)

4.4.0 COURSE CREDITS
One (1) course credit shall be defined as one hour lecture, or one hour tutorial, or one
practical session (of 3 hours), or three hours of fieldwork, per week for a semester in line
with general University policy.
No graduate taught course shall be more than four (4) credit hours.

4.5.0 MINIMUM AND MAXIMUM COURSE WORK LOAD PER SEMESTER
A student shall carry a minimum course workload of 12 credits and a maximum of 21 credits per
semester. In exceptional cases, candidates may be allowed to exceed up to 4 extra credits where written
permission has been granted by the Board of Graduate Studies.

4.5.1 SEMESTER PROGRESSION
4.5.1 A student in good standing shall be one who would have passed a minimum of 24 graduate level
credits at the end of the second semester and has obtained a Final GPA of 2.50 or better.
4.5.2 Where a student does not pass the required minimum of 24 graduate level credits as stated
above, he/she shall be deemed not to be in good standing and shall be asked to withdraw.
4.5.3 Notwithstanding the provision in 4.5.1, candidates who passes all courses but failed to make the
Final Grade Point Average of 2.50 or better at the end of their graduate course work
(programme) would be deemed to have failed even if they have passed the required minimum of
24 graduate level credits. Such candidate(s) shall be asked to select course(s) from another
programme to make amends.

4.6.0 PROGRAMMES AND COURSE UNIT REQUIREMENTS FOR GRADUATION
The following are the Master's degree options available to academic units and the minimum
and maximum credits required of a registered student to graduate are as follows:

4.6.1 Two-Year Master's (Course Work)
- End of Year 1: 24-30 (course work credits)
- End of Year 2: 24-30 (course work credits)
- Long Essay 6 credits
- Seminar 3 credits
- Total 63-70 credits

4.6.2 Two-Year Master's (MPhil, Thesis Option)
Year 1: Course Work 24-36 credits
Year 2: Course work: 6 credits
Thesis 30 credits
Total 72 credits

4.7.0 TRANSFER OF CREDITS
4.7.1 Candidates admitted into MPhil/MBA degrees may, on the basis of official transcripts, be
allowed to transfer credits earned from a taught Master's degree course to another master's
programme. A student may get a waiver for the coursework if the course work component of the
Master's degrees is comparable.
4.7.2 A candidate who completes part of the coursework in another University may be offered
admission on the basis of credits transferred to the University of Professional Studies, Accra,
provided:
  a) The contents of such programmes are deemed comparable and satisfy the course
  requirements of the Department and School in which he/she seeks to pursue his/her

studies.
b) The candidate shall take any additional courses as may be required by the Department and School.
c) Such transfers may be considered only after admission of student into programme.

CHAPTER SIX
EXAMINATION REGULATIONS

5.1   ELIGIBILITY FOR EXAMINATIONS
5.1.1   A student shall attend all lectures, tutorials and seminars and undertake all other activities and assignments as approved by the University
5.1.2   A student who does not fulfil the requirements for any course shall not be allowed to take the examination for that course
5.1.3   In any case, a student who is absent for a continuous period of 21 days from all lectures, tutorials and other assignments prescribed for any course in any trimester shall be deemed to have withdrawn from the course. Such a student shall not be permitted to sit for the trimester examination

5.2   EXAMINATION EXTERNAL MODERATION
External moderation shall be required for all examinations. The coordinator of Graduate Studies shall be responsible for the moderation of examination questions for all trimesters including marking schemes.

5.2   REGISTRATION FOR EXAMINATIONS
- Registration for the University's examinations shall be part of trimester registration.

  - Students who have been registered for specific courses at the beginning of a trimester shall be deemed to have registered to write examinations in such courses at the end of that trimester.

  - The School of Graduate Studies shall publish for verification by students, lists of registered student(s) for particular courses. The list shall also be deemed as final document for registration for trimester examination.

  - Students whose names did not appear on the final registration list after the ninth (9) week of the semester shall not be allowed to write the end-of-trimester examinations for that particular course.

5.3   ILLNESS DURING THE PERIOD OF EXAMINATION
(a)   If a candidate is prevented by illness from taking the entire or part of an examination, he/she shall immediately report to the hospital for a medical report on the state of his/her health. The report shall state whether he/she can take the examination at all, and if he/she can, whether at the hospital or at the examination hall.
`
(b)   The Medical Officer shall state in the report to the Director, Academic Affairs the name and the examination number of the candidate, the nature of the illness and whether, in his/her opinion, the candidate is capable of taking the examination at the hospital.

(c)   Where so recommended, the Director, Academic Affairs, on the advice of the Medical Officer, will arrange for the candidate to take the examination at the hospital under the

supervision of an invigilator to be appointed by the Head of Department.

(d) Exceptional cases to be handled by Deans and Heads of Departments and recommendations made to the Registrar.

5.4   DEFERMENT OF EXAMINATION
(a) **On Grounds of Ill-Health**
A student who is unable to take the end of trimester examinations on grounds of ill-health shall, on application to the Dean of the School of Graduate Studies and on the provision of a medical certificate issued or endorsed by a Medical Officer of a Government Hospital or a recognised Medical Officer, be allowed to take the supplementary examination as his/her main examination. Subsequent application for deferment, on grounds of ill-health, shall be subject to a medical certification issued by a properly constituted Medical Board.

(b) **On Grounds Other than Ill-Health**
A student who wishes to defer his/her programme shall apply, in advance, to the Dean of School of Research and Graduate Studies stating reasons why he/she wants to defer his/her programme. Permission shall be duly granted before he/she leaves the Institute. The decision of the Dean in consultation with the Faculty Board shall then be communicated to the Director, Academic Affairs, who shall also communicate same to the applicant before he/she leaves the University.

(c) A student may defer his/her programme but may not defer for more than two (2) continuous semesters, provided that the maximum period allowed for the completion of the programme is not exceeded.

(d) A student who defers his/her studies for more than two (2) continuous semesters shall be deemed to have lost any accumulated credits. Consequently his/her studentship shall be cancelled. Such a student may re-apply for admission into the University. Each case shall be considered on its own merit.

(e) In all cases of deferment of examination(s)/programme(s), the applicant(s) shall obtain written responses from the Assistant Registrar (Academic) *before* leaving the University.

5.5   EXAMINATION RELATED OFFENCES AND PENALTIES
a. Colluding with any person in the course of any examination conducted by the University with intent to cheating and cheating in the said or any other examination conducted by the University: [Rustication (indicate number of trimesters), prohibition from taking any examination conducted by the University, cancellation of examination paper taken and any subsequent examination written in respect of the same subject shall be treated as a referred paper].

b. Taking prohibited material of any kind into an examination room or other place connected with an ongoing examination conducted by the University: (confiscation of the material in question, and returning the confiscated material to the student after the end of the examination, prohibiting the student from taking that examination, rustication)

c. Taking prohibited material of any kind into an examination room or other place connected

with an ongoing examination conducted by the University with the intent to cheating and cheating: (rustication, prohibition from writing the exam in question, prohibition from taking any examination conducted by the University).

d. Communicating with another candidate during an on-going examination without the authority to do so, which authority may only be granted by the invigilator of the examination: (rustication, prohibition from writing the exam in question, dismissal).

e. Reporting for an examination conducted by the University after thirty minutes into the examination in question: (not to be allowed to take the exam in question

f. Seeking and obtaining examination questions or any information relating to any examination questions without lawful authority: (not to be allowed to take the exam in respect of the subject to which the offence relates, rustication, dismissal)

g. Using examination questions obtained without any lawful authority with the view to obtaining unfair advantage or cheating: (rustication, prohibition from writing the exam in respect of the subject to which the offence relates, dismissal)

h. Taking examination answer booklets out of an examination without lawful authority :(rustication for one semester)

i. Exchanging unauthorized material with other candidates in the course of an ongoing examination conducted by the University: (cancellation of paper, sacking the candidates involved from the exam, dismissing the candidate from the Institute, rustication). Where a candidate's paper is cancelled in accordance with these rules, the paper shall be treated as a referred paper any time the candidate is permitted to re-write it. The same will be the case where the candidate is sacked from the exam hall.

j. Disobeying lawful instructions issued in connection with an on-going examination: (cancellation of the student's exam, rustication, and dismissing the student from the University) except that unless an act of disobedience risks compromising the integrity of the examination in question, rustication shall not be administered as a punishment.

k. Copying another candidates work in the course of an examination conducted by the University: (cancellation of the paper /rustication)

l. Enabling other candidates to copy one's work in the course of an examination conducted by the University (cancellation of the paper/rustication)

m. Aiding, abetting and otherwise facilitating the commission of acts of dishonesty and cheating in relation to an on-going examination conducted by the University: (cancellation of paper, rustication/ dismissal)

n. Failure to produce the University's student identification card issued to registered students of the Institute and required for any examination conducted by the University: (not to be allowed to take the exam)

o. Without prejudice to the foregoing the academic board may, as and when the need arises, enact further rules to regulate the conduct of students and their activities.

5.6   DECLARATION OF RESULTS

(a) Results of trimester examinations shall be approved by the Faculty Board.

(b) The provisional results of each trimester's examination shall be published by the Examinations Committee after approval by the Academic Board.

(c) A result slip indicating a student's performance in the examination shall be made available to the student by the Academic Registry.

(d) Final Examination Results (end of programme) shall be published by the Director, Academic Affairs after approval by the Academic Board at the end of the last academic year of the group/batch.

The Examinations Committee upon directive from the Academic Board shall not publish results of students who have not fulfilled all obligations such as fees, return of library books etc by the end of the trimester.

5.7   DISSATISFACTION WITH EXAMINATION RESULTS

(a) A candidate who is not satisfied with the result of an examination affecting him/her may request a review by the submission of an application to the Assistant Registrar (Academic) of the University. A review fee, to be determined by the University on the recommendation of the Academic Board, shall be paid by the candidate.

(b) An application for a review shall be submitted to the Director, Academic Affairs not later than 21 days after the publication of the said results and shall state the grounds for the review.
An application entered on a candidate's behalf by any person other than the aggrieved candidate shall not be entertained.

No action shall be taken on any application which is submitted outside the time stipulated above (4.7. b). Review shall not proceed unless the review fee is fully paid.

(c) The Academic Board of the Institute may authorize the Director, Academic Affairs to amend the results as realized in the light of the review.

(d) The Academic Board shall direct a refund of the review fee in full when a complaint succeeds. The Academic Board shall direct forfeiture of the review fee when a complaint fails. If it emerges that a complaint is frivolous or ill- motivated, the Academic Board may prescribe further sanctions which may include barring the complainant from taking the Institute's examination(s) for a stated period or an indefinite period.

5.8   DISMISSAL

The University has the reserved right to dismiss any student whose conduct is found to be contrary to rules and regulations in the best interest of the Institute. A student who misconducts

himself or herself will appear before a disciplinary committee which recommends the appropriate sanctions against the student.

5.9 RE-ADMISSION AFTER INTERRUPTION OF PROGRAMME

A student who has interrupted his or her programme of study at UPSA for one or more trimesters will be considered for re-entry by the Academic Board only after a letter of request has been submitted prior to the opening of the next trimester.

5.10 PATTERN OF EXAMINATION UNDER THE COURSE CREDIT UNIT SYSTEM

Each course, at the end of the trimester, will score seventy percent (70%) of the total mark for the examination.

Continuous assessment based on class work, assignment(s) and tests will count thirty percent (30%) of the total marks for a course.

Examinations shall be conducted as prescribed by the Academic Board.

Each course shall normally be examined by a written paper of one to three (1-3) hours, in addition to a practical paper and/or an oral examination.

5.11 EXAMINATIONS REGULATIONS
5.11.1 APPOINTMENT AND DUTIES OF THE EXAMINATIONS OFFICER AND INVIGILATORS
(a) EXAMINATIONS OFFICER

(b) There shall be an Examinations Officer who shall be appointed by the Pro-VC in consultation with the Vice Chancellor of the Institute. The appointment of the Examinations Officer shall be made within the Institute. He shall be responsible for the scheduling and conducting of examinations and publication of results, of both Professional and Degree Programmes

(c) The Examinations Officer shall be appointed on the recommendations of the Heads of Departments concerned a Chief Invigilator and Invigilator for each examination hall and issue the necessary instructions to them.
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(d) The Examinations Officer or his/her authorized representative, whether an invigilator or not, may for good cause refuse to admit any student to the examination venue and exclude any student from the venue.

(e) He/she shall ensure that the Chief Invigilator and Invigilators so appointed perform their assigned duties and sign appropriate certificates to that effect.

(e) The Examinations Officer shall collect from the Chief Invigilator, and within reasonable time from the end of the examination, candidates' scripts which the invigilators have failed to collect and deliver them to the examiners as soon as practicable for marking.

(d)   The Examinations Officer shall perform such other duties as may be assigned to him by the Pro - Rector in consultation with the Rector.

5.12   THE RESPONSIBILITIES OF INVIGILATORS

(a)   The Invigilator-in-Charge is responsible for announcing the start of the examination, for the arrangement of periods of relief for Invigilators, and for the overall conduct of the examination. Invigilators are responsible for ensuring that all rules for the conduct of Examinations are observed, and they shall satisfy themselves before the commencement of each examination that proper provision has been made for its conduct.

(b)   All Invigilators must be present in the examination halls to which they have been appointed from fifteen minutes before the commencement of the examination, during the examination and fifteen minutes after the examination. Any infringement of the rules shall be reported to the Director, Academic Affairs. Entry of candidates to the examination hall shall be permitted in time for candidates to locate their seats prior to the start of the examination. As soon as the examination has commenced, an attendance check must be made and the name of any candidate absent from the examination must be notified to the candidate's Head of Department immediately.

(c)   The Invigilators are empowered to curtail activities in the environs of the examination hall which they consider detrimental to the performance of candidates.

d)   Invigilators are responsible for the distribution of question papers and the collection of answer books from each candidate before he/she leaves the examination hall and for checking and entering on the Examination Register the number of answer books collected. Invigilators are also responsible for ensuring that all answer books have been deposited with the Examinations Officer or his/her representative.

(e)   If the Invigilators suspend any candidate for misconduct or dismiss him/her from the Examination Hall, the circumstances must be reported immediately to the Examinations Officer.

(f)   The Invigilators will seek expert advice from the appropriate Department if any candidate queries the wording of an examination paper. If it is decided that a correction or clarification is required then the Invigilators will ensure that all candidates are informed of the amendment.

5.13   SCHEDULING OF EXAMINATIONS

(a)   A schedule of examinations which shall show the time of each examination, the venue and other information shall be published at least two weeks before the date of any examination.

(b)   A list of candidates shall be published showing the examination number for each candidate at each examination.

(c)   Examinations may be held in any hall in the Institute or elsewhere, designated by the Examinations Officer as an Examination Hall.

(d)   Requests for Invigilators shall be made by the Academic Registry to Heads of Departments

who shall make recommendation to the Examinations Officer for appointment.

(e)   All members of the Academic Staff, Research staff and Graduate Students of the University shall be eligible for appointment as Invigilators of the University's Examinations. The Examinations Officer may designate as Invigilators, members of the staff of other institutions in which University Examinations may be held and other appropriately experienced individuals nominated by Heads of Departments.

(f)   It is the responsibility of any Department whose Examiners have set an examination paper, or any question in an examination paper, to ensure that expert advice is available during the course of any such examination to assist Invigilators in dealing with explanations regarding those examination papers.

(g)   Any student excluded from, or refused entry to, the examination hall by the Examinations Officer or his representative shall be deemed not to have attempted that paper, and the question whether the student was absent with sufficient cause shall be examined by the committee on Examinations.

(h)   A student who does not take part in any of the mid-trimester Examinations does not qualify to take an End of Trimester Examination.

(i)   If a candidate is prevented by illness from taking the whole or part of any examination, he/she shall immediately report to the Hospital for a medical report on the state of his/her health. The report shall state whether he/she can take the examination at all and if he/she can, whether at the hospital or at the examination hall.

(j)   The Medical Officer shall state in the report to the Examinations Officer, the name and the examination number of the candidate, the nature of the illness and whether, in his/her opinion, the candidate is capable of taking the examination at the hospital.

(k)   If so recommended, the Examinations Officer, on the advice of the Medical Officer, will arrange for the candidate to take the examination at the hospital under the supervision of an Invigilator to be appointed by the Head of Department.

(l)   A student who is unable to take an End of Trimester Examination on grounds of ill-health, shall, on application to the Director, Academic Affairs, copied to the Head of Department and Dean, and on provision of a Medical Certificate issued or endorsed by a Medical Officer, be allowed to take the supplementary Examination as his/her main examination. Subsequent application for deferment, on grounds of ill-health, shall be subjected to a Medical Certification issued by a properly constituted Medical Board.

(m) In case of deferment on grounds other than ill-health, the appropriate Dean shall invite the applicant for interview and advise the University as appropriate. It shall be the student's responsibility to satisfy the University beyond reasonable doubt why he/she wishes to defer the examination.

(n)   In all cases of deferment of examinations, the student(s) concerned shall obtain written responses before leaving the University.

5.14   **RULES FOR CANDIDATES**

(a)   Candidates will not be permitted to start their examination until formally instructed to do so by the Invigilator-In-Charge.

(b)   Candidates will not be admitted to an Examination Hall after the examination has been in progress for thirty minutes. Candidates will not be permitted to leave during the first thirty minutes and the last fifteen minutes of their examinations.

(c)   Any candidate who may be permitted to leave an Examination Hall temporarily must be accompanied by an Invigilator or a person deputed by an Invigilator.

(d)   Candidates may only take printed materials or manuscripts into an Examination Hall when it has previously been advertised in the Examination Timetable and when it is stated in the rubric to the question paper that such material(s) may be used.

(e)   All bags and other objects must be deposited where the Invigilators direct. Candidates may use their own slide-rules, mathematical instruments and such other aids as permitted by .the Invigilators.

(f)   When calculators are permitted, they shall be hand-held, quiet, self-powered and portable. Examination papers shall state whether programmable calculators and/or information storage devices shall be allowed. No calculator instruction manuals will be allowed in examination halls in any circumstances. Candidates are responsible for the performance of their own calculators.

(g)   Candidates must sit at the desks where their examination numbers are placed.

(h)   Candidates must sign the Examination Register which shall be presented to them by the Invigilators at the commencement of each examination.

(i)   Each student shall be required to place his/her student's identification card on the desk in the examination venue for the duration of his/her examination. Attempts at impersonation of any candidate shall be deemed to constitute cheating. Both the impersonator and the impersonated student shall be deemed to be in breach of the regulation and shall be subject to disciplinary action.

(j)   Candidates who are guilty of any misconduct including copying from or communicating with any other candidate during an examination may be suspended or dismissed from the examination by the Invigilators.

(k)   Candidates must not leave the Examination Hall until their written work has been handed to an Invigilator. At the end of an examination, the Invigilators will request all candidates then present to remain in their places until all written work has been collected.

(l)   A candidate who finishes an examination ahead of time may leave the Examination Hall after handing in his/her answer booklet(s). Thereafter, the Candidate shall not be allowed to return to the Examination Hall.

(m)   Mathematical tables and other data provided for use in examinations must not be removed from the Examination Hall.

(n)   Smoking and drinking any form of alcoholic beverages are not permitted in Examination Halls.

(o)   All questions in a written examination must be answered in English unless instructions on the question paper indicate otherwise.

(p)   Candidates may refer to English/native tongue dictionaries when permitted by their Departments to do so. Such dictionaries must be presented to an Invigilator for inspection prior to examination.

(q)   Candidates may query the wording of an examination paper by asking an Invigilator to check the wording with the relevant examiners. However, Candidates may not seek advice or help from an Invigilator concerning any other aspect of a paper.

(r)   No student shall communicate with any other student in an examination venue, prior to, during or at the end of the examination on any matter or in any way whatsoever.

(s)   When the Senior Invigilator announces the end of the examination, students shall stop writing immediately and remain seated in silence until permitted to leave the examination venue by the Senior Invigilator.

(t)   It is the responsibility of the candidates to find the examination hall well in advance and to be seated at least fifteen (15) minutes before the commencement of any examination paper.

(u)   Candidates are required to use their Index Numbers (written in full) on booklets throughout the examination. Under no circumstances must a candidate's name be written on any part of the answer book provided. Candidates who fail to comply with this regulation will be penalized.

(v)   Mobile phones and other forms of communication gadgets shall not be allowed in the examination hall.

5.15   PUBLICATION OF EXAMINATION RESULTS
(a)   Results of semester examinations shall normally be published by the Registrar subject to approval by the Graduate Board.

(b)   A result slip indicating a student's performance in the examination shall be made available to the student individually.

5.16   ASSESSMENT PROCEDURES
(a)   The Institute shall use the Continuous Assessment (CA) System. It is recognized that this system will enable Lecturers to effectively monitor students' performance throughout the period of study.

(b) The system will involve:
    (i) Class work/assignment/test   = 20%
    (ii) Mid-trimester examinations   = 20%
    (iii) End-of-trimester examinations   = 60%

(c) External moderation shall be required for all semester examinations. Academic records (Examination Scripts, Continuous Assessment entries, etc) on students shall be made available to an external assessor.

(d) Practical examination as well as projects/long/thesis essays will be assessed at the time of the examinations.

5.17 MEASUREMENT OF PERFORMANCE

Performance in a course shall be measured in terms of:

(i)   The results of prescribed written examinations and/or
(ii)   Assessment of such essays, exercises and reports as may be prescribed for each course.

5.18 RE- MARKING

(a) Re- marking is where a student challenges a result and the marked script assessed again by a different examiner.

(b) The second marker separately assesses the student's work and the markers then reconcile their marks to produce an agreed mark.

(c) The University accepts that Boards of Examiners may, at their discretion, opt to use systems of re- marking that may include "independent re- marking"(i.e. where the second marker assesses the work without knowing the marks assigned by the first marker) and/or "semi-independent re- marking" (i.e. where the second marker has knowledge of the first marker's factual annotations but not her/his marks).

(d) The purpose of re- marking is to increase the reliability of the assessment of students' work and thereby to enhance fairness and the maintenance of academic standards. Double marking may be used with other measures such as explicit assessment criteria, agreed marking schemes, and prior scrutiny of examination questions, dissertation titles and other assessment tasks.

(e) A student who is not satisfied with the results of an examination can make a request for re-marking of the script.

(f) Such a student shall be required to pay the appropriate fee(s) as determined by the Academic Board.

(g) Where a student obtains a mark higher than the first mark, the second mark shall be declared as the result and a refund made.

(h) Where re- marking reveals significantly inconsistent marking in the case of one or more

students, the work shall be re-marked by a third marker.

4.30   RE-SITTING
   (a)   A student who fails a paper shall have the option of rewriting the paper when it is being
           offered in the appropriate semester.

   (b)   Fees for re-sitting shall be determined by the Academic Board (and it is subject to
           change).

4.31   ACADEMIC TRANSCRIPT
   (a)   Copies of a student transcript of his or her academic record shall be made available to him
           or her upon written request to the Director of Academics through the Dean of the Graduate
           School and payment of prescribed fees. The transcript shall record all courses taken and all
           results obtained. Students would be expected to provide *the following details:*
           (i)   Full name of student as known in the records of the Institute.
           (ii)   Name of programme / course studied at the Institute and name of Certificate awarded
           (iii) Current address
           (v)   Name and address of recipient, if any
           (vi)   Receipts of payment of prescribed fees.

   (b)   Students are informed that adequate advance notice, not less than one (1) week is required
           for transcript processing. No transcript shall be released for anyone who has failed to meet
           all financial obligations to the Institute.

CHEATING
Cheating includes but is not limited to the following actions:

(a)   Copying from someone else's test or examination script.

(b)   Possessing, buying, selling, removing, receiving, or using, at any time or in any manner not
        prescribed by the instructor, a copy or copies of any materials (in whole or part) intended to be
        used as an instrument of academic evaluation.

(c)   sing materials or equipment during a test or other academic evaluation   which have not
        been authorized by the instructor, such as crib notes, calculator, or tape recorder.

(d)   Obtaining or attempting to obtain in a fraudulent manner any material relating to another
        student's academic work. Such actions include theft of examination through collusion with an
        Institute employee.

(e)   Working with another or others in completing a take-home examination or assignment when the
        instructor has required independent and unaided action.

(f)   Attempting to influence or change an academic evaluation, grade, or record by unfair means.
        This would include altering academic work which has been returned to the student and which
        has been resubmitted without indicating that the work has been altered. This also includes
        changing or altering grades on grade report forms or on transcripts.

(g)   Permitting another student to substitute for one's self in an academic evaluation.

(h)   Marking or submitting an examination or evaluation material in a manner designed to deceive the grading system.

(i)   Willfully damaging the academic work or efforts of another student.

(j)   Failing to comply with a specific condition of academic integrity which has been clearly announced in a particular course.

(k)   Submitting, without prior permission of the instructor, any work by a student which has at any time been submitted in identical or similar form by that student in fulfillment of any other academic requirement at any institution.

(l)   Submitting of material in whole or part for academic evaluation that has been prepared by another individual(s).

(m)   Submitting data which have been altered or contrived in such a way as to be deliberately misleading.

PLAGIARISM
    (a)   Submitting written materials without proper acknowledgment of the source.
    (b)   Deliberate attribution to, or citation of a source from which the reference was made.

AIDING AND ABETTING OTHERS TO CHEAT OR PLAGIARIZE
Aiding and abetting others to cheat or plagiarize includes but is not limited to the following:

- Giving unauthorized assistance to another or others during a test or evaluation, including allowing someone to copy from a test or examination, or arranging with others to give or receive answers via signals.

- Substituting for another student in order to meet a course or graduation requirement.

- Providing specific information about a recently given test, examination, or assignment to a student who thereby gains an unfair advantage in an academic evaluation.

- Providing aid to another person, knowing such aid is expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic evaluation.

- Removing or attempting to remove, without authorization, any material relating to a class that would give another student unfair academic advantage.

- Permitting one's academic work to be represented as the work of another.

Supervision of Graduate Studies
The School of Graduate Studies shall monitor and advise students on the selection of courses and formulation of theses/ dissertation topics.

Supervisor shall be required for every graduate student. Where necessary a co-supervisor may be appointed to assist the supervisor. It shall be the duty of the supervisor to meet the student at regular intervals to submit trimester reports through the coordinator of Graduate Studies.

REGISTRATION
A student must register in the courses prescribed by the School every trimester.

A student who fails to register at the time designated for registration by the University shall forfeit his/her right to register for the trimester.

No student shall be permitted to register by proxy.

No student is permitted to register for two programmes at the same time. The sanctions for such registration shall be the cancellation of both registrations.

INTERRUPTION OF STUDY PROGRAMME
A student registered for the graduate programme may not break his/her programme of study for more than two continuous trimesters except with express written permission from the Board of Graduate Studies. Such a student shall apply in advance to the Board through the Dean of SOGS, stating reasons why he/she want to interrupt his/her study programme. Permission must be duly granted by the Board of Graduate Studies and communicated to the applicant, before he/she leaves the University. The Board of Graduate Studies, in giving approval, may consult with the Dean where necessary.

THESIS/DISSERTATION TOPICS
Please refer to the University Research Policy on the website.

ELIGIBILITY FOR EXAMINATION
A student shall attend all such lectures, tutorials, seminars and practical and undertake all activities and assignments as are approved by the Institute.

Each Department shall, with the approval of the Academic Board, determine the requirements for the courses they offer. A student who does not fulfil the requirements for any course shall not be able allowed to take the examination for that course.

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

FEES
Fees for tuition, residence and examination shall be paid at rates prescribed by the Academic Board from time to time

No student shall be admitted to an examination unless he/she has discharged all obligations owed the University, including payment of the appropriate tuition, residence and examination fees.

EXAMINERS AND DETERMINATION OF RESULTS
Written Papers**: a panel comprising not less than two examiners of whom at least one shall be an external examiner shall be appointed by the Academic Board on the recommendation of the Faculty Board and the Board of Graduate Studies to examine a dissertation or thesis submitted for a MA/MPH/MPhil/MBA/MPA. The panel shall include one external examiner.**
SUBMISSION OF DISSERTATION OR THESIS
A candidate shall submit the title of his/her dissertation or thesis for approval by the Board of Graduate Studies through the Coordinator of Research not less than three months before the completion of the thesis/dissertation. After this title has been approved, it may not be changed except with the permission of the Board of Graduate Studies.

After completing his/her course of study, the candidate shall submit to the Board of Graduate Studies through the Research Coordinator a dissertation or thesis which shall comply with the following:

i. Each copy of the thesis/dissertation/project work shall be assigned by the candidate and the Supervisors/ Supervisory Committee.

ii. The greater portion of the work submitted must have been done subsequent to the registration of the student as a candidate for the Masters or doctoral degree.

iii. The dissertation or thesis shall normally be written in English and presentation must be satisfactory.

iv. A thesis submitted for an MPhil or MBA shall consist of the candidate's own account of his/her research. There shall be a declaration to the effect that thesis/dissertation is candidate's own work produced for research undertaken under supervision. It may describe work done in conjunction with candidate's supervisor provided that the candidate states clearly his/her statement is certified by the Supervisor. A paper written or published in the joint names or two or more persons shall not, normally, be accepted as a thesis. Work done conjointly with persons other than the candidate's Supervisor shall be accepted as a thesis in special case only; in such cases, the approval of the Faculty Board and of the Board of Graduate Studies shall be required.

PRESENTATION OF DISSERTATION OR THESIS
Subject to the provision to the requirement, a candidate who is presenting a thesis shall, on an appropriate form to be obtained from the School of Graduate Studies and submitted through the Research Coordinator to the Dean of Graduate Studies, give notice of presenting the thesis **at least 30 days** before the thesis is presented.

PUBLICATION OF RESULTS
Results of examinations taken at the end of each Trimester shall normally be published by the Registrar before the commencement of the next semester.

Academic Integrity Policy

As an essential element of the University mission to educate the mind, heart, and character, members of the University dedicate themselves to upholding the highest moral and ethical principles. Since the quest for truth and understanding must be conducted in an honest manner, upholding Academic Integrity is a responsibility and obligation of all members of the University community, including faculty,

administration, staff, and students. Students are responsible for maintaining Academic Integrity with class assignments, examinations, and any other requirements related to their courses of study.

Individuals who seek or receive credit for intellectual work that is not their own violate Academic Integrity, as do individuals who falsify or ignore data to reach a predetermined conclusion or who destroys or contaminate another person's data or intellectual property. Violations of Academic Integrity may include, but are not limited to, the following:

Cheating. Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include, but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, computer programs, software, data, or text.) In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems. Cheating may also include student acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

Plagiarism. Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, student use--whether by summary, paraphrase, copying, direct quotation, or a combination--of the published or unpublished work or specific ideas of another person or source without full and clear acknowledgment (including the use of quotation marks to indicate the source's specific language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may include the submission of a paper prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

Deceit in academic matters. Deceit may include, but is not limited to, furnishing false information regarding academic matters to any Institute instructor, official, or office with intent to deceive.

Misuse of documents. Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

Assistance in the violation of Academic Integrity. Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

Violations of Academic Integrity--whether or not they are the result of a deliberate intent to deceive--are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from a class; suspension or dismissal from the School or the Institute; and/or revocation of a degree. Information regarding such violations will be maintained in student academic files and may be included in transcripts and other official University documents.

Statement of Responsibility for Communicating, Educating and Learning about Academic Integrity
To create and maintain a culture of Academic Integrity at the University of Professional Studies (UPS), all members of the community must take an active role. Responsible leadership on the part of the University Standing Committee on Academic Integrity, the Office of the Rector, and the office of the Registrar, the administration of each School, and all faculty and students is needed. Many problems can be prevented through careful and systematic education and communication. A climate of positive scholarship with integrity can be fostered through open dialogue and learning.

Although this listing of roles and responsibilities suggests courses of action that, if followed, will greatly reduce the likelihood of cheating and plagiarism, no one segment of the University community alone can ensure attainment of Academic Integrity. Not only must all work together, but all must maintain vigilance over time, provide continual reinforcement of key messages and expectations, and keep channels of communication open and free-flowing. The allocation of specific responsibility to one or more parties does not relieve others of their individual and collective duties; Academic Integrity is a common asset and needs to be nurtured by all.

The procedures that follow are practical suggestions for promoting a positive academic environment founded on scholarship, inquiry, the pursuit of excellence, and mutual trust. As such, they are neither comprehensive nor exhaustive, but are intended to guide prevention, education, communication, policy review, effective administration and individual action.

Students learn what Academic Integrity means and why it is vital to the Mission of the University of Professional Studies community ask the course instructor whenever unsure of what may constitute plagiarism or cheating, or if uncertain of what resources or tools may be used in completing an assignment or exam find out the specific policy and procedures on Academic Integrity for the School in which they are enrolled identify resources (websites, Librarians, Resident Advisors) that may be consulted when faced with questions about when and how to cite works consulted carefully document all research and work done in the completion of each assignment for which other resources are consulted alert course faculty or School administrators upon learning that another student may have cheated or plagiarized

Faculty and Librarians **(including Graduate Teaching Assistants)**

Discuss the importance of Academic Integrity, especially early in each course include on course syllabi a statement about Academic Integrity, possible sanctions for plagiarism and cheating, and positive impact of Academic Integrity on the University community and the field of study or profession explain what constitutes plagiarism and how to avoid it and encourage open discussion and inquiry about University, School and faculty expectations for Academic Integrity model desired behaviours by citing sources in lectures and giving complete references for works cited in handouts and assignments provide clear guidelines about standards and expectations regarding collaboration, citation, use of notes during exams, etc. assign narrow and specific research topics, collect intermediate drafts, and/or require oral presentation of student work change exams and problem sets annually reduce the temptation to cheat by, for example, having students sit at a distance from each other or producing alternate versions of an exam particularize the importance and relevance of integrity and ethics to the specific discipline inform students about resources available for dealing with academic difficulty support consistent handling of Academic Integrity cases by reporting suspected instances of cheating or plagiarism to the appropriate member of School administration

School Administration

Develop and communicate School-specific policies and procedures for reporting violations of Academic Integrity communicate University and School policies on Academic Integrity to new students and faculty, incorporating use of the School website, orientation programs, bulletin boards, department and faculty meetings, etc. incorporate education about Academic Integrity and proper use of resources into the curriculum, such as in writing-intensive courses create forums for discussion by faculty of problems encountered that may be discipline-specific, or create peer mentoring opportunities for improving faculty members' teaching practice, to include fostering Academic Integrity support faculty who report bona fide cases of cheating and plagiarism by imposing appropriate sanctions on offenders.

CHAPTER SEVEN

RESOURCES AND FACILITIES

6.1   ACADEMIC FACILITIES
(a) LIBRARY
(b) ICT
(c) Lecture Halls
(d) Bookshop

6.2   LIBRARY
The University has well-stocked Library with an electronic support unit providing online academic databases.

The UPSA Library is the central nerve of the University. It plays a very important role in the academic life on campus. It is located on the first floor of the Library Block (Joshua Alabi Library Complex). The UPSA Library, with its rich and diverse collection of materials serves the teaching and research of administrative staff and students as well as other clienteles.

The collection of books, periodicals and other materials provides students with essential background to the courses pursued at the Institute.
Students expose themselves to an inescapable quality reading in their Certificate, Diploma and Degree Programmes. To achieve this, students must be prepared to go beyond the minimum reading required, and explore the resources of the library to the fullest extent.

6.3   LIBRARY REGULATIONS
Hours of Opening:

(a)   *Semester Time*:
Monday to Friday   8:0 am -10:00 pm
Saturday and Public Holidays   7:00am-10:00 pm

(b)*Vacation period*:
Monday to Friday   8:30 am -4:30 pm
Saturday &Public Holidays   Closed

(c)   *Borrowing of Books*
Any book may be borrowed except the following:

- Books marked REFERENCE
- Newspapers
- Encyclopedias and other reference materials.

(d) *Borrowing*
(i)   A student may borrow one book for two weeks, renewable only once during the trimester. No borrowing is allowed during vacation.

(ii)   Borrowing and /or returning of books shall stop an hour before the official closing time.

(iii) Senior Members may borrow up to four (4) books for four (4) weeks. However, a book may be recalled after two weeks if the circumstances of the Library so demand.

(e) *Care of Books*
(i) All library materials shall be treated with the care they deserve.

(ii) No book is to be written in, cut or damaged in any way. Any defect
or damage shall be reported to the library staff immediately.

(iii) Readers and borrowers shall be held responsible for any loss of or damage to a book in their charge and shall be required to pay the assessed cost of the book(s) plus a service charge not less than Five Ghana cedis (GH¢5) per item.

(iv) Borrowers shall report to the Librarian immediately the loss of any item
and if not found,
The borrower shall pay the assessed cost of the lost item.

(f) *General Rules*
i. Admission to the library is by Identity Card (ID) card.
ii. All students shall register with the library at the beginning of their
programme.
iii. All readers must enter the library and exit the library through the approved
door.
iv. Silence shall be observed at all times within the library and its precincts.
v. Group discussion as well as chatting is not allowed within the library.
vi. Smoking is forbidden in all parts of the library.
vii. No kind of food is allowed in any part of the library .This includes toffee,
fruits,
candies, water etc.

viii. Gowns, raincoats, umbrellas, bags, cameras, scanners, tape recorder, etc, must be deposited on the shelf provided for them and a tag collected for each item. However, such items are deposited at owner's own risk. The library disclaims responsibility for any loss or damage to any item so deposited.
ix. Mobile phones shall not be used in the library; they shall be switched off.
x. Wearing of hats and caps in the library is strictly not allowed.
xi.   Readers must submit all books, files and bags for inspection when leaving the library.
xii.   Books consulted shall be left on the tables; readers shall not re-shelve them.
xiii. No seat shall be reserved by or for any reader; any seat(s) so reserved shall be cleared by library staff for use of others.
xiv. Firearms and other offensive weapons are not allowed into the library.
xv. All borrowed books shall be returned by the last day of trimester.
xvii. Orderly conduct must be maintained at all times in all parts of the library.
xviii. Unlawful acquisition of library materials, i.e. attempted stealing, shall be subjected to appropriate sanctions.
xix. No one shall write in or deface any library book. Any offender will face a severe penalty.
xx. It is an offence to cut page(s), write in or cancel any print in a book.

xxi. It is forbidden to write on, cancel or remove library notice and circulars.

xxii. Students shall discharge all obligations to the Library before:

     a. Examination fees are refunded for professional students.

     b. The commencement of any trimester examination.

(g) **Offences and Sanctions**

The following shall constitute library offences:

Failure to return borrowed book(s) and related materials on the due date.

Sanction: Offender shall be liable to the payment of the stipulated overdue fine, plus loss of borrowing right till books are returned.

(h) How to Borrow a Book

(i)   A student takes book(s) he or she intends borrowing to the Lending/ Circulation counter and fill the borrower's form. Such a book shall have a date due slip on the last page, and shall not be marked REFERENCE. Books without date due slips are not for borrowing.

(ii)   All registered users of the library may borrow just one book for two weeks, renewable only once. A student fill a borrower's form each time a book is taken out. The Library Assistant on duty who will examine your ID card and check accuracy of the information provided. Then he or she will stamp the date you are to return the book on date due slip and hand the book back to you. You must return the book by that date or pay overdue fine

(iii) A final year student may in addition, borrow one book from the REFERENCE collection during the second trimester or third trimester of the final year trimester of their course. Such REFERENCE books may be borrowed between 3:00 - 4:00pm on Friday and returned by 8:30 am on the following Monday morning.

(i)   Return of Books

     On or before the due date, the student shall take the book borrowed to the counter and show it to the staff on duty. The borrower's slip you filled will be retrieved and the original given to the student as evidence that the book has been returned. Student must note that as long as this original remains in the records, you remain responsible for the particular book.

3.5   ICT

     The University has a computerised data processing centre that uses student database software. The software performs three functions:

- Registration of Students
- Processing of Examination Results
- Transcript Generation

     There is also a modern computer laboratory that caters for the training and research needs of students and lecturers. In addition there is an internet café on campus to facilitate student research and other academic needs.

6.4   LECTURE HALLS

There are a number of lecture halls with state-of–the art podiums for teaching and learning.

Computer Facilities

The University has a state-of-the-art computer laboratory. All computers are connected to the main network, providing students with access to email and the internet. The open-access computers are set up with Word, Excel and Power point, as well as specialised softwares such as CAD. Support staffs are available to help students with any queries.

6.5   OTHER FACILITIES

 (a) Accommodation
 (b) Clinic
 (c) Food Court
 (d) Banking Facility
 (e) Sports Facilities

6.6
Hostel Facilities

The University has over 1,000-bed hostel facility for students which is about five minutes' walk from the Graduate School. Currently there are several private hostel facilities all within 5 to 10 minutes walk from the Graduate school. Student are advised to contact their representatives (Graduate Students Association of Ghana, GRASAG) or in the case of international students the office of the Dean of international students for advice.

6.8   UPSA Medical Centre

The University has a Medical Centre with standard primary healthcare facilities under the care of a team of medical doctors and other health personnel to address immediate health needs of both staff and students. In addition, other health facilities such as the University of Ghana Hospital and the 37 Military Hospital are within reach.

3.10   BANK FACILITY

 Access Bank Ghana has a branch on the UPSA campus to serve both students and staff. ATMs of other banks have been provided within walking distance from the campus.

3.11   SPORTS FACILITIES

 The following sports facilities are available for the use of students and staff:

- Tennis Courts
- Volley Ball Courts
- Basketball Courts
- Astro Turf Football field

3.9   CAFETERIA/FOOD COURT

There are a number of privately operated cafeterias within the Students Resource Centre building that provide meals at affordable prices to students.

CHAPTER EIGHT

STUDENTS' AFFAIRS

Graduate Students' Association of Ghana (GRASAG)

The Graduate Students Association is a body of all registered graduate students. Students become automatic members ones they register as students of the University. Members also maintain their membership of the GRASAG, to which appropriate dues are paid. The association organizes seminars, special fora and social mix events all aimed at enhancing greater interaction among students. The GRASAG serves as a month piece of the entire student body and promote their welfare. It also affords a recognized means of communication between its members and all the authorities of the University.

Office of the Dean of Students

The Office of the Dean of Students provides counselling and information for students, administer the non-academic student disciplinary system and student grievance procedure, and assists in the non-academic programme development. The Dean works in close collaboration with the Head of Hall, GRASAG, SRC, recognized Clubs, the Counselling unit and the Institute Relations office.

Office of the Dean of International Students

The office of the Dean of International Students co-ordinate the activities of international students to enable them pursue the academic dreams in the University. The Dean liaises with relevant governmental bodies like the Immigration Service for the acquisition of Student visa and banks to enable them open bank account whiles in Ghana

5.2   STUDENTS' GOVERNANCE AND EXTRA CURRICULAR ACTIVITIES

a)   A student or student organization may only invite: the press, artists, speakers, students of other schools as well as organizations, institutions and bodies, groups, political parties to the campus of the Institute upon obtaining permission from the Registrar to do so; provided that the Registrar shall impose such conditions that he deems fit for the orderly and peaceful conduct of such activities.

b)   Notwithstanding Article 1.45 (a), the Registrar may refuse to grant permission to any student or student organization if he is satisfied that the peace and order on the campus of the University is likely to be breached, or for any other good reason.

c)   The application or request for permission under these rules must indicate in writing the purpose, time and duration of the programme to which the permission relates.

d)   The application shall also include a personal undertaking by the organizers of the programme who shall individually undertake to ensure that the programme is conducted peacefully, orderly and in conformity with the conditions imposed under these rules.

e)   The application for permission shall be delivered to the Registrar not later than seven working days before the date of the programme.

f)   The Registrar reserves the right to decline the permission if he is satisfied that the

application for the permission does not comply with the seven days period stipulated under these rules.

g)   Organizers of a programme commit a major offence if they violate these rules; and any programme that is organized in violation of these rules shall be stopped by the Dean of Student / the Registrar.

h)   A breach of any of the terms and conditions imposed under these rules renders the organizers personally liable for the consequences.

i)   If the breach leads to damage to property, the organizers shall be personally surcharged with the cost of replacing or repairing the damage as the case may be.

j)   If the breach leads to violence then, the sanctions applicable to people who cause, instigate, incite, conspire, and abet or otherwise contribute to the commission of violence shall apply to the organizers.

5.3   FORMATION OF CLUBS AND SOCIETIES
Registration of Bodies, Unions, Clubs, Societies and Associations

Bodies, Unions, Clubs, Societies and Associations formed by students of the Institute shall register with the SRC, which shall then register same with the Office of the Dean of Students:

No Bodies, Unions, Clubs, Societies and Associations shall operate without receiving permissions from the Office of the Dean of Students.

A format for the registration of Bodies, Unions, Clubs, Societies and Associations and a Code of Conduct shall be designed by the Office of the Dean of Students in consultation with the GRASAG/SRC.

All Bodies, Unions, Clubs, Societies and Associations wishing to register with the GRASAG/SRC shall pay a registration fee, which shall be determined by the Executive Council in consultation with the Council of Course Representatives, subject to the approval of the General Assembly.

Christian Union
(i)   The Christian Union shall comprise all Presidents of Christian denominations registered under this Constitution.

(ii)   Members of the Union shall choose one of their numbers to be the Chairman.

(iii) The Chairman shall give due consideration to all Christian denominations within the Union.

(iv)   The Chairman shall represent the Union in the General Assembly.

The Islamic Union
(i)   The Islamic Union shall consist of all Presidents of Islamic sects registered under this Constitution.

(ii)   Members of the Union shall choose one of their numbers to be the Chairman.

(iii) The Chairman shall give due consideration to all Islamic sects within the Union.

(iv) The Chairman shall represent the Union in the General Assembly.

Other Registered Groups

(i) Other registered groups shall consist of all associations, which are not religious based, but include regional based associations registered under this Constitution.

(ii) Members of these groups shall choose one of their members to be the Chairman.

(iii) The Chairman shall give due consideration to all regional based associations within the Group.

(iv) The Chairman shall represent the group in the General Assembly.

5.4   PROCESSIONS AND DEMONSTRATIONS

a) No procession, demonstration, press conference or other group activities of students on the campus or outskirts of the University shall be embarked upon by students of the University without having previously obtained permission from the Registrar not later than seven working days before the date of the event.

b) The application for permission shall indicate the purpose of the event and its duration.

c) The application shall indicate who the organizers are and a personal undertaking by the organizers to individually ensure that the event does not disturb or disrupt the academic and administrative peace and order in the University.

d) The organizers shall further personally undertake to be individually held responsible for any damage to property, harm to individuals, and violence that may be caused in the course of the event.

e) The Registrar reserves the right to refuse to grant permission to students to organize and conduct any event, be it a demonstration, procession or other group activities, if he is satisfied that peace and order on campus is likely to be breached or otherwise compromised.

f) It is a major offence for any student or group of students to commit acts of violence either against individuals or to property in the course of a procession or a demonstration in University or the outskirts of the Institute.

g) It is a major offence for students participating in a demonstration or similar activities to disrupt lectures or prevent other students from attending lectures or harass them.

h) It is a major offence for students participating in a demonstration or similar activities to compel other students to join them.

i) No activity at which musical instrument or other noise producing equipment are used shall be organized in the Institute during a week day; a violation of this rule is a major offence.

j) The Dean of students shall nullify any student activity that violates the governing

instruments of the particular student body that regulates the conduct of the activity in question.

5.5   PROVISION OF TRANSPORT FOR STUDENTS
Provision of transport shall be for examinations and educational trips. Application for transport shall be written to the Registrar and copied to the Transport Officer at least one week before the programme. Request for transport shall be made through the Departmental Head in consultation with the Dean of Students.

5.6   RECREATIONAL AND SOCIAL ACTIVITIES
There are facilities for a number of indoor and outdoor games. Students organize their own social activities.

5.7   PUBLIC WORSHIP
Students are permitted to organize religious activities.

5.8   MEDICAL EXAMINATION
Admission of students to the Institute is subject to their passing a Medical Examination. Sponsors will be expected to bear the medical bills of sponsored students who gain admissions.

5.9   LOAN
The University of Professional Studies, Accra (UPSA) does not give financial assistance to students. There is, however, an optional Maintenance Loan Scheme under which registered students can borrow money direct from the Social Security and National Insurance Trust (SSNIT) or the Students Loan Trust Fund (SLTF).

5.11   NAMES OF STUDENTS
As a policy of the University, students are known by the names which they have signed in the Register of Matriculation and are known by those names only in the sequence in which they were signed (that is surname, first name and other name(s).

Provided That:
Where a female student gets married, she may apply to have her maiden name changed to the surname acquired. A proof of marriage would be required before the official change is effected.

A student may apply to the Rector for recognition by the Institute of a new name through the Dean of Students, and if all legal requirements including gazette of names have been met the Rector shall authorize the change.

5.12   WRITING OF EXAMINATIONS
All students must present themselves for the appropriate examination prescribed by the University as and when the Academic Board deems it necessary.

A student shall not be admitted to examinations if:
(a) he/she has not registered for that course
(b) he/she owes fees to the University
(c) he/she is dismissed or under suspension from the University

5.13   CARE OF PHYSICAL FACILITIES AND PROPERTY

5.14   USE OF THE UNIVERSITY'S FACILITIES BY STUDENTS

a)   No student or students' organization shall use the University's facilities for student extra curricular activities without having previously obtained permission to use such facilities from the appropriate authority.

b)   The application for permission to use the University's facilities shall indicate the nature and purpose of the programme for which the facilities are required, the time, venue, duration of the programme.

c)   The application shall include a personal undertaking by the organizers of the programme individually undertaking to ensure that the facilities are not damaged, are taken back to where they were taken from, and in the case of any damage, to personally bear the cost or repair or replacement of the facilities.

d)   Use of the University's facilities without permission in accordance with these rules constitutes a major offence and the sanctions thereof shall apply.