



## **Factors Affecting Quality Assurance in Ghanaian Tertiary Education Institutions: A Case Study of the University for Development Studies**

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### **Abstract**

The article sheds light on the factors that affect quality assurance in the Ghanaian setting in the case of the University for Development Studies (UDS). The data for the study were obtained from participant observation as well as secondary sources. The analysis showed that while UDS made significant gains in establishing internal mechanisms for quality assurance, many challenges persist that affect effective implementation. These challenges, among others, include skills mismatches, misuse of university resources by staff and students, limited innovation in teaching, underutilization of brilliant students, favouritism, inadequate staff cooperation, external interferences, high teaching workloads, programmes accreditation delays, delays in upload of examination results, and unstable internet connectivity. These challenges explicitly affect many facets of the university's operations, including academic quality. To address these challenges, the article recommends the following: hiring of qualified staff; alignment of staff skills with job roles; enforcement of responsible use of university resources; promotion of innovative teaching strategies; elimination of favouritism; and shared responsibility of assuring quality across all departments and units of the University.

Keywords: Quality Assurance, Tertiary Education, Accreditation, Teaching

### **Introduction**

For over decades now, the guarantee of quality in tertiary education has emerged as key global deliberate priority. The value as well as significance of tertiary education institutions continue to spark debate across the globe. For this reason, many countries have adopted diverse quality assurance methods, including accreditation, assessment, audits, peer reviews, in addition to benchmarking. This is aimed at ensuring quality control by meeting specific standards in tertiary education by regulatory bodies, accountability to stakeholders in education and quality improvement to meet the changing needs of society

(Nguyen et al., 2021).

Tertiary Education Institutions (TEIs) are regarded as service organizations that are in continuous competition with others and are challenged to live up to public expectations. It is crucial that educational establishments foster a culture of quality in the most possible manner because of increased student competition on one hand, and the need to attract prospective students on the other. In this vein, quality in the services provided by TEIs serves as a crucial determinant for institutions that seek to differentiate themselves from their peers. By providing reliable quality services, institutions can build a service client base and boost their brand or image in the marketplace of education (Javed and Alenezi, 2023).

Quality assurance serves the diverse needs of stakeholders for varied purposes. Many stakeholders including governments employ it to ensure high quality tertiary education for the citizenry as well as determining the allocation of funding to public tertiary education institutions that run programmes for national development; employers on the other hand use it to assure that qualified workers are hired; TEIs leverage on quality assurance to refine data, information, and conduct strategic planning; and lastly, students rely on quality assurance to choose institutions to pursue their academic programmes (Vught, 2021).

Quality assurance in university systems operates along two main dimensions: internal as well as external. Internal quality assurance focuses on the institutional own established guidelines that seek to uphold its standards in its day-to-day operations. External quality assurance, by contrast, is handled by external agencies to safeguard the overall integrity of TEIs. These external mechanisms typically include accreditation, quality audits, and quality assessments (Tsevi, 2014). In the case of Ghana, the Ghana Tertiary Education Commission (GTEC) is the main regulator that ensures TEIs mount academic programmes that align with national needs and deliver value for money, as well as providing oversight responsibility of all tertiary institutions in Ghana.

Furthermore, quality assurance provides a sort of guarantee in the value of education in the tertiary landscape. It serves to reverse deteriorating quality due to the massification of enrollment of students without corresponding provision of resources and infrastructure (Dei, 2019). Whereas quality assurance is well documented to be crucial in the tertiary education sector, the viewpoints of stakeholders on what constitutes quality assurance and quality management are still a challenging question (Hayward, 2006; cited in Arthur and Kuranchie, 2022).

This paper is based on the author's observation and experience as one of the longest-serving staff members of the Directorate of Academic Planning and Quality Assurance (DAPQA). The author served in the Directorate in two capacities as a Senior Staff and Senior Member from September 2011 to June 2021, and from January 2022 to March 2026, respectively. The author also conducted thorough research by reviewing and

evaluating various documents, such as the Education Regulatory Bodies Act of 2020 (Act 1023), which created GTEC as a merger of the National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB). The GTEC has the sole mandate to regulate and foster well-organized administration, accreditation, and consistent quality delivery within TEIs. The author also reviewed published articles and University documents specifically the Quality Assurance Policy and UDS General and Examination Rules and Regulations for Undergraduate Programmes.

### **The Concept of Quality and Quality Assurance**

Seyfried and Pohlenz (2018) note that teaching as well as learning quality in higher education has been a major strategic concern worldwide for many decades. The concept of “quality” originated in the industrial and manufacture sectors at the beginning of 1980s before being adopted in education. Like the idea of beauty, quality is subjective and depends on individual judgment (Atsu, 2015). He further posits that quality is closely tied to value judgments. Moreover, stakeholders in the education sector, such as students, parents, teaching and non-teaching staff, administrators, management, regulatory bodies, and governments, interpret and define quality differently according to their needs and perspectives (Singh & Singla, 2018).

As alluded to in the preceding paragraph, there is no convergence in defining quality. However, extant literature states that quality can be thought of in the following five ways, as illustrated in Figure 1.

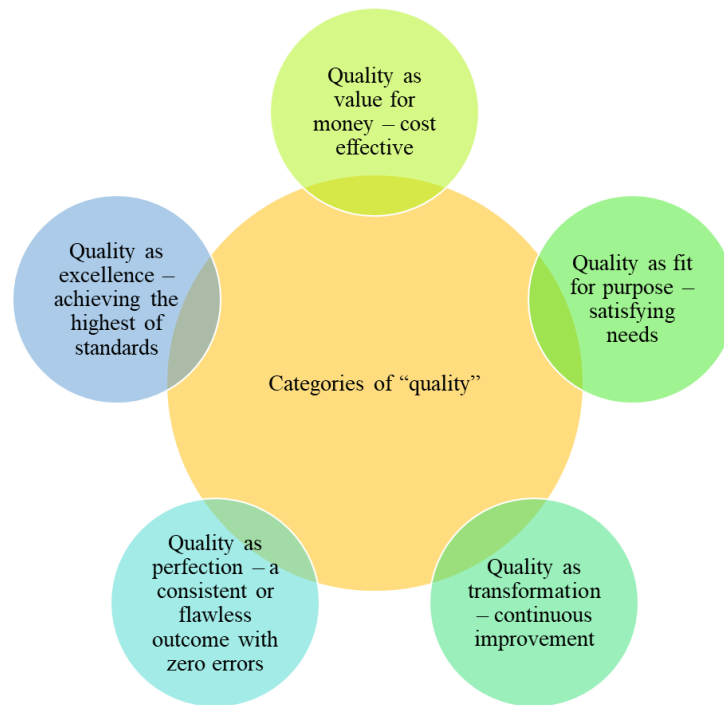


Figure 1: Five ways to think about quality according to Harvey and Green's (source: Modified from Duarte & Vardasca, 2023, p.3).

Notwithstanding the various interpretations of quality, it can be viewed as epitome of quintessential nature of an individual, entity, action, procedure or institution. Quality can further simply be regarded as high rating or high status, as in the case of quality performance (Harvey, 2025).

Having shed light on what constitutes quality, it is important to tend our attention to quality assurance. Quality assurance is a well-thought-out and planned process of an institutional or programme review to find out whether prior accepted benchmarks of education, academic scholarship, as well as institutional facilities and equipment are met, sustained and improved (Hayward, 2006; cited in Arthur and Kuranchie, 2022). Quality assurance involves the internal as well as external mechanisms of examining the effectiveness, in addition to the performance, of higher institutions of learning. Quality assurance has continually played a major role in the sustenance and improvement of the utmost performance of higher education in previous years and can build a solid higher education in future (Eaton, 2021).

Furthermore, quality assurance in TEIs refers to the process of building stakeholders' confidence that all aspects of educational service provision, including inputs, processes, and outcomes, meet expectations and satisfy established minimum standards (Harvey, 2025).

As stated earlier, external mechanisms of ensuring quality of TEIs include accreditation, quality audits, and quality assessments (Tsevi, 2014). Each of these external mechanisms of external quality assurance of TEIs is discussed in turn. To begin with, accreditation in higher education typically is an external process of evaluation of TEIs and their programmes to deliver quality and assure stakeholders of their value for money in education (Romanowski & Karkouti, 2024). The process aims to determine whether the institution has achieved or surpassed these standards, as defined by external agencies like GTEC or relevant professional organizations in Ghana, and whether the institution is fulfilling its stated mission and purpose. The accreditation process focuses on a combination of inputs, procedures, and outcomes used to evaluate educational institutions and their programmes (Romanowski & Karkouti, 2024). In essence, accreditation decisions are usually binary (approved or not), although students may still graduate during the process. It is a commonly applied quality assurance approach across both developed and developing countries.

A quality audit is an organized, impartial, and well-documented process used to examine and assess objectives to unravel the degree to which audit standards have been achieved. It also serves to evaluate the level and effectiveness of established management standards that have been formally defined and documented (Nofrita, Rosyidi & Karnati, 2019). Quality audit in TEIs could be carried out at two levels, thus institutional and programme. The basis for the institutional and programme level audits is the self-evaluation reports or internal quality audit reports institutions submit to the regulatory agency, having undertaken continuous assessment to assure quality provision (Yakubu, Laar & Ansoglenang, 2019). The appraisal of a higher education or its programmes is normally conducted with careful consideration of its mission, goals, and established standards. Assessors' basic focus is on how the institution effectively achieves its stated objectives. Key aspects of quality audit include the accountability of both the higher education and its programmes to stakeholder needs and expectations. The process usually involves self-evaluation, as stated earlier, a peer review, and an on-site visit to the institution (Kooli, Jamrah, & Al-Abri, 2019).

Quality assessment is a structured process used to evaluate the standard of services provided by an institution or organization to ensure they meet established benchmarks and satisfy stakeholders' needs and expectations (Noaman et al., 2015; cited in Prashantha et al, 2025). It encompasses multiple aspects, including the quality of teaching staff, teaching methods, internal assessments, use of ICT, infrastructure, learning outcomes, research productivity, as well as inspections, evaluations, and reviews to identify gaps or areas needing improvement. Effective quality assessment is essential for ensuring reliability and improving stakeholders' satisfaction (Study Smarter, 2024).

### **Quality Assurance in Tertiary Education Institutions (TEIs) in Ghana**

Quality has become an increasingly vital focus for TEIs, and Ghana is no exception. In Ghana, concerns about tertiary education quality are not new; they have been implicit since establishing the nation's premier university, the University of Ghana (UG), as far back as 1948. To ensure quality, UG had affiliation with the University of London. This affiliation was to ensure that the University of Ghana was subjected to the quality assurance mechanisms of the University of London and assure stakeholders of their value for money in tertiary education (Yakubu, 2015).

To institutionalize quality assurance in TEIs, the Ghanaian government established the National Accreditation Board (NAB). The Board was under the Ministry of Education as the recognized body for quality assurance in Ghana's tertiary level of education. The NAB served as Ghana's national agency for safeguarding tertiary education quality across the country. It was created under the Provisional National Defence Council Law 317 (PNDC Law 317) in 1993, which was later amended by the Parliament of Ghana through the NAB Act 744 in the year 2007. This law designated NAB at the time as the sole authority of the government of Ghana with the responsibility to regulate, supervise and accredit tertiary institutions in the country (Seniwoliba and Yakubu, 2015).

Alongside the NAB, the Government of Ghana established the National Council for Tertiary Education (NCTE) by enacting Act 454, 1993. The main aim of NCTE was to regulate every tertiary institution in Ghana with respect to policy formulation and enforcing established norms and standards for the smooth running of TEIs. Specifically, NCTE was set up to approve tertiary education academic programmes that have national relevance on one hand, and to recommend, among other things, nationwide educational benchmarks, such as benchmarks on staffing, expenses, housing and time use, for the Minister of Education to approve. Additionally, NCTE was to see to the monitoring of the progress of implementation of any approved national standards and norms by TEIs (Aalangdong, 2017; Kuranchie et al., 2021).

In 2017, as part of the major policy shift in the tertiary landscape, the government moved to coalesce both NAB as well as NCTE with the establishment of a working Committee. The move, according to officialdom, was to curtail the lengthy bureaucratic procedures in the operations of these bodies and provide one-stop services. In this regard, the NCTE and NAB have been merged under the new Education Regulatory Bodies Act, 2020 (Act 1023) to form GTEC (Newman, 2022).

A wide range of factors influences quality in tertiary institutions. These include inter alia the institution's vision and objectives, the expertise and specialization of academic staff, admission procedures and assessment benchmarks, and the overall environment for academic work. Other important considerations are the employability of graduates, which is a reflection of how well they meet labour market needs, the adequacy

of library resources, including collections and e-learning resources, the standard of laboratory facilities for hands-on training, and the effectiveness of administrative practices (Seniwoliba, 2014; cited in Yakubu et al., 2019).

Given these factors, TEIs need to establish mechanisms that meet the interest of all groups on quality education provisioning. Pavel (2012, cited in Yakubu et al., 2019) observed that concerns about the quality of higher education are longstanding, as key components such as governance, curriculum content, teaching methods, and support services have always been subject to evaluation, monitoring, and improvement efforts. However, he emphasized that more recent developments focus specifically on safeguarding quality structures and their management.

### **Quality Assurance in the University for Development Studies**

The discussion in this section is anchored on the historical background of UDS. The University for Development Studies was established by the passage of PNDC Law 279, 1992 and as amended by Act 1143, 2025. It was established to blend the academic world with community development for the overall development of the whole north of Ghana and the entire nation. This reflected the multi-campus system of UDS with the establishment of the Nyanpkala and Tamale Campuses in the Northern Region in 1992. This was followed by the creation of the Navrongo and Wa Campuses in 1995 and 2002 respectively. The regional location of the Navrongo Campus was Upper East, while Wa Campus was Upper West. The Navrongo and Wa Campuses were the Campuses of UDS until their conversion into full-fledged Universities by Act 1000, 2019 and Act 1001, 2019, respectively, and they both began academic work in the 2020/2021 Academic Year.

The University commenced academic activities in 1993 by admitting its maiden batch of Thirty-Nine (39) students. Since the beginning of academic work, the University has consistently prioritised the quality of its staff and graduates. The University subsequently created the Training and Development Unit to enhance the abilities and competence of both teaching and non-teaching staff through in-service training on one hand, and to coordinate further studies of staff and related matters on the other hand. In 2003, the University, through stakeholders' consultation, developed its first-ever Strategic Plan. The Plan outlined the strengths, weaknesses, prospects, challenges and resource needs of the University. It also enhanced the creation of more robust and effective Departments and Directorates that were tailored to improve the performance and quality of the University.

Therefore, quality assurance at UDS has evolved meaningfully over the years. A formal quality assurance system of UDS emerged after a key stakeholder workshop was held on April 29, 2008, which led to the creation of the Quality Assurance Unit (QAU). This unit fulfilled requirements under PNDC Law 317 of 1993 and later amended as NAB Act 744 (2007), which obligate tertiary institutions to create their Internal Quality

Assurance Units (QAU) within five years of initial accreditation. The QAU of UDS was aimed at the enhancement of teaching and learning by raising teaching and learning benchmarks, fostering value in investment in the University by stakeholders, and improving provision of quality of academic services. It was also expected to elevate the university's reputation domestically and internationally while making its graduates more competitive in the global job market through thorough training and knowledge production (Yakubu et al., 2019).

For nearly two decades of the existence of the UDS's Internal Quality Assurance structures, it is important to state that it has undergone several transformations in terms of nomenclature and function. Initially launched in 2008 as the QAU under the Vice-Chancellor's Office, it became the Academic Quality Assurance Unit (AQAU) with the addition of "Academic." To expand its responsibilities, it evolved into the Directorate of Academic and Quality Assurance (DAQA). University management recognized that effective quality assurance requires integrated planning, prompting the current name: Directorate of Academic Planning and Quality Assurance (DAPQA). This reflects its broadened role in supporting UDS's overall mission (Yakubu et al., 2019).

The functions of DAPQA, as stated in the Quality Assurance Policy of 2015 include:

- ✓ Vet results of trimester examinations;
- ✓ Orientation of newly hired staff or existing staff on promotion to Senior Member status;
- ✓ Students' evaluation of courses as well as staff who taught those courses;
- ✓ Monitoring the commencement of lecture activities in the campuses;
- ✓ Vetting curriculum of new programmes for GTEC approval as well as re/accreditation;
- ✓ Conduct inquiry into petitions of students in their suspected engagement in exams malpractices; and
- ✓ Other assignment of the Vice-Chancellor to the Directorate.

The DAPQA of UDS currently has seven staff made of the Director, Deputy Director, Assistant Registrar, Junior Assistant Registrar, Principal Administrative Assistant, Senior Administrative Assistant and driver. Besides these core staff at the Directorate, there are quality assurance officers of each School/Faculty that coordinate quality assurance activities.

### **Some Factors Affecting Quality and Quality Assurance in UDS**

Various factors affect quality and quality assurance in UDS. These factors ranged from skilled human resources in specific fields, resource and equipment use, to infrastructure. These factors are discussed in detail in turn.

i. *Skills mismatch*

Skills mismatch simply means a person set of skills does not align with the job requirements. Skills mismatch can quintessentially undermine quality assurance, especially in workplaces such as higher education institutions or professional workplaces. This usually happens when staff skills do not align with the demands of their roles, and that misalignment can affect quality assurance. When staff lack the required technical or analytical skills, they may struggle to properly evaluate standards, detect errors, or apply quality mechanisms consistently. In UDS, the issue of skills mismatch was highlighted by the National Council for Tertiary Education following its 2019 academic audit. The Council found that some teaching staff were assigned to teach courses outside their areas of expertise, prompting a recommendation to realign certain academic roles. Additionally, the report advised that some non-teaching staff undertake further training to develop the competencies they needed to effectively meet the demands of their current positions or departments.

The issue of mismatch in skills was also exemplified in the work of the Committee for the Restructuring of Faculties and Schools in 2020, after the autonomy of the erstwhile Wa and Navrongo Campuses of UDS was granted as full-fledged public universities. The Committee, in its report, noted that there was a mismatch in the expertise of some teaching staff in relation to their current job schedules. Following the recommendations of the Committee, many teaching staff were re-assigned to other faculties/schools where their skills and expertise would be fully utilized.

ii. *Misuse of University Resources by Staff and Students*

Another factor that affects quality assurance is the misuse of office equipment such as computers, printers, scanners, photocopiers and other electrical appliances such as kettles and microwaves for heating food by staff. Based on this observation, the Registrar of the University issued a circular on February 26, 2026, on the safe, efficient and responsible use of office gadgets. According to the circular, this was necessary to ensure conservation of energy and ultimately minimize cost on electricity consumption in the University, as well as prevent fire outbreaks. The circular is in the right direction, as recent fire outbreaks in the University buildings have been linked to power usage. Another misused resource that affects quality assurance is the use of the internet by staff and students of the University. Some staff of the Directorate of ICT had alleged that some staff use the University internet during working hours to watch obscene movies. This is a clear violation of work ethics, and it can affect the quality of productive hours.

iii. *Lack of Innovation on Part of Faculty*

Quality assurance is about innovation and continuous improvement in students' experience over time. Teaching ought to evolve to match the changing needs of students. It is of grave concern to note that some teaching staff have not been innovative enough to make students realize changes in their learning as they progress from one level to the other, especially the movement from first-degree to second-degree programmes. The mode of delivery of lectures for first and second degrees by some teaching staff is the same. This kind of delivery of teaching does not promote graduate students' ability to do independent research on reading materials. In this era of generative artificial intelligence, graduate students should be allowed to summarize research articles and identify research gaps on one hand and term papers in addition to other written examinations for assignments and End of Trimester Examinations, respectively.

iv. *Failure to use brilliant students by the faculty*

Failure by faculty to effectively engage and utilize high-performing or "brilliant" students can weaken quality assurance and reduction in academic rigour, limited feedback for improvement, limited peer learning, as well as unharnessed talent and research output. Quality assurance in institutions of higher learning is not only about teaching but also about knowledge production. The failure to use top students implies missed opportunities to involve them in research, innovation, and academic projects that contribute to institutional reputation and quality standards. In sister Universities such as the Kwame Nkrumah University of Science and Technology (KNUST), students have jointly worked with senior faculty members and the Directorate of ICT to develop software that has been adopted and used. The software for the KNUST Day of Giving, which was launched in 2023, is a typical example of using brilliant students. Faculty members and the Directorate of ICT of UDS can follow the example of how KNUST use brilliant students to develop their IT system on campus.

v. *Favouritism*

Favouritism simply means giving unfair preference to certain individuals or groups. Favouritism in higher education refers to the practice of treating certain individuals or groups differently from others, not necessarily based on their qualifications or ability to meet job requirements, but often due to factors unrelated to job performance (Seniwoliba & Alhassan, 2023). In higher education, favouritism can seriously undermine quality assurance, including UDS. Quality assurance depends on fairness, consistency, and objectivity. Therefore, when favouritism creeps in, several problems might arise, including demotivated staff.

Favouritism in all forms, be it nepotism, cronyism, and patronage, affects quality assurance in the University.

Nepotism is derived from the Latin word “nepos”, meaning nephew. It is the appointment of a nephew or kinship ties to positions of responsibility rather than qualification. Cronyism, on the other hand, is derived from the Greek word “khronios”, meaning long-standing. It is the tendency to favour one person over others on grounds of friendship without recourse to professional background (Loewe et al., 2007; cited in Seniwoliba & Alhassan, 2023). Lastly, patronage is related to support, encouragement, privilege and financial assistance that an individual or institution bestowed on another person (Wikipedia, 2021; Cited in Seniwoliba & Alhassan, 2023). It is considered favouritism because the act is unrelated to the performance of the person. Some staff in the University for Development Studies perceive that some staff are more favoured by management than others in terms of office-holding positions, promotions and appointments.

vi. *Lack of cooperation from staff*

Lack of staff cooperation can weaken the discharge of quality assurance activities such as curricula review, examination questions moderation and accreditation preparation in the University. This is because quality assurance relies on the concerted effort of key stakeholders in the University, including faculty, administration, and university management. The consequences of non-cooperation of staff in UDS can be seen in the delay in the submission of data requests to Directorates that work with external bodies, such as the Vice-Chancellors’ Ghana and GTEC.

vii. *Interference in the Management of the University*

Interference in University management, be it political, external, or internal, can explicitly undermine quality assurance, as this has the tendency to compromise academic autonomy. Quality assurance depends on meritocratic decisions about curriculum, assessment, and staffing. When external stakeholders influence such decisions, standards may be lowered. For instance, the reliance on the Ministry of Finance through GTEC for clearance to appoint qualified teaching staff into public universities has adversely affected Lecturer-Student ratios in public universities, including UDS. Furthermore, interference often leads to favouritism in staff recruitment, promotion, and student admission into programmes of study. This can result in underqualified staff or students entering the system, which directly affects teaching quality, research output, and overall institutional performance.

viii. *High Teaching Workload*

Workload is the aggregate of tasks or responsibilities assigned to an individual over a defined period (Miller & Smith, 2022). In academic settings, the distribution of workload has been widely examined. It is generally divided into teaching responsibilities, research commitments, and administrative duties, all of which collectively influence faculty performance (Miller & Smith, 2022). Generally, teaching staff in UDS are required to teach nine (9) to twelve (12) Credit Hours per week. However, teaching staff in some faculties do exceed twelve (12) credit hours per week due to inadequate staff. The high workload on the available staff adversely affects the quality of teaching, research and outreach services required of them.

As a result of the workload on teaching staff, many Faculties and Schools of the University such as School of Public Health, School of Pharmacy and Pharmaceutical Sciences, School of Nursing and Midwifery, Faculty of Education, Faculty of Sustainable Development Studies, Faculty of Agriculture, Food and Consumer Sciences, and the Institute of Distance and Continuing Learning among others have resorted to group project works for final year students with as many as five students in a group. These group final year project works tend to promote free riding instead of individualised learning of how to conduct project work at the undergraduate level.

ix. *Delay in the Accreditation and Re-accreditation of Programmes*

One of the critical issues that affects quality assurance is the delay in the processing of documents for accreditation and re-accreditation of programmes. Delays in accreditation and re-accreditation of programmes can occur from TEIs or from GTEC, the regulator. TEIs' delay occurs when Faculties/Schools fail to submit documents for re-accreditation on time to GTEC before the expiration of the current accreditation and/or re-accreditation of a programme. The GTEC requires that TEIs submit applications for re-accreditation of academic programmes at least one year before their accreditation expires. Similarly, Faculties/Schools can also delay programme accreditation if they fail to respond promptly to GTEC Assessment Panel reports. Internal delays by Faculties/Schools in re-submitting programmes to GTEC after Panel Assessors' Report abound in the University. These delays could last from two (2) to even twelve (12) months in some cases. The unintended consequences are that by the time GTEC issues accreditation certificates for these delayed programmes, the expiry of the programmes is closer to again initiating the re-accreditation process.

x. *Delay in the Upload of Examination Results of Students*

Delay in the upload of examination results of students onto the University Campus Manager (UCM) Enterprise by teaching staff is a common issue in the University. Some teaching staff fail to upload students' results of courses they have taught by the deadline set by DAPQA in line with the Student Handbook: "UDS General and Examination Rules and Regulations for Undergraduate Programmes". The Handbook stipulates that teaching staff should mark scripts and upload results within four (4) weeks (one month) after the end of examinations for a teaching trimester. For emphasis, the handbook explicitly states:

"Within four (4) weeks after the end of the Trimester, every Department shall submit the list of students who have taken courses in that Department, along with their grades, to the Dean, or all results shall be uploaded onto the online portal designed for that purpose. Such submissions (where hard copies are submitted) shall be signed by the Internal Examiner(s) who taught the courses as well as the Head of Department" (UDS, 2024; p.21).

The delay of upload of results of students affects quality assurance in that it creates doubt about the teaching staff's competence in handling students' results and the validity of these results. Students who are on some scholarships in UDS, such as Educational Pathways International (EPI) Scholarships and MTN Ghana Scholarship, rely on results for their continuous sponsorship. Therefore, the delay in uploading results on time adversely affects these students.

xi. *Intermittent Internet Services at the Campuses of the University*

The internet connectivity at the Campuses of the University is not stable and not just inconveniences students, faculty and administrators, but also has direct impacts on these users. Specifically, unstable internet has hindered access to online resources, journal articles, and electronic databases, thus affecting research and learning in the University community. Communication within and outside the University has also been undermined by unstable internet, and this has likely affected collaboration with external partners of the University. Furthermore, internet downtime is also a serious problem in UDS that has adversely affected quality assurance during this digital age, where testing, collaboration, and deployment rely heavily on connectivity.

### **Recommendations**

- i. Management needs to recruit the right people with the appropriate qualifications and skills at the right time to fill vacancies, rather than recruiting those who do not match the desired skills, but because of their affiliation with such people.

- ii. The Registrar of the University should enforce a circular dated February 26, 2026, on the safe, efficient and responsible use of office gadgets. This will go along to ensure conservation of energy and ultimately minimize cost on electricity consumption in the University, as well as prevent fire outbreaks.
- iii. Teaching staff should adopt innovative teaching strategies in teaching and learning based on Bloom's taxonomy of knowledge acquisition.
- iv. The University should establish good editorial boards to review lecturers' research to promote institutional visibility.
- v. Teaching staff are encouraged to make effective use of brilliant students by making them resource people in areas in which they are very competent.
- vi. The University should adopt a merit-based system of office holding positions, promotions and appointments.
- vii. Quality assurance should be everybody's business in the University and not limited to the staff of DAPQA.
- viii. Quality assurance should be universal for all sections of the University and not limited to only academic programmes and courses. It should therefore be approached holistically.
- ix. University admission of applicants into programmes should be commensurate with the number of teaching staff for effective lecturer-student engagement.
- x. The University should exert its autonomy in its decision-making in relation to admissions, appointments and promotions.
- xi. The Management of the University should include accreditation and re-accreditation of programmes as one of the responsibilities of Heads of Departments in their headship appointment letters. The renewal of HoD's appointments should be tied to this responsibility.
- xii. The Management of the University should withhold or place an embargo on the salaries of teaching staff who fail to upload results on time to serve as a deterrent for others. The lifting of the salary embargo on such teaching staff should only be done by their banks after uploading outstanding results.
- xiii. The University management is advised to improve its software and internet connectivity to provide timely and quality service.

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