



UNIVERSITY OF HEALTH AND ALLIED SCIENCES



**GUIDELINES FOR THE CONDUCT
OF TRACER STUDIES**

UNIVERSITY OF HEALTH AND ALLIED SCIENCES
Directorate of Quality Assurance



GUIDELINES FOR THE CONDUCT OF TRACER STUDIES

March 2023

FOREWORD

The mission of the University of Health and Allied Sciences (UHAS) is to provide quality education, advance knowledge through scholarship and research that improves health and quality of life. UHAS is committed to achieving this mission and thus has defined ten (10) strategic objectives one of which is monitoring and result management. One of the priorities of the Strategic Objective nine (9), which is monitoring and result management, is to set up a responsive monitoring and result measurement system.

As UHAS places great emphasis on skill anticipation and better matching, it recognises that anticipation, and matching approaches and methods can be achieved through regular conduct of tracer studies. The University believes that tracer studies can help to provide the right evidence for curriculum development and alumni satisfaction as well as to inform the University on the market value of programmes and areas of interest for further studies of alumni.

This guideline for the conduct of tracer studies has been developed by the Directorate of Quality Assurance to guide in documenting changes in the lives of graduates of UHAS and determining the extent to which the training given during studies has contributed to the changes observed through the provision of evidence-driven feedback.

This guideline is aimed at providing a broad unified frame-work to guide tracer studies at specific units in UHAS. I, therefore, wish to encourage all stakeholders to consult this guideline often to become familiar with all procedures for the conduct of tracer studies at UHAS.

Prof. Lydia Aziato
Vice Chancellor, UHAS

March, 2023

ACKNOWLEDGEMENT

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1.0 INTRODUCTION

The University of Health and Allied Sciences (UHAS), which is in Ho, was established by an Act of Parliament (Act 828 in December, 2011). It has a vision “to be a pre-eminent health research educational institution dedicated to community service.” Furthermore, UHAS shall realise this vision by adopting innovative approaches to research, teaching and engagement with society, informed by a culture of scholarship, academic and service excellence thereby producing high calibre of graduates with knowledge and expertise to support the delivery of quality health care in Ghana and beyond. To achieve this, a comprehensive programme of quality assurance that includes tracer studies needs to be put in place. These guidelines are proposed to provide a practical guide on when and how to implement tracer studies at UHAS.

2.0 RATIONALE

Why carry out tracer studies?

Tracer studies seek to document changes in the lives of graduates of UHAS and determine the extent to which the training given during studies has contributed to the changes observed. They further influence the decision-making process or policy formulation through the provision of evidence-driven feedback.

This guideline is aimed at providing a broad unified framework to guide tracer studies at specific units in the University.

3.0 STUDY AIMS/OBJECTIVES

The aims/objectives of conducting a tracer study in UHAS are as follows:

- To collect feedback that can be valuable for significant improvement at UHAS
- To determine the employment situation of graduates of UHAS by analysing the links between employment and education
- To find explanations for professional success/employment outcomes
- To determine the impact of various features of education at UHAS so as to gain insight for improving student experience of education at UHAS.

4.0 METHODOLOGY

4.1 Design

It is recommended that the survey follows a cross-sectional design where a group of participants are questioned at one-time point only. However, if a unit decides to conduct a panel or longitudinal study, the same persons will be questioned at different times based on the needs of the unit conducting the study.

4.2 Ethical Considerations

Ethical clearance for tracer studies should be obtained from the Research Ethics Committee of the University of Health and Allied Sciences (UHAS-REC) before initiation of the studies. If changes are made to the original study protocols submitted to the UHAS-REC, an amended clearance should be sought from the same review body.

Considerations that need to be made include the following:

4.2.1 Informed Consent

Graduates have the right to decide whether they want to be involved or not. Their decision to participate in the study must be based on basic information about the study and how it will affect them. If participants decide not to participate in the study, their motives should not be questioned.

4.2.2 Confidentiality and Anonymity

The tracer study does not require names or recognisable personal data to obtain valid findings. The identities of graduates must be concealed, especially in reports. This is to protect participants so that they cannot be singled out at a later date and the information they provide cannot be used against them in an incriminating or negative manner. In addition, the identifying labels of participants can be changed. The information that the enumerators communicate to each potential tracer study participant must include the explanation that despite the fact that the enumerators are in possession of a list where the participants' names appear (as well as other data such as addresses) a particular name or profile will not appear in the results and reports. It should be explained to the participants in a simplified manner that once the information is fed to a computer, the data will be aggregated, and it is thus impossible for anybody to subsequently link the responses back to the participant.

4.2.3 Avoiding Harm to Participants

Researchers are responsible for protecting all research participants from any emotional, psychological or physical harm that might result from the research, and for protecting their rights and interests. Researchers need to judge and weigh the potential risks versus benefits for the participants. Every tracer study team will need to carefully think through the likely impacts that the study will have on the participants, as well as the impacts of the data collection methods.

4.2.4 Respectful Treatment of Participants in Research

Respectful treatment includes an approach that is sensitive to the individual as well as the cultural traditions of the community. Respectful treatment of participants requires the research team to make the effort to learn beforehand the norms they should abide by and the most appropriate manner of dress, behaviour and language. This does not only send a signal of respect but also helps to put participants at ease. In many societies, respectful behaviour includes investing a lot of time to talk about family matters, meetings, etc. All these must be taken into consideration. For the purposes of other data acquisition methods (online), personalised communication needs to be considered. For example, instead of a salutation like "dear study participant", a more personalized salutation would be 'dear Mrs.'

4.2.5 Incentives

No monetary incentive should be offered participants by any unit within UHAS. Their incentive should be the opportunity offered them through the study to make useful inputs into the design and delivery of courses/programmes in the department in particular and the University at large.

4.3 Enumerator Training

A unit that intends to conduct a tracer study must organize a training session for those researchers who will have direct contact with participants.

Some useful components to include in the training sessions are:

- Having a facilitator to introduce the topic of ethics
- Presenting the context of the tracer study and opening for discussing the potential hazards and ethical risks
- Drawing up a guide on how each enumerator will introduce himself or herself and discussing the most appropriate approach
- Drafting the paragraphs for consent together.

Remember to include:

- i. information about the tracer study
- ii. an explanation of their rights, considering how confidentiality will be explained
- iii. a session on respectful treatment of research participants. The notion of respect also includes an awareness of cultural norms, such as proper behaviour, dress and disposition.

4.4 Establish Contingency Plans for Ethical Dilemmas

It is recommended that teams incorporate time into the schedule for not only eventualities of weather, bad roads, etc., but also the possibility that ethical dilemmas may require redesigning and rethinking parts of the study. Contingencies for other forms of data acquisition such as online data gathering methods should be considered.

4.5 Data Collection Activities

a) Preparatory Activities

There should be a team comprising:

- i. a project coordinator (contact person)
- ii. team members (project management, IT, report writers, statistical analysts)
- iii. external partners

Information on department/faculty teams such as their role, names, addresses, phone numbers and e-mail addresses should be compiled and published on the UHAS website for tracer studies and on other information materials such as the tracer study flyers.

Personalised invitation letters for participation, including the web address for the survey and the individual's access code (PIN), should be sent out. Invitation letters should start with "Dear Mr." Letters should be signed by the Director of DQA.

b) Tracer Study Webpage

A web page with a short and simple address should be provided for the tracer study for the purposes of:

- providing information on the project
- clarifying questions
- directing graduates to the questionnaire (link to the online questionnaire).

Other functions of the web page should include:

- providing information on the tracer study to staff and students of UHAS
- providing information on the tracer study to external parties (parents, other institutions, the government, and mass media)
- disseminating the results of the study (when available).

The contents of the web page should be as follows:

- a) What are the objectives of the tracer study?
- b) Who are involved?
- c) Who are handling the study?
- d) How does the survey data flow?
- e) Who are using the data?
- f) How is data protection achieved?
- g) What happens in the project? Is the survey finished? When are results available?

c) Training

Training shall be provided for staff with respect to:

- a) study rationale
- b) study conduct
- c) data collection
- d) data analyses and interpretation of results
- e) dissemination of the outcome

d) Helpdesk

During data collection, graduates with specific or general questions regarding the tracer study will be referred to an established tracer study helpdesk. The helpdesk will also deal with technical problems relating to the online survey.

Contact details for the helpdesk staff will be provided in the

- invitation letter
- flyer on the tracer study
- online questionnaire
- paper questionnaire, if used.

The helpdesk is intended to provide staff and respondents with information and guidance, and should provide support in solving technical problems (troubleshooting). For example, in the case of damaged paper questionnaires, or problems with access to the online questionnaires.

4.6 Study Population

a) Sample Size

The survey should cover the entire cohort for the particular year under study. All interested individuals should be considered for inclusion in the study. Where this is

not feasible, a suitable sample size should be chosen. Invitation letters for participation should be sent to all graduates within the database. The sample size should be adequate to allow for generalisation of findings. However, annual budgetary consideration and human resource availability for the survey should guide final sample size determination.

b) Deciding the Sample Size

In general, when choosing a sample size, you must consider a number of issues including the margin of error, the population size, the response rate, among others. These pieces of information will allow you to statistically produce the required sample. To avoid statistical equations, it is easy to plug these numbers into an online 'sample size calculator'. Doubling of the calculated sample number is recommended. However, if a unit estimates that successful tracing of more than 50% of the sample will be achieved, it may not be necessary to double the sample.

c) Sampling Approach

- A tracer study that is statistically relevant requires that a minimum number of graduates be traced and interviewed. If the selection is carried out randomly, then the sample will represent the target population.
- Stratified random sampling is advisable if the target population falls into sub-groups (strata); if the tracer study wants to deliberately do a comparison, and if one or more of the sub-groups is too small, and a simple random sample would run the risk of selecting too few individuals from that sub-group.
- If these conditions are not present, then it is probably better to carry out a simple random sampling.

d) Participants of the Survey

For the purposes of accreditation, the following are recommended:

- Studies will be conducted on graduates of both Bachelors' and Postgraduate degrees one year after national service. In the case of students that undertake the mandatory two-year national service, this will normally be three years of completion. Those with higher degrees will also be sampled one year after graduation.
- All past students of UHAS who completed at least two years before the date of the survey should be considered for inclusion.

e) Data Collection Questionnaire

A template for data collection (questionnaire) is provided as Appendix A.

f) Tracing Techniques/Methods

A comprehensive address database has to be developed and the number and validity of email addresses checked. The database should contain all information needed to contact the graduates. The database should be developed from the list of the names of all graduates belonging to the target population.

Information on participants may be obtained from:

- department files
- class social media platforms
- databases from the examination office
- contact numbers and e-mail addresses at the Dean's Office

- UHAS Alumni database
- All available databases

Every graduate in that database should be assigned an individual access code (PIN) linking the address database with the survey database so that reminders can be sent to those who do not respond.

g) Frequency of Study

Every unit at UHAS will conduct tracer studies according to the following:

- Annual (for different segments of students or cohorts)
- Every three years (for the same category/cohort - panel)
- As and when necessary

h) Period Of Survey

- The survey should be carried out in the lean period in the year when general activities in the University are quite slow. This is usually the first quarter of the calendar year.
- The study should be completed by the third quarter and before the commencement of the next academic year. This should make it possible for recommendations to be factored into activities for the following academic year.
- The study may be carried out as and when necessary.

i) Methods of Data Collection

The following methods are suggested for data collection:

- Direct online capturing method will be preferred (Google forms, survey monkey)
- Face-to-face interviews (using questionnaires uploaded on mobile tablets) will be used to supplement the direct online capturing method
- Mail survey.

j) Period of Analyses and Reporting

Data collected can be analysed during the 3rd quarter/long vacation. The report should be ready before the beginning of the new academic year.

k) The Research Team

The research team in the respective units shall comprise;

- a unit level tracer study team headed by a senior member with requisite research exposure
- a school-level tracer study coordinator and an assistant to coordinate all tracer studies in various departments within the school
- senior members who shall act as research team leaders
- national service personnel or graduate students who will be engaged as enumerators
- a university level team in the Directorate of Quality Assurance, which will set up a desk responsible for collating data and providing technical support.

l) Data Management

i. Software

Appropriate statistical software such as SPSS, R and STATA are the recommended software for statistical data analysis.

ii. Data Cleaning and Error Estimation

Every unit must put in measures to ensure that data collected is properly cleaned. Field supervisors should ensure that the data collected are cleaned before their incorporation into the data pool. Software may be used to assist with the process of data refining.

Where paper questionnaires are used, a random selection of about 10% should be carefully checked. The captured data should be compared with the entry in the questionnaire. All differences should be noted. The different kinds of errors should be analysed and the margin of errors should be determined. In general, a margin of error of 2-3 percent is acceptable.

iii. Backup and download of online data

To avoid loss of data, a backup of the online questionnaire system should be done daily. The installation of questionnaire and the database with responses should be downloaded from the server of the tracer study and stored on a local computer. Regular backups should be made on storage devices (e.g. USB sticks or external drives) and stored in a safe place separate from the computer. The backup of the online questionnaire should be kept in a secure place for at least 5 years following the completion of the study.

The UITs should create space on the UHAS server to store the data generated.

iv. Data analyses

At least two levels of analyses should be carried out.

The first step in the actual data analysis is to carry out descriptive statistics of all variables. Inferential statistical analyses such as cross-tabulations and correlations may also be conducted.

v. Reporting

When writing the tracer study report, it is useful to keep a few general pointers in mind:

- Who is your audience?
- Who will be reading the report and for what purpose?
- Will it be an international audience or a national one?
- Will the audience want or require technical details or a summary of results?
- You may need to write multiple reports presenting the results at different levels of details for different audiences.
- All detailed information can be put into annexes.
- Conclusions and recommendations should be supported by research results.
- Do not exaggerate or sensationalise the findings to make them seem more compelling.
- Use simple, direct, jargon-free language, and clear, practical recommendations following logically from the research results and conclusions.

- All tracer studies must include a section on the ethical issues that were encountered and how they were resolved.

A reporting template has been provided as Appendix B to guide the reporting of results.

5.0 DISCUSSION/CONCLUSION

A discussion will be generated based on the findings of the study.

6.0 RECOMMENDATIONS

All tracer studies should come up with a set of recommendations to serve as a guide for the improvement of UHAS.

7.0 DISSEMINATION

Results of tracer studies must be disseminated through the following means:

- A. Oral presentation to senior members at the units
- B. Oral presentation of the aggregate report (from all units) at the college level
- C. Hard copies of departmental and college tracer study reports lodged at departmental and college libraries
- D. Annual publications in a 'UHAS Tracer Study Bulletin' by the University (QAPU) with clearly established policy actions based on the findings.

8.0 BUDGET

- A. A dedicated source of funding should be established to provide financial resources for tracer studies (up to 0.1% of AFUF could be set aside for this purpose).
- B. The annual departmental budget should have a line item for tracer studies.

A tracer study budget template is provided in Appendix C to serve as a guide.

9.0 APPENDICES

Appendix A: Template for Conducting Tracer Studies



**UNIVERSITY OF HEALTH
AND ALLIED SCIENCES**
— *Health for Development* —

Directorate of Quality Assurance

Introduction

This questionnaire is meant to gather information from graduates of UHAS. Its primary purpose is to obtain feedback on their experience at UHAS and to determine how that experience has influenced their careers. Information gathered with this questionnaire will be used to improve the curriculum and other services that are given to the current students of the University. All information provided will be treated with the utmost confidentiality and sensitivity.

SECTION A. BIOGRAPHIC INFORMATION

1. NAME
Last Name First Name Middle Name

2. RESIDENTIAL ADDRESS

3. PERMANENT ADDRESS

4. GENDER: Male [] Female []

5. DATE OF BIRTH/...../.....

6. MARITAL STATUS: Single [] Married [] Separated [] Widowed []

7. EMAIL ADDRESS

8. MOBILE NUMBER

9. SOCIAL MEDIA ID

Facebook

Twitter

Other

10. EDUCATIONAL BACKGROUND

Programme offered at UHAS

Degree obtained at UHAS

Date graduated from UHAS

SECTION B. EMPLOYMENT INFORMATION

11. EMPLOYER'S DETAILS

i. Name of Organization/Employer:

.....

ii. Type of Organization: Private [] Public [] NGO [] Non-Profit []

iii. Employment Type:

Working Fulltime [] Working Part-time []

Working Part-time but seeking fulltime work [] Working Part-time but not seeking fulltime work []

Other [] Please specify

iv. Where do you work currently?

Community-Based Health Planning and Services (CHPS) Compound []

Health Center []

Polyclinic []

District/Municipal Hospital []

Regional Hospital []

Teaching Hospital []

Mission Hospital []

CHPS Zone []

District/Regional/National Health Directorate []

Other [] Please specify

v. Is your current job related to the course you took up in UHAS? Yes [] No []

vi. Number of Years in the Company: 1-5 [] 6-10 [] 11-15 [] 16-20 [] 21-25 [] 25-plus []

vii. Place of Work: Local [] Abroad []

viii. Is this your first job after finishing your graduate degree? Yes [] No []

ix. Please state your reasons for staying on the job.

.....

.....

.....

x. Designation/Rank

xi. Department/Division/Unit

xii. Status: Permanent [] Contractual [] Casual []

xiii. Monthly Income Range in GhCs:

Below 1000 [] 1000 -2000 [] 2000-3000 [] 3000-4000 [] 4000-5000 [] 5000-6000 []
6000-7000 [] 7000-8000 [] 8000-9000 [] 9000-10000 [] Above 10000 []

xiv. Were you working while pursuing your degree at UHAS? Yes [] No []

xv. If not, how long did it take you to find a job after obtaining your degree from UHAS?

xvi. Please give reasons for any time gap between obtaining your degree and your first employment.

.....
.....
.....

12. IN THE CASE OF SELF EMPLOYMENT

i. Nature of Employment

.....
.....

ii. Number of Years: 0-5 [] 6-10 [] 10-15 [] 16 above []

iii. Monthly Income Range

Below 1000 [] 1000 -2000 [] 2000-3000 [] 3000-4000 [] 4000-5000 [] 5000-6000 []
6000-7000 [] 7000-8000 [] 8000-9000 [] 9000-10000 [] Above 10000 []

13. IN THE CASE OF UNEMPLOYED

i. Please state your reason(s) why you are unemployed.

.....
.....

14. HOW WOULD YOU RATE THE CONTRIBUTION OF YOUR PROGRAMME OF STUDY AT UHAS TO YOUR PERSONAL AND PROFESSIONAL GROWTH IN TERMS OF THE FOLLOWING:

(1-poor; 2-fair; 3-high; 4-very high)

a. Academic Profession	1-poor []	2-fair []	3-high []	4-very high []
b. Research Capability	1-poor []	2-fair []	3-high []	4-very high []
c. Learning Efficiency	1-poor []	2-fair []	3-high []	4-very high []
d. Communication Skills	1-poor []	2-fair []	3-high []	4-very high []
e. People Skills	1-poor []	2-fair []	3-high []	4-very high []
f. Problem Solving Skills	1-poor []	2-fair []	3-high []	4-very high []
g. Information Technology Skills	1-poor []	2-fair []	3-high []	4-very high []
h. Meeting Present & Future Professional Needs	1-poor []	2-fair []	3-high []	4-very high []
i. Exposure to Local Community within Field of Specialization	1-poor []	2-fair []	3-high []	4-very high []
j. Exposure to International Community within Field of Specialization	1-poor []	2-fair []	3-high []	4-very high []
k. Critical Thinking Skills	1-poor []	2-fair []	3-high []	4-very high []
l. Salary Improvement and Promotion	1-poor []	2-fair []	3-high []	4-very high []
m. Opportunities Abroad	1-poor []	2-fair []	3-high []	4-very high []
n. Personality Development	1-poor []	2-fair []	3-high []	4-very high []

15. HOW WOULD YOU RATE THE DEGREE PROGRAMME YOU FINISHED AT UHAS IN TERMS OF:

a. Range of Courses	1-poor []	2-fair []	3-high []	4-very high []
b. Relevance to your Profession	1-poor []	2-fair []	3-high []	4-very high []
c. Extracurricular Activities	1-poor []	2-fair []	3-high []	4-very high []
d. Premium Given to Research	1-poor []	2-fair []	3-high []	4-very high []
e. Premium Given to Practicals	1-poor []	2-fair []	3-high []	4-very high []
f. Interdisciplinary Learning	1-poor []	2-fair []	3-high []	4-very high []
g. Teaching and Learning Environment	1-poor []	2-fair []	3-high []	4-very high []
h. Quality of Instruction	1-poor []	2-fair []	3-high []	4-very high []
i. Lecturer-Student Relationships	1-poor []	2-fair []	3-high []	4-very high []
j. Administrator-Student Relationships	1-poor []	2-fair []	3-high []	4-very high []
k. Library Resources	1-poor []	2-fair []	3-high []	4-very high []
l. Laboratory Resources	1-poor []	2-fair []	3-high []	4-very high []
m. Class Size	1-poor []	2-fair []	3-high []	4-very high []
n. Lecturers' Teaching Expertise	1-poor []	2-fair []	3-high []	4-very high []
o. Lecturers' Knowledge of Subject Matter	1-poor []	2-fair []	3-high []	4-very high []

16. IF PURSUING FURTHER STUDIES:

- a. Enrollment Date
- b. Degree Programme
- c. University/Institution
- d. Address
- e. Reasons for pursuing further studies
-

17. ANY OTHER RECOMMENDATIONS TO IMPROVE TEACHING AND LEARNING AT UHAS

.....

.....

.....

.....

THANK YOU FOR YOUR TIME AND RESPONSES.

Appendix B: Template for Reporting

The report to be generated at the end of the field survey should consist of the methods used for the study as well as the results of the survey. The following is the proposed structure of the report:

Acknowledgements

List of Acronym

Executive Summary

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Conclusions

Appendices

Team Members

Appendix C: Template for Tracer Studies Budget

Updating addresses	Basic costs	Minutes	Participants	Costs ¢
Phone call				
Staff costs (assistants)				
Total				

Staff Costs	Costs per Month	Months	Costs ¢
Researcher			
Administrative Staff			
Total			
Other (optional)			
Computer			
Phone, Headset			
Desk chair			
Mobile Tablets			
Total			

Conducting the Study with Paper Questionnaires (Three reminders) (Optional)
Printing of Questionnaires
Paper, pencil etc. (per month)
Postage (three contacts)
Return Postage
Reminder by Phone (e.g., 500 participants)
Data Entry of Paper Questionnaires
Total

Conducting the Study with Mobile Tablets (optional)	Costs per Month	Months	Costs ¢
Fuel or Travel Costs			
Accommodation (per month)			
Subsistence (per month)			
Total			
Grand Total			

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UHAS ALUMNI WEB PAGE

www.UHAS.edu.gh/en/alumni

UHAS COVID – 19 INFO

www.UHAS.edu.gh/coronavirus.html

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www.linkedin.com/school/UHASGHANA

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