



UNIVERSITY OF HEALTH AND ALLIED SCIENCES



QUALITY ASSURANCE POLICY

UNIVERSITY OF HEALTH AND ALLIED SCIENCES
Directorate of Quality Assurance



QUALITY ASSURANCE POLICY

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FOREWORD

The University of Health and Allied Sciences (UHAS) is unique as its mission to provide quality education, advance knowledge through scholarship and research that improves health and quality of life, encompasses two critical Sustainable Development Goals; goal 3 (ensure healthy lives and promote well-being for all at all ages) and goal 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). We are committed to achieving this mission and thus have defined 10 strategic objectives in our strategic plan to support research, teaching, and engagement with society, informed by a culture of scholarship, academic and service excellence through innovative approaches.

The Directorate of Quality Assurance has the mandate to guide the implementation of good quality assurance practices in UHAS; applying the standards and guidelines formulated by competent authorities in higher education; developing adequate internal quality assurance mechanisms that fit international best practices; and assisting the University to assess its own quality through self-assessment.

This policy for Quality Assurance put together by the Directorate of Quality Assurance forms part of the strategic management of our internal and external stakeholders through appropriate structures and processes. The objective is to ensure that the qualifications obtained by students and their experience of higher education are in consonant with the programmes of study and the UHAS mission. The policy has set out the quality assurance processes and how they can be effectively integrated into normal planning and administrative processes of the University. The policy has taken into consideration the internal and national context of UHAS and its strategic approach and reflects the relationship between research and learning and teaching. The processes established will ensure that teaching and other staff and students are committed to improvement and regularly evaluate their own performance. This is a demonstration of our commitment to quality improvement in UHAS, and I wish to encourage all stakeholders to consult this policy often to become familiar with the terms of reference and operating procedures for quality assurance in UHAS.

Prof. Lydia Aziato

Vice Chancellor

Introduction

The University of Health and Allied Sciences (UHAS) recognizes the essential role of higher education institutions in shaping the future of individuals and societies. As an institution committed to excellence in health education and research, UHAS places a paramount emphasis on quality assurance to ensure that it consistently delivers a high-quality educational experience to its students.

Aims of UHAS

The aims of UHAS as provided in its establishment ACT are:

- To provide higher education in the Health Sciences through teaching and research for persons suitably qualified and capable of benefitting from such education.
- To disseminate knowledge and the results of research and their applications to the needs and aspirations of the people of Ghana.
- To provide clinical and other skills services to contribute positively to improving the health status and overall quality of life, and foster partnerships with outside persons and bodies.

Vision Statement of UHAS

UHAS seeks to be a pre-eminent health research educational institution dedicated to community service.

We shall realise this vision by taking innovative approaches to research, teaching and engagement with society, informed by a culture of scholarship, academic and service excellence.

Mission Statement of UHAS

UHAS will provide quality education, advance knowledge through scholarship, and research that improves health and quality of life.

Values

Our values and ethos are enshrined in four beliefs that underpin our behaviour and how we conduct ourselves and our business as the pre-eminent health research and educational institution:

- Excellence
- Integrity
- Innovation
- Service and Care

Quality Assurance Principles

Higher education at UHAS is characterized by a dedication to academic excellence, innovation, and societal impact. Quality assurance is therefore an integral part of UHAS' operations and is guided by the following principles:

Total Quality Management:

UHAS will adopt a comprehensive approach to quality management with emphasis on efficient and innovative planning and management. We will also create awareness and foster commitment to management excellence among staff to ensure the maximum satisfaction of all our stakeholders.

Efficiency and Effectiveness:

Quality management decisions will be made and implemented expeditiously. Results will be achieved without the waste of money, time, and human or material resources.

Excellence

UHAS strives for excellence in all aspects of its operations, including teaching, research, student support, and administration. We are committed to continuously improving our programmes and services to meet or exceed established standards.

Accountability

UHAS is accountable to its students, faculty, staff, stakeholders, and the broader community. We are committed to transparent and ethical governance, responsible resource management, and the highest standards of integrity.

Stakeholder Participation

The participation of stakeholders in institutional processes through responsible engagement with industry, international partners, students, and staff is critical to the success of quality management. We will therefore promote responsible dialogue with students, staff, industry, and regulatory bodies; seek their cooperation, and mainstream their expectations in the quality management process.

Alignment to National and International Policy Contexts

Consistency with national and international policy contexts and practices is necessary to promote quality and excellence. In this regard, we will take into cognizance national and international policy frameworks that aligns with our vision of providing cutting-edge educational services and equip our products to meet the expectations of employers and be successful in further educational pursuits anywhere in the world.

Goal and Objectives

The Goal of the Quality Assurance Policy is to:

Promote a culture of excellence in the university and ensure the quality, integrity, and effectiveness of its programmes, services and operations.

In view of the foregoing, and in alignment with the mission and vision of the institution, the UHAS Quality Assurance Policy defines standards, strategies, and processes to

enable the university to:

- i *Acquire adequate and up-to-date resources and infrastructure, including libraries, laboratories, technology, and physical facilities, to support teaching, research, and student services.*
- ii *Lead in innovation and technology through the development of appropriate programmes in health and allied sciences that meet the needs of the job market and industry.*
- iii *Develop and implement admission policies and procedures that are fair, transparent, and consistently applied to all applicants.*
- iv *Recruit qualified staff and build their capacity to enable them to facilitate quality of teaching and learning to promote academic excellence.*
- v *Promote pedagogically sound teaching and learning practices that engage students and foster critical thinking, problem-solving, and independent learning.*
- vi *Ensure that staff and students' research are conducted with the highest integrity that meet local and international standards.*
- vii *Provide leadership that fosters an environment conducive to academic excellence and institutional integrity.*
- viii *Efficient and effective administration of the quality assurance system in the institution.*
- ix *Continuously enhance the quality of education and research at UHAS by systematically reviewing and improving our programmes, services, and operations.*

Quality Assurance Thematic Areas, Standards and Strategies

UHAS's Quality Assurance Policy is anchored on the following thematic areas:

Accreditation

Accreditation is evidence of our commitment to sustain quality standards in the field of health and allied sciences. The University of Health and Allied Sciences (UHAS) will seek and maintain accreditation for its programmes by the Ghana Tertiary Education Commission (GTEC) and other recognized accrediting bodies.

Strategies

- We will engage in self-assessment processes to evaluate our educational programmes, research activities, and institutional practices to identify areas of strength and areas that require improvement.
- We will subject ourselves to external evaluation by recognized accrediting bodies. These external assessments serve as objective measures of our compliance with established quality standards and benchmarks.
- At UHAS, we firmly believe that the pursuit of excellence is a continuous journey. We will use the findings and recommendations from both self-assessment and external evaluations to drive continuous improvement processes across the institution.

- We will meet accreditation requirements and comply with relevant regulations and standards in the field of health and allied sciences. We will diligently adhere to the quality standards and benchmarks by accrediting bodies.
- We welcome accreditation visits by external bodies as an opportunity to receive constructive feedback and validate our adherence to quality assurance standards. Recommendations from these visits will inform our continuous improvement efforts.

Resources and Facilities

Adequate resources and well-maintained facilities are essential for delivering quality education and research. The institution will therefore acquire and maintain well-equipped and up-to-date facilities, including libraries, laboratories, technology, and physical spaces, to support teaching, research, and student services. Adequate funding and resource management strategies will be in place to ensure the sustainability and accessibility of resources. The institution will actively assess the needs of its community and invests in the appropriate resources and facilities accordingly.

Strategies

The University will

- Regularly assess the conditions and adequacy of facilities and resources;
- Allocate resources for maintenance, upgrades, and expansion as needed;
- Invest in technology and information resources to support teaching, research, and student services;
- Engage with the university community to identify resource and facility needs and prioritize investments accordingly;
- Provide well-equipped classrooms and lecture halls that foster an optimal learning environment to accommodate different teaching methodologies - lectures, discussions, and practical sessions;
- Our research laboratories will be equipped with cutting-edge equipment and technologies that enable our faculty and students to engage in research;
- UHAS libraries will serve as hubs of excellent knowledge and learning. They will contain relevant collections of books, journals, and digital resources to support both academic studies and research initiatives;
- Regular maintenance of our facilities is a top priority. Accordingly, we will establish maintenance schedules and procedures to address wear and tear, ensuring that our facilities remain in excellent condition.

Curriculum Development and Programme Evaluation

This process will involve the regular review and assessment of academic programmes and curricula to ensure their relevance, rigour, and alignment with our educational

goals. It includes the assessment of student learning outcomes, faculty qualifications, and the integration of emerging knowledge and advances in pedagogy.

Strategies

UHAS will

- Conduct periodic reviews of academic programmes and curricula to assess their alignment with UHAS's educational goals and industry needs.
- Review academic programmes once every three years or depending on the duration of the programme. Deans and Heads of Department, and the University's Academic Planning and Management Committee shall select the programmes to be reviewed and recommend the order of their review. The outcomes of the review shall embody recommendations from Departmental, School/Institute Boards and, where appropriate, from the School of Research and Graduate Studies.
- Ensure the participation of faculty, students, and external experts in the programme review process.
- Use assessment data to inform curriculum development, instructional strategies, and faculty professional development.
- Encourage faculty to inculcate emerging knowledge and innovative pedagogical approaches into the teaching and learning process.
- The Academic Board shall approve all changes in programmes and courses and methods of delivery. Guidelines for introduction of new programmes is attached as Appendix 1.

Faculty Qualifications

Qualified and experienced faculty members are essential for the delivery of quality education and student success. Quality assurance standards require that faculty members possess advanced degrees (PhD) in their respective fields and relevant teaching experience. They must have the ability to engage in scholarly activities. Faculty qualifications will be rigorously assessed and aligned with programme requirements.

Strategies

UHAS will

- Establish clear criteria for faculty qualifications and ensure that all faculty meet or exceed these standards;
- Encourage faculty engagement in research, scholarship, and professional development;
- Provide support and resources for faculty to pursue advanced degrees and certifications.

- Regularly assess and update faculty qualifications to align with programme requirements and industry trends.

Staff Recruitment and Development

Competent and motivated faculty and staff are crucial for delivering quality education and services. The institution's recruitment processes shall lead to the hiring of qualified and experienced faculty and staff whose experiences align with the institution's mission and values.

Faculty and staff must undergo regular performance evaluations and have access to professional development opportunities to enhance their expertise and contribute to continuous improvement.

Strategies

UHAS will

- Ensure that recruitment and development efforts align with UHAS's mission and values;
- Develop clear criteria and processes for faculty and staff recruitment;
- Assess the teaching effectiveness, and scholarly activities. Peer assessments and student evaluations will play a crucial role in these processes;
- Conduct regular performance evaluations to assess and support professional growth;
- Organise induction and professional development programmes for lecturers;
- Provide opportunities for faculty and staff to engage in ongoing professional development.

The Appointments and Promotions Board shall ensure that prospective academic staff possess the requisite qualifications and experience. The Board shall come up with guidelines on teaching, scholarship and service for promotion from one rank to another.

Student Enrolment

The institution shall establish and maintain admission policies and procedures that are fair, transparent, and consistently applied to all applicants. Admission criteria will be clearly communicated to prospective students through various mass media. Student recruitment will be based on objective and relevant measures, to ensure the selection of students who are likely to succeed in their chosen programmes.

Strategies

UHAS will

- Develop clear and transparent admission criteria that align with programme requirements;

- Communicate admission policies and procedures to prospective students and the public;
- Ensure that admissions processes are consistently applied and free from bias.
- Evaluate and refine admissions criteria to select students who are a good fit for UHAS programmes;
- The Admissions Board shall regulate undergraduate admissions and supervise the implementation of the Admissions Policy.

The Academic Affairs Directorate (Admissions Unit) shall have direct responsibility for implementing the admissions policy and decisions of the Academic Board regarding admissions to undergraduate programmes at the University of Health and Allied Sciences and affiliate institutions.

The School of Graduate Studies shall supervise graduate admissions, programmes, and research on the bases of the provisions of the Graduate Handbook and the Research Policy of the University.

Teaching and Learning

Effective teaching and learning practices are fundamental to delivering a high-quality education. The institution promotes pedagogically sound teaching and learning practices that engage students and foster critical thinking, problem-solving, and independent learning. Faculty members will be encouraged to employ innovative teaching methods. The institution will provide resources and support for the development of effective instructional materials and techniques.

Strategies

UHAS will

- Encourage and support faculty to engage in the development of innovative teaching methods;
- Regularly review and update the curriculum to reflect educational goals and industry trends;
- Provide faculty with resources and support for the creation of effective instructional materials;
- Seek feedback on individual courses and teaching activities by lecturers at the end of each semester to determine the level of attainment of the objectives of academic programmes and courses;
- Organise tracer studies to ascertain the progress of our graduates in the world of work;
- Organise Teaching Excellence Awards to promote excellence in teaching;
- Evaluate teaching and learning through:
 - Assessments by Heads of Department

- Student evaluation of courses and teaching activities
- Assessment of teaching portfolios
- Assessment by peers
- Assessment of execution of individual performance goals, and
- Reports from the Appointments and Promotions Committee
- Students' evaluation of courses and teaching may be undertaken through:
 - Questionnaire administration.
 - Staff-student liaison committees
 - Open meetings with the student body
 - Focus groups
 - Informal feedback
- Communicate findings on evaluation of courses and programmes to students indicating any actions to be taken to address any problems raised, or reasons for not acting.

The recommended staff workload and student/teacher ratios are provided in Appendix 2 and 3 respectively.

Assessment of Learners

The university will employ a comprehensive and effective system that includes both formative and summative assessments aligned with programme learning outcomes. UHAS will ensure that its assessment methods and criteria are clear, consistent, and transparent to students and faculty. Assessment results will be used for programme improvement, curriculum development, and enhancement of teaching and learning processes.

Strategies

UHAS will

- Develop clear assessment criteria and methods that align with programme learning outcomes.
- Communicate assessment expectations to students and faculty.
- Use assessment results to make data-driven decisions for programme improvement.
- Provide training and support to faculty for effective assessment practices.
- Teaching departments shall develop assessment procedures that are coherent with programme and course objectives approved by Academic Board. These processes shall provide for internal moderation to ensure validity of student assessment and reliability of marking.
- Establish departmental Examination Moderation Committees made up of senior and experienced members of faculty in Departments to foster the moderation of examination questions.

- Establish Examination Superintending Committees comprising Chief Invigilators and Invigilators. Strictly enforce regulations on examinations.
- The Examination Audit Committee shall be established to audit all examination results to ensure accountability and integrity in the award of credentials.

Examinations Integrity

Integrity of examinations will be assured to maintain the credibility and quality of education at UHAS through a robust quality assurance system to prevent and address any malpractice or irregularities during the examination process.

Strategies

UHAS will

- Develop a comprehensive and well-structured examination process. This will include setting of clear and fair exam guidelines, creation of exam questions that accurately assess the course objectives, and the use of appropriate evaluation methods. The examination process will be designed in a way that minimizes the chances of cheating and ensures a fair and unbiased assessment of students' knowledge.
- Management will ensure involvement of qualified and experienced faculty and administrators in the examination process to ensure the examination process is conducted in a fair and transparent manner.
- UHAS will ensure quality assurance in examinations through implementation of strict security measures. This will include ensuring that exam papers are kept confidential and safeguarded against any form of tampering. We will use technology, such as online exam platforms, to help in reducing the risk of exam leaks and other malpractices. In addition, the process of distributing and collecting exam papers will be closely monitored to prevent any potential breaches.
- Directorate of Quality Assurance will conduct regular audits and invigilation. This will involve reviewing the entire examination process, from question setting to result declaration, to identify any loopholes or irregularities.
- UHAS will regularly review existing examination rules and regulations and educate students on the consequences of cheating and the importance of maintaining the integrity of examinations.
- UHAS will use technology to enhance the quality assurance of our online examinations through online proctoring.

Enhancing Student Success

Student support services will be provided to enhance students' personal well-being and academic success. Fitness and wellness programmes will focus on physical, mental, and emotional health to promote balanced and healthy lifestyle in the university community.

Strategies

UHAS will

- Academic advisors will be appointed to work closely with students to provide guidance on course selection, programme requirements, and academic goals.
- Counselling services will be made available to address students' emotional, psychological, and mental well-being. A safe and confidential space will be provided for students to seek support and coping strategies.
- Career development services will be made available to empower students to explore career options, develop job-search skills, and plan for their future careers. Students will be assisted to translate their academic experiences into meaningful professional opportunities.
- Adequate health services will be provided to address the health needs of students and staff.
- Appropriate facilities will be provided for the recreation of students.

Research and Innovation

Research and innovation are essential for academic excellence and societal progress. Our research activities shall adhere to ethical standards and contribute to the advancement of knowledge and societal progress.

Strategies

UHAS will

- Support a research culture that encourages faculty and students to engage in meaningful research projects.
- Provide research funding, infrastructure, and opportunities for faculty and students.
- Promote ethical conduct in research activities and responsible dissemination of research findings. UHAS will maintain a rigorous ethical review processes for all research involving human subjects, animals, and sensitive data. Ethical review boards will ensure that research is conducted in accordance with established ethical guidelines and standards. Researchers are expected to uphold the highest ethical standards in the design, execution, and reporting of their studies.
- Research will be actively promoted through training, workshops, and provision of ethical guidelines.
- Protocols for the conduct of research, including guidelines on ethics, shall be developed to guide the conduct of research in the university.
- The institutions will provide funding opportunities for faculty and outstanding student researchers.

- UHAS will invest in state-of-the-art research infrastructure, including well-equipped laboratories, cutting-edge technology, and research facilities. These resources provide researchers with the tools they need to conduct rigorous and impactful research.
- UHAS will seek partnerships and collaboration with other academic institutions, research organizations, industry partners, and government agencies to facilitate interdisciplinary research and knowledge exchange.
- We will encourage researchers to publish their work in reputable journals, present their findings at conferences, and engage in knowledge-sharing activities with the broader community.
- Internal research assessment exercises will be conducted to evaluate our capacity to conduct and manage research at the individual, Department, School, and Institute levels.

Continuous Improvement

UHAS will establish and maintain a processes for collecting, analysing, and using data to assess the effectiveness of our programmes, services, and operations. Through these efforts, we will ensure that UHAS remains at the forefront of providing quality education, conducting impactful research, and serving the needs of our community and the Ghanaian society.

Strategies

UHAS will

- Establish a robust process for collecting, analysing, and utilizing quantitative and qualitative data to assess the effectiveness of our programmes, services, and operations. This will encompass various aspects of our institution, including academic programmes, faculty performance, student outcomes, research activities, and administrative processes.
- Systematically assess the relevance, rigour, and alignment of our academic programmes with our educational goals and the needs of our students and society.
- Evaluate student learning outcomes, pedagogical approaches, and curriculum content.
- Conduct rigorous evaluations to assess staff teaching activities, qualifications, and engagement in scholarly activities, to provide insights into areas where professional development and support may be needed.
- Assess the effectiveness of academic advising, counselling, career development, and other support services to ensure they meet the evolving needs of our diverse student body.

- Conduct periodic reviews of programmes and services to identify strengths and areas for improvement. These reviews will involve stakeholders, including faculty, staff, students, and external experts.
- Assessment of outcomes will lead to the generation of actionable recommendations which will be integrated into our strategic planning processes.

Transparent Governance and Administration

Ethical and transparent governance and administration ensure responsible use of resources and maintain institutional credibility. In this regard, leadership will foster an environment conducive to academic excellence and institutional integrity. Accountability mechanisms will be in place to address any deviations from established quality standards.

Strategies

UHAS will

- Establish clear governance structures and policies that promote transparency and ethical behaviour.
- Provide leadership training for administrators to enhance their understanding of academic excellence and ethical practices.
- Encourage open communication and collaboration among administrators, faculty, and staff.
- Regularly review and update governance and administrative policies to align with best practices.
- Publish information about programmes, policies, and performance on accessible platforms.
- Establish clear channels for stakeholders to provide feedback and voice concerns.
- Implement mechanisms for addressing issues and deviations from quality standards.
- Regularly communicate with stakeholders about institutional activities and achievements.
- Design and implement a process for collecting feedback on the performance of senior management staff (Vice-Chancellor, Pro Vice-Chancellor, Registrar, Directors, Deans, HODs). Implement the same system for collecting feedback on the activities of School Officers and Assistant Registrars.

Stakeholder Roles and Responsibilities

Stakeholders have a role to play to ensure the success of quality assurance initiatives in the university. The roles of stakeholders are summarised below:

University Council shall determine the strategic direction of the University, approve policies, and monitor and evaluate policy implementation.

The Academic Board subject to the powers of the Council shall formulate and implement the academic policy of the University; devise and regulate courses of instruction and study subject to accreditation by the Ghana Tertiary Education Commission.

The Academic Board is responsible for promoting and supervising research; and regulating the conduct of examinations, and the award of degrees. The Board is also advising the Council on the appointment of academic staff and admission of students.

University Administration is responsible for leadership setting the strategic direction and general administration as well as the oversight for quality assurance activities.

Academic Departments are responsible for maintaining high-quality academic programmes, ensuring alignment with UHAS's mission and values, participating in regular programme evaluations, and supervising quality assurance initiative in the department.

Faculty and Staff are responsible for implementing quality assurance practices within their respective roles, including curriculum development, teaching, research, and support services.

Students will be encouraged to actively engage in quality assurance efforts by providing feedback, participating in assessments, and upholding academic integrity.

Research Units will be responsible for conducting research that aligns with UHAS's vision and values, adhering to ethical standards, and contributing to knowledge advancement and societal well-being.

Support Units are responsible for providing effective support services, such as counselling, career development, and academic advising, that enhance student success and well-being.

Quality Assurance Committee will oversee quality assurance initiatives – accreditation, programme evaluation, research integrity, and ethical conduct. The committee will monitor adherence to quality standards and recommend improvements. The committee will establish key performance indicators (KPIs) to assess adherence to quality standards.

External Bodies will contribute to quality assurance through accreditation, external reviews, and partnerships that align with UHAS's mission and values.

Quality Assurance Governance and Administration

Administrative Structure

The University of Health and Allied Sciences shall operate an efficient governance and administrative structure consisting of a Quality Assurance Committee and a Quality Assurance Directorates to foster the implementation of the Quality Assurance Policy.

University Quality Assurance Committee (UQAC)

There shall be University Quality Assurance Committee, which shall be a sub-committee of the Academic Board. The Committee shall supervise the implementation of the university's Quality Assurance Policy and facilitate the publication of the institutions quality assurance bulletins.

Membership of the University Quality Assurance Committee

The members of the Quality Assurance Committee are:

- a. The Pro-Vice Chancellor – Chairman
- b. The Registrar
- c. The Director Quality Assurance
- d. The Director of Academic Affairs
- e. Deans and Directors of Schools and Institutes
- f. The Internal Auditor
- g. The University Librarian

Terms of Reference

The term of reference of the Committee are to:

- a. Promote quality culture in the University.
- b. Review and approve Quality Assurance plans and processes.
- c. Monitor the implementation of the quality assurance policy.
- d. Regularly review and evaluate quality assurance system and procedures.
- e. Advise the academic board on quality assurance initiatives.
- f. Ensure compliance with the institution's quality guidelines.
- g. Supervise the implementation of recommendations of Council and Academic Board on quality assurance issues.
- h. Review the annual report of the Quality Assurance Directorate and make recommendations for quality improvements in the university.

- i. Submit annual report to the Academic Board.

The Directorate of Quality Assurance (DQA)

There shall be a Directorate of Quality Assurance which shall be responsible for the administration of the university's quality assurance initiatives.

Functions of the Quality Assurance Directorate

The Quality Assurance Directorate shall:

- a. Monitor the implementation of quality assurance activities in the University.
- b. Monitor of the institutions strategic plans and produce report for management.
- c. Coordinate capacity building initiatives on quality assurance.
- d. Coordinate the internal review of programmes offered in the university.
- e. Coordinate periodic academic audits and institutional reviews
- f. Coordinate external quality assurance processes in the university
- g. Assist in setting performance standards for the staff of the university.
- h. Periodically submit reports on examinations, and utilisation of academic resources to management.
- i. Carry out student satisfaction surveys, tracer studies and employer surveys.
- j. Co-ordinate the publication of basic statistics and Quality Assurance bulletins.
- k. Develop systems for effective collection and management of data.
- l. Provide data to management and other stakeholders.

Director of Quality Assurance

The Quality Assurance Directorate shall be administered by a Director who shall be responsible for day-to-day administration of the directorate.

The Director shall:

- a. Provide leadership to ensure quality outcomes in the operations of the university, especially regarding, teaching, and learning and research.
- b. Coordinate the development and implementation of university-wide quality assurance initiatives.
- c. Co-ordinate and support Quality Assurance and Enhancement Management System across the University.
- d. Ensure the development and promotion of the university's quality assurance protocols and mechanisms.
- e. Coordinate the formulation of the University's quality assurance and enhancement policies and programmes.
- f. Foster the implementation and monitoring of quality assurance activities in the University.

The Director of Quality Assurance shall be a member of the Library Committee , the Academic Planning Committee and the Academic Board.

Heads of Campus Quality Assurance Units

There shall be Heads of the Quality Assurance Units on all campuses of the University who shall hold a qualifications in Quality Assurance. The Unit Heads shall be designated as Quality Assurance Officers.

Organisational Structure and Functional Units within the DQA

The Directorate of DQA shall have three Units.

- a) The Accreditation and Quality Monitoring Unit (AQMU),
- b) The Research, Evaluation and Publications Unit (REPU),
- c) Data Processing and Management Unit (DPMU).

The Quality Assurance, Monitoring and Accreditation Unit

The Unit shall:

- a. Assist in coordinating the internal and external accreditation processes of the University
- b. Advise on the implementation of quality assurance policies and programmes.
- c. Periodically, provide reports on examinations and academic resource utilisation to management.
- d. Organise capacity building programmes on quality assurance.
- e. Monitor the implementation of the institution's strategic plans.
- f. Monitor quality assurance activities in the University.

The Research, Evaluation and Publications Unit

The Unit shall:

- a. Assist in developing appropriate performance appraisal mechanisms for all categories of staff.
- b. Assist in the evaluation of all categories of staff.
- c. Carry out student satisfaction surveys, tracer studies and employer surveys.
- d. Co-ordinate the publication of basic statistics and quality assurance bulletins.
- e. Undertake periodic evaluation of university policies and strategies for institutional transformation.
- f. Coordinate student evaluation of teachers.

The Data Processing and Management Unit

The Unit shall:

- i. Process data and generate reports for management decision-making.

- ii. Manage institutions database on students and ensure the security of data.
- iii. Provide data to all major stakeholders.
- iv. Assist in the development of appropriate application systems for effective management of data and other related services.
- v. Collaborate with Publication Unit to publish Basic Statistics.

Programme Officers

The three units shall be administered by Programme Officers.

Appendix 1: New Programme Approval and Review Process

New Programme Approval and Review Process

Step 1: The Head of Department or the programme initiator shall discuss the proposed programme with the Dean, and after securing his/her support for the programme, submit the programme proposal to the School/Institute's Board. The development of the proposal should be guided by the format provided by the university. The School/Institute Board shall examine the proposed programme for adherence the requirements of GTEC and submit same to the Academic and Management Planning Committee.

Step 2: The Academic and Management Planning Committee (APMC) shall examine curriculum of the proposed programme and submit same to the Directorate of Quality Assurance for final examination for adherence to GTEC guidelines.

Step 3: Academic Board shall review the proposed programme and submit its recommendations to the Business and Executive Committee.

Step 4: After approval by the BEC, the programme shall be submitted to the University Council for assessment of justification and resource requirement.

Sixth Step 5: After final approval by Council, the programme shall be submitted to GTEC for accreditation.

Step 6: The programme shall be launched after accreditation in collaboration with the Office of the Registrar.

Programme Review

- i) The Quality Assurance Directorate/Committee shall initiate a mandatory triennial review of academic programmes.
- ii) Quality Assurance Directorate/Committee shall establish a panel of experienced experts and industry practitioners to review the university's academic programmes for validity and relevance.
- iii) The Academic Board and Library Committees shall ensure that academic programmes are not duplicated by departments and institutes/schools.

Appendix 2: Staff Workload

The maximum workload (hours per week) for faculty weighted in terms of hours as follows:

| | | |
|------|---------------------|----|
| i. | Lecture Preparation | 12 |
| ii. | Lecturing | 6 |
| iii. | Tutorial/Seminar | 2 |
| iv. | Marking | 6 |
| v. | Practical /Clinical | 2 |
| vi. | Supervision | 4 |
| vii. | Research | 4 |

Maximum workload per week 40

The mandatory contact hours are based on visible and monitorable workload. (ii), (iii), and (iv) which should be a minimum of **10 contact hours per week and maximum of 12 hours per week** for a faculty.

At postgraduate level only staff who possess PhDs or who are at the rank of Senior lecturer shall teach and supervise graduate students.

The recommended staff/student ratios for determining enrolments to graduate programmes are as follows:

| | | |
|------|---------------------------------|------------------------------------|
| i. | Masters programmes | 1:5 one lecturer to five students |
| ii. | PhD programmes | 1:3 one lecturer to three students |
| iii. | Postgraduate Diploma programmes | 1:10 one lecturer to 10 students |

Appendix 3: Staff/Student Ratio

The student intake should take into consideration the GTEC's approved staff/student ratios. Ghana Tertiary Education Commission's recommended staff/ student ratios (SSRs) are as follows:

Table 1: Staff/Student Ratio

| SUBJECT CATEGORIES | GTEC RECOMMENDED STR |
|--|-----------------------------|
| Science | 18:1 |
| Applied Science, Technology and Health Science | 18:1 |
| Engineering | 18:1 |
| Pharmacy | 15:1 |
| Medicine | 12:1 |

Appendix 4: Policy Revision Procedure

This policy document may be reviewed if its provisions become outdated or requires amendment because of changing policy or market environment, and any other reasons that may render the provisions unfit for purpose. The policy shall be amended on the advice of the Academic Board. Amendments shall be approved by the University Council.

List of Documents Consulted

Kwame Nkrumah University of Science and Technology Quality Assurance Policy, Quality Assurance and Planning Unit, October 2017.

National Council for Tertiary Education, Accra, Ghana, Norms for Tertiary Education (Universities), 2012.

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University Of Education, Winneba Policy Guidelines for Quality Assurance Quality Assurance Directorate 2014.

University of Ghana Academic Quality Assurance Policy December 2009

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