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**GHANA TERTIARY
EDUCATION COMMISSION**

Driving a World Class Tertiary Education System for National Development

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December 8, 2025

To: See Distribution Below

Dear Sir/Madam,

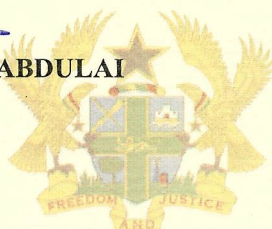
POLICY ON DISTANCE LEARNING/EDUCATION

The Ghana Tertiary Education Commission (GTEC) hereby notifies all Heads of tertiary education institutions in Ghana and the general public of its policy on distance learning/education.

We count on your cooperation.

Yours faithfully,

**PROF. AHMED JINAPOR ABDULAI
DIRECTOR-GENERAL**



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POLICY DOCUMENT ON DISTANCE LEARNING/EDUCATION (DLE)

1.0 PREAMBLE

The Ghana Tertiary Education Commission (GTEC), established under the Education Regulatory Bodies Act, 2020 (Act 1023), is mandated to regulate, supervise, and ensure quality delivery of tertiary education in Ghana. Distance Learning/Education (DLE) has become a critical modality for expanding access, promoting equity, and addressing geographical and socioeconomic barriers to tertiary education.

However, recent assessments by the Commission have shown that in Ghana, DLE delivery;

- is predominantly face-to-face with limited use of technology.
- mainly weekend-focused and run at learning centres.
- in many cases, rely on the busing of faculty members who teach on regular programmes to learning centres.
- has a similar structure in terms of credit hours and duration to conventional face-to-face programmes.
- uses non-subject experts (tutors) instead of subject experts, which is against the central tenet of tertiary education.
- largely focused on quantity instead of quality.

To ensure that DLE meets global standards and supports Ghana's digital transformation agenda, the Commission has developed this policy to guide institutions in planning, accrediting, delivering, and assuring quality in DLE programmes.

2.0 PURPOSE OF THE POLICY

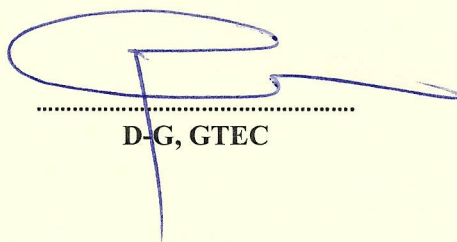
This policy is intended to:

1. Provide a regulatory framework for the design, delivery, support, assessment, accreditation, and quality assurance of Distance Learning/Education in Ghana.
2. Ensure DLE programmes achieve equivalence in quality, learning outcomes, and student experience with conventional face-to-face programmes.
3. Promote the integration of digital technologies and flexible pedagogies in the delivery of tertiary education.
4. Ensure learner protection, transparency, and accountability in all DLE operations.
5. Support national priorities for digitalisation, human capital development, and widening access.

3.0 SCOPE OF APPLICATION

This policy applies to:

- All public and private tertiary education institutions accredited by the Commission.



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- All DLE programmes (certificate, diploma, undergraduate, and postgraduate programmes).
- All modes of distance learning, including Evening, Weekends, Blended/Hybrid Learning, Online Learning (Synchronous/Asynchronous), Open and Distance Learning (ODL), Technology-Enhanced Learning, and Mixed Mode Delivery.

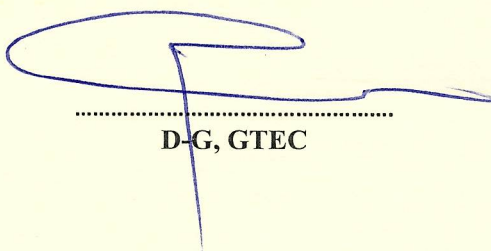
4.0 GUIDING PRINCIPLES

1. **Quality Parity:** Distance learning must match the academic standard, rigour, and learning outcomes of traditional delivery.
2. **Accessibility:** DLE programmes must be inclusive, affordable, and accessible to learners with diverse needs.
3. **Flexibility:** Students should be able to learn anytime, anywhere, with diverse formats integrated.
4. **Technology Integration:** Institutions must leverage modern learning management systems (LMS), digital content, and robust e-learning infrastructure.
5. **Learner Support:** Comprehensive academic, technical, and psychosocial support must be guaranteed.
6. **Data Protection & Privacy:** Student information must be secured in line with national laws and best practices.
7. **Sustainability:** Institutions must develop financially and operationally sustainable DLE systems to avoid overreliance on face-to-face teaching.

5.0 POLICY STATEMENTS

5.1 Programme Design and Accreditation

1. All DLE programmes must be submitted to the Commission for accreditation or reaccreditation under DLE-specific standards.
2. All DLE programmes must be tailored to solve a specific skills gap. Hence, Institutions must avoid replicating conventional regular programmes via DLE mode without any strong justification.
3. Programme design must:
 - Clearly define modality (online, blended, ODL, etc.)
 - Specify contact hours (week-by-week), credit hours, and digital engagement requirements.
 - Demonstrate equivalence with the face-to-face version, where applicable.
 - Outline student support services and assessment strategies.
 - Clearly demonstrate how the minimum credit hours will be accommodated without putting undue pressure on learners.



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4. Institutions must maintain academic integrity safeguards, including identity verification and secure assessment environments.

5.2 Learning Infrastructure and Technology

1. Institutions must deploy an approved **Learning Management System (LMS)**.
2. Learning Centres (where needed) must shift from teaching venues to support hubs.

5.3 Teaching and Learning

1. Instruction must adopt digital pedagogies such as flipped classrooms, microlearning, simulations, discussion forums, and collaborative tools.
2. Faculty must undergo mandatory training in digital pedagogy and online facilitation.
3. Institutions must provide high-quality, interactive digital materials and not simply lecture notes.
4. Teaching should not be restricted to weekends; learning must be continuous and flexible.
5. The engagement of non-subject experts should cease.
6. Reliance on busing faculty across the country to teach weekend classes is **not compliant** with modern DLE standards and must be phased out within 3 years.

5.4 Duration

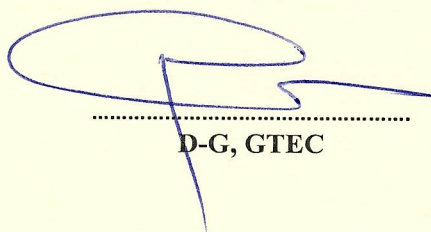
To ensure flexibility without compromising on quality, the duration of all DLE programmes shall be **one-and-a-half** (1½) times the **duration** of conventional face-to-face programmes. For instance, a conventional face-to-face 12-month programme shall be designed to be completed within eighteen (18) months via the DLE mode, and a 2-year master's degree programme shall be completed within 3 years via the DLE mode.

5.5 Quality Assurance and Monitoring

1. Institutions must establish an internal DLE Quality Assurance Unit.
2. The Commission will conduct: Periodic audits, Monitoring visits (virtual or physical), and Evaluation of LMS data.
3. Institutions must submit annual DLE performance reports including enrolment, retention, completion rates, faculty capacity, and technology usage.
4. Non-compliant institutions may face sanctions, including suspension of programme accreditation.

5.6 Governance and Management of DLE

1. Each institution must have a dedicated Distance Education Unit.
2. The Directorate must manage programme coordination, technology infrastructure, quality assurance, and student support services.



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3. Clear policies on copyright, intellectual property of digital materials, and open educational resources must be adopted.

6.0 COMPLIANCE AND ENFORCEMENT

The Commission shall impose sanctions on institutions that violate this policy, including:

- Suspension or withdrawal of programme accreditation
- Non-recognition of certificates issued under unapproved DLE modalities
- Administrative penalties as provided under Act 1023

7.0 REVIEW OF POLICY

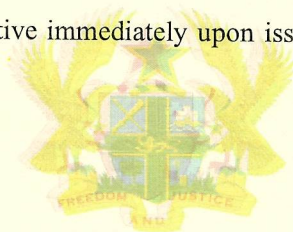
This policy shall be reviewed every **five years**, or earlier when necessary due to technological advancements, national priorities, or global trends.


9.0 CONCLUSION

Distance Learning/Education is central to Ghana's educational future. This policy empowers institutions to adopt innovative, flexible, technology-driven, and quality-assured approaches to tertiary education delivery. It strengthens the Commission's oversight role and ensures DLE becomes a credible, accessible, and sustainable pathway for lifelong learning in Ghana.

10.0 Effective Date

This Policy becomes effective immediately upon issuance by the Ghana Tertiary Education Commission.




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