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## FROM DIRECTORS' DESK

PROF.(MRS.) EMMA SARAH ESHUN, PhD

### QUALITY SPEAKS: REFLECTIONS OF QUALITY DELIVERY AT UNIVERSITY OF EDUCATION, WINNEBA, 2024/2025 ACADEMIC YEAR

It is indeed a privilege to address you through our News Bulletin, Quality Speaks. I wish to extend my sincere gratitude to all our committed stakeholders for their remarkable contributions toward the progress of the University of Education, Winneba (UEW). Your steadfast dedication and tireless efforts in driving success across every aspect of the university are deeply valued and recognized.

As I speak on the theme "*Quality Speaks: Reflections of Quality Delivery in UEW*" I am drawn to the timeless wisdom of Aristotle, who reminds us that *quality is not a mere act, but a consistent habit*.

This quote reminds us that the formation of quality habits should be prioritized and not elude us; a fundamental anchor for excellence in delivering inclusive learning and teaching. Let us continuously pursue our goals with confidence, assured that providing a high-quality educational system at UEW will echo the voices of all stakeholders and showcase the meaningful impact of our collective efforts.

It has been another year-long task in exploring the best quality measures in shaping our experiences towards academic success and enforcing the mission and vision of our institution. All stakeholders have strived hard to engage in multifaceted events in both distinct and discreet ways to achieve outcomes.

Ensuring Quality in higher education is not just about running institutions efficiently, but a complex concept that focuses on holistic impact. Thus, meeting the expectations of everyone: Students, Employers, Administrators, and all other Stakeholders, has been one of the Quality Assurance

benchmarks in achieving high learning outcomes and creating fair opportunities that help people thrive. It is about shaping an environment where learning outcomes improve, communities feel supported, and education grows stronger as a whole. In other words, quality in higher education is less about systems and more about people, vision, and impact.

For the Directorate of Quality Assurance, what is a more satisfying fact is that many achievements and fulfilments were accomplished through self-reliance and commitment in the academic year. Major ones, such as but not limited to these, include the dissemination of the Revised Research Policy of UEW; assessments of College of Distance and e-Learning (CODEL) Tutors and Courses, their Coordinators and Administrators' performance towards improving Distance learning; assessment of students' residential facilities, integration of planning and accreditation into Quality Assurance Directorate, incorporation of Health and Security Personnel in End of Semester Examinations, stakeholders engagement on examination best practices, safety and security survey, the transcription of the quality assurance assessment tools for students with learning disabilities, sensitization programmes (Time With Quality Assurance) and rigorous accreditation processes and programmes.

Notwithstanding these achievements, there exist challenges, one main challenge lies in what students and faculty actually feel and experience in their daily academic lives, as well as a lack of cooperation and support, which I believe in the ensuing year, we will work hard to resolve.

Aside, I would like to take this opportunity to extend my heartfelt gratitude to the management for their unwavering support in

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ensuring the institution is benchmarked on quality standards in maintaining academic tranquility.

At this moment, I wish to convey my warmest greetings and deepest appreciation to the Staff, and Students of this esteemed institution for your tireless efforts in upholding the proud name of UEW High through the delivery of quality education in our nation, not forgetting our able Administrators, and all Adjunct Staff who have worked tirelessly to support the Directorate, we say Ayekoo for your unwavering dedication and commitment to excellence.

We look forward to the years ahead with hope, trusting that together we will continue to explore new paths that create opportunities for nurturing and mentoring countless Graduate Teachers and Staff, who will go on to make a positive impact in both Pre-tertiary and Tertiary institutions across Ghana and beyond.

As a Directorate, we reaffirm that you hold a special place in our hearts. With Christmas drawing near, we extend to you our warmest wishes of joy, peace, and happiness. May we remain united in spirit and purpose as we celebrate this festive season. Let us enjoy the Yuletide in moderation, so that we return renewed and ready to serve Mother Ghana and our institution in pursuit of our mission and vision.

Once again, I congratulate you on your remarkable hard work and wish you peace that surpasses all understanding, now and always. Merry Christmas and a Prosperous New Year!



## 1.0 INTRODUCTION

As the central body responsible for driving the University's quality assurance agenda, the Quality Assurance Directorate (QAD) coordinates and monitors academic programmes, spearheads the University-wide quality assurance system, and ensures high performance standards across all sections. Its core functions include developing and implementing quality assurance processes and procedures, coordinating quality assurance activities within the University Community, ensuring the consistent use of assessment instruments, facilitating the annual appraisal of Senior Members (Academic), and monitoring the review of the University's quality assurance policy documents. The Directorate also prepares and submits reports on its activities to the Quality Assurance Committee (QAC) and the University Management. Through these roles, the QAD remains integral to promoting, strengthening, and sustaining institutional quality within the University.

## 2.0 QUALITY ASSURANCE ACTIVITIES UNDERTAKEN FROM JANUARY, 2025 - DECEMBER, 2025

In line with the Quality Assurance Directorate's (QAD) 2025 Operational Plan, which was carefully derived from the University's Corporate Strategic Plan, several key activities were undertaken. These activities were directly aligned with specific strategic focus areas outlined in the Operational Plan and have contributed significantly to the Directorate's mandate of promoting a culture of continuous quality improvement in all aspects of the University's operations. Below are details of activities undertaken;

## 2.1 WORKSHOP FOR NEWLY APPOINTED FACULTY QUALITY ASSURANCE OFFICERS

The Quality Assurance Directorate (QAD) organised a workshop to induct newly appointed Faculty Quality Assurance Officers (FQAOs) into office on Friday, 24th January, 2025. The workshop was patronised by all the ten (10) newly appointed Faculty Quality Assurance Officers, CODEL Quality Assurance Coordinator, QAD Staff and other participants. The workshop was designed as a strategic intervention to strengthen the implementation of quality assurance processes at the Faculty level and to align Departmental quality practices with institutional objectives.

The primary aim was to equip FQAOs with updated knowledge, tools, and techniques necessary for driving quality initiatives within their respective faculties. Sessions covered a broad range of topics, including emerging trends in quality assurance in higher education, monitoring and evaluation frameworks, accreditation processes, and the integration of technology for efficient data management. Resource persons



also facilitated discussions on developing actionable quality improvement plans and aligning Faculty activities with the University's quality policy.

The workshop created a platform for peer learning, where Officers shared their

experiences, challenges, and best practices in managing quality systems at the Faculty level. This exchange of ideas not only enhanced their technical capacity but also fostered a sense of community and shared responsibility for upholding quality standards. Furthermore, the training clarified the roles and expectations of Faculty Quality Assurance Officers, strengthening collaboration between the Directorate and Faculties. Feedback from participants highlighted the workshop's relevance and practical impact, with many noting increased confidence in applying quality assurance principles and addressing departmental gaps.

This initiative has significantly contributed to building a stronger, more responsive quality culture within Faculties, positioning them as active partners in advancing the University's academic excellence agenda.

## 2.2 ASSESSMENT ON STUDENTS' RESIDENTIAL FACILITIES

A team of five (5) staff from the Quality Assurance Directorate (QAD) was put together to collect data from occupants of selected residential facilities. After analysing the data, the Ajumako Hall report was submitted in January 2025 to the University and Hall Management for their attention and necessary action. Key findings revealed substandard living conditions, highlighting the urgent need for significant improvements in the facility. Students expressed widespread dissatisfaction with the condition of bathroom facilities, the stability of water supply, the maintenance and cleanliness of common areas, the study area, kitchen facilities, the Junior Common Room (JCR), and internet accessibility. Frequent concerns about security and emergency preparedness also emerged, raising serious alarm for immediate intervention. While many residents remained neutral regarding overall satisfaction, a majority indicated positive satisfaction with waste disposal.

However, high noise levels were identified as a persistent threat to residents' peace and a major source of conflict. Students further called for stronger engagement between hall leadership and residents, noting that student leaders were not always responsive. Based on these findings, recommendations included improving water supply, upgrading infrastructure, strengthening maintenance protocols, and enhancing internet connectivity to raise the hall to an acceptable standard.

Similarly, the Simpa Hall survey assessed the condition of facilities and the overall residential experience using 187 valid student responses collected between 14th July and 25th August 2025. The results showed extensive infrastructural and sanitation challenges such as poor washroom conditions, unstable water flow, inconsistent electricity and internet services, and delays in maintenance. Levels of satisfaction differed across blocks, with Block D recording the lowest satisfaction due to hygiene and safety issues. Concerns regarding weak security, noise disturbances, and unresponsive hall staff were also prominent.

Key recommendations from the Simpa Hall assessment included urgent renovation of critical facilities, enhancement of security and emergency systems, regular engagement forums between students and management, sensitisation on inclusivity, and the development of a comprehensive Simpa Hall Improvement Plan to drive long-term reforms. The Simpa Hall report has been analysed and submitted to the Hall Manager with copies forwarded to University Management for the necessary attention and action.

## 2.3 QUALITY ASSURANCE TRAINING FOR STAFF OF FSSE

The Faculty Quality Assurance Officer, in collaboration with the Quality Assurance Directorate, organised a seminar on 12th February, 2025 at the GIS Lab, FSSE. This seminar was aimed at orienting Faculty

members on best practices for ensuring quality in their service delivery. Participants were taken through key quality standards, compliance expectations, and the role of Faculty in strengthening institutional quality culture.

The seminar also provided a platform for discussions on challenges, improvement strategies, and aligning Faculty activities with the University's broader quality objectives. Overall, the engagement contributed to improved understanding and commitment to continuous quality enhancement.

#### **2.4 QAD'S A WORKING VISIT TO KNUST QUALITY ASSURANCE AND PLANNING OFFICE (QAPO)**

The Directorate successfully undertook a high-level benchmarking visit to the Quality Assurance and Planning Office (QAPO) at Kwame Nkrumah University of Science and Technology (KNUST). The objective of the visit was to engage with quality assurance counterparts to share experiences, explore institutional best practices, and examine modern approaches to academic quality assurance, with particular emphasis on digitization and system automation. During the engagement, the Directorate held discussions with key Staff of QAPO on a range of topics, including digital platforms for monitoring academic performance, streamlined Staff appraisal systems, institutional audit frameworks, and strategies for embedding

quality into teaching and learning processes. The KNUST team generously shared tools and templates that have proven effective in their context, offering the visiting team a firsthand look at successful operational models.

The insights gained from the visit are currently informing the ongoing refinement of the Directorate's internal processes. Specific areas being improved include standardisation of appraisal instruments, integration of digital tracking systems, and the development of structured policies to enhance institutional effectiveness. The benchmarking experience significantly enriched the Directorate's knowledge base and affirmed the value of inter-institutional collaboration in advancing quality assurance.

#### **2.5 STUDENTS EVALUATION OF TEACHING AND COURSES VIA GOOGLE FORMS**

The Quality Assurance Directorate, in collaboration with the Faculty Quality Assurance Officer of the School of Business, conducted student evaluation of courses and teaching for the First Semester of the 2024/2025 academic year. The data collection period spanned from 17<sup>th</sup> to 28<sup>th</sup> March, 2025. The exercise was conducted online via Google Forms and was focused exclusively on Lecturers teaching Level 200 courses. The customised Google Form was provided to the Faculty Quality Assurance Officer, who then shared it with all eligible teaching staff for onward distribution to students via WhatsApp or other appropriate communication platforms. A team of five (5), comprising QAD staff and National Service Personnel was put together to assist the Faculty Quality Assurance Officer in orienting and educating the students on the importance of the assessment for each course during this period. Only Lecturers who received a minimum response rate of 50% +1 from their respondents had their data processed for analysis.

A total of six (6) Lecturers were assessed



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under the following themes; *course content and materials, class attendance, attitude at face-to-face sessions, teaching methods and strategies and assessment and feedback*. Thus, the six (6) evaluated Lecturers in the School of Business demonstrated consistently high standards across all core teaching areas, with particular strengths in attendance, respect for Students, and content delivery. The overall performance rating of 81.79% ("Very Good") highlights their strong contribution to the academic success and satisfaction of Students. Areas such as the promptness of feedback and the use of diverse teaching methods could benefit from further enhancement, but overall, the Faculty's performance reflects a commendable level of dedication and professionalism.

The Directorate finalised the evaluation reports with copies submitted to Management, Dean, HoDs and the Lecturers assessed for their attention and necessary action.

## 2.6 MONITORING OF 2024/2025 END-OF- FIRST SEMESTER REGULAR EXAMINATIONS

The Directorate monitored examinations of various Departments from 22<sup>nd</sup> April, 2025 to 9<sup>th</sup> May, 2025. The monitoring exercise was conducted by QAD staff in collaboration with the Faculty Quality Assurance Officers. The key findings of the examination monitoring identified widespread infrastructural



challenges, including poor lighting, ventilation, overcrowding, exposed electrical fittings, and unhygienic washrooms. Some venues lacked backup power, and furniture arrangements were often inadequate or delayed. Invigilation was generally professional, though lapses such as use of phones by some Invigilators, absence of ID tags, and lack of refreshments were noted. Candidates largely complied with rules, though isolated cases of malpractice and exchange of items occurred. Examination materials were mostly intact and clear, though inconsistencies in examiner details and late stamping of booklets were observed. Security presence was inadequate, with theft cases recorded, and some candidates relied on alternative IDs. Key recommendations include urgent repairs to facilities, improved venue preparation, better welfare and identification for invigilators, strengthened health and safety measures, timely support for special needs candidates, and enhanced security deployment. The semester's examinations were generally successful, but addressing these gaps is essential for strengthening integrity and improving future examination processes.



## 2.7 MONITORING OF 2024/2025 END-OF-FIRST SEMESTER EXAMINATION FOR CODeL

Again, examination monitoring was conducted across selected study centres for College of Distance and e-Learning (CODeL) for the 2024/2025 First Semester Examination from April 26 to May 17, 2025. The examination monitoring exercise revealed generally successful conduct of the 2024/2025 First Semester Examinations, though many venues had defects such as poor lighting, ventilation issues, and safety risks. Invigilation was largely professional, but gaps included use of mobile devices, absence of ID tags, and lack of refreshments. Candidates behaved well overall, with few malpractice incidents, though some identity verification challenges occurred. Additional concerns included inadequate cleaning, security lapses, late venue preparation, and limited support for special-needs candidates. The report recommends urgent improvements in infrastructure, examination administration, staff welfare, health and safety, and security to strengthen integrity and efficiency in future examinations. The exercise aimed to ensure adherence to standard examination practices, identify logistical and environmental challenges, identify areas for improvement, and recommend actionable improvements for future assessments.

Reports on findings were sent to respective Faculties, Schools and Principal (CODeL) whilst collated reports were presented to Management for consideration.

## 2.8 END-OF-SERVICE MEETING BETWEEN QUALITY ASSURANCE DIRECTORATE AND FACULTY QUALITY ASSURANCE OFFICE

The Quality Assurance Directorate (QAD) of the University of Education, Winneba (UEW), held an end-of-service meeting with Faculty Quality Assurance Officers (FQAOs) on

July 30, 2025, at the Centre for International Programmes (CIP) Conference Room. The meeting, themed "Quality Begins with You," marked the completion of the FQAOs' tenure on July 31, 2025. The session created a platform for reflection, experience sharing, and discussions on lessons learned during their service. Prof. Robert Andrews Ghanney, the then Director of QAD, commended the FQAOs for their contributions and emphasized stewardship and accountability in promoting quality. Prof. Emma Sarah Eshun, the then Deputy Director, praised the Officers for their dedication and hard work, describing the meeting as interactive and appreciative. A discussion was led by Mrs. Shiella Appiah Kubi, the Assistant Registrar, QAD highlighting Prof. Ghanney's achievements under his leadership. FQAOs presented Faculty reflections, noting achievements, challenges, and recommendations and the need for greater quality awareness.

Suggestions of innovative proposals including ICT integration in language studies, road safety improvements, and stronger collaboration with QAD, were also shared. The meeting ended with Prof. Ghanney, praising the success and warm atmosphere of the gathering. He urged everyone to uphold excellence and play their part in maintaining high standards throughout the University community. Laying emphasis that quality



becomes real only when ingrained as a habit, he reaffirmed that the "Quality Begins with You" initiative remains central, and each participant bears the responsibility to make it their guiding principle. The meeting ended with the presentation of gifts to FQAOs and the Director as it also marked the end of his tenure as Director of QAD.

## 2.9 ASSESSMENT OF CODEL TUTORS IN SOME SELECTED CENTRES

As part of our 2025 Operational Plan, the Directorate assessed CODeL Tutors, Coordinators and Administrators in sixteen (16) selected CODeL Centres over two weekends within two weeks which commenced from Saturday, 30th August, 2025 to Sunday, 7th September, 2025. This exercise was in fulfilment of a core requirement of the Ghana Tertiary Education Commission (GTec) for accreditation and reaccreditation of programmes. That notwithstanding, over the years, CODeL Tutors, Coordinators and Administrators have not been assessed and this poses great risk to the College and its programmes, and the institution's quality standards hence the need for the assessment exercise. Data Collection was collated for 86 Tutors and 90 Courses as well as the Centre Coordinators and Administrators. Data is currently being analysed for onward submission to CODeL and University Managements attention.

## 2.10 MONITORING OF 2024/2025 END-OF-SECOND SEMESTER REGULAR EXAMINATION

Staff of the Quality Assurance Directorate from 4<sup>th</sup> to 19<sup>th</sup> September, 2025. During the examination, QAD in collaboration with other Offices ensured measures such as deployment of nurses, provision of a standby ambulance, the usage of identification tags by Invigilators and positioning of security personnel at

vantage points were introduced to enhance examination management.

The Quality Assurance Directorate monitored the End-of-Second Semester Examinations across Schools and Faculties of the University, from 4th to 19th September, 2025, in line with its mandate to safeguard academic integrity and quality. The exercise, conducted in collaboration with Vice-Deans, Examination Officers, Lecturers, and staff, aimed to ensure adherence to examination standards, identify gaps, and propose improvements.

Monitoring covered eight (8) Schools and Faculties, and findings showed that examinations were generally well-organized and properly supervised. Candidates and Invigilators largely demonstrated discipline, professionalism, and compliance with



procedures. However, several infrastructural and logistical challenges were observed, including poorly maintained facilities, inadequate ventilation, broken furniture, unhygienic washrooms, damaged electrical fittings, lack of backup power, and noise disturbances. Operational issues such as inadequate identification tags for Invigilators, inconsistent ID verification, and delays in cleaning and special needs coordination were also recorded.

Overall, the examination processes were successful, but addressing the highlighted challenges is essential. The report recommends urgent infrastructural repairs,

improved sanitation and maintenance, provision of refreshments and clear identification for Invigilation staff, strengthened ID verification procedures, and better support for candidates with special needs. Implementing these measures will enhance examination integrity, candidate welfare, and the University's overall academic quality.

## 2.11 MAIDEN POST EXAMINATION STAKEHOLDERS' FORUM

The maiden Post-Examination Stakeholders Forum of the University of Education, Winneba (UEW), was held on Friday, 26th September 2025, at the North Assembly Hall under the auspices of the Quality Assurance Directorate in collaboration with the Office of the Pro Vice-Chancellor and the Division of Academic Affairs. The forum brought together 112 participants out of the expected 154, representing approximately 72.7% attendance comprising, Senior Management, Deans, Deputy Registrars, Vice-Deans, Heads of Department, Examination Officers, Graduate Coordinators and representatives from key Directorates and Units. The forum provided a unique platform for reflection on examination processes, with the aim of identifying strengths, challenges, and opportunities for improvement.

Key recommendations from the forum included;

- Eradicating malpractice through stricter measures
- Motivating Senior Members non-teaching staff to take part in Invigilation,
- Timely and accurate provision of quality examination materials,
- Provision and refreshments for Invigilators,
- Improvement in interest for practical examinations,
- Improved infrastructural support, and investment in CCTV surveillance and
- Effective and efficient maintenance system.

The successful implementation of these recommendations will be critical in institutionalizing continuous improvement and aligning UEW's examination practices with best practices nationally and globally.



## 2.12 TIME WITH QUALITY ASSURANCE

As part of its mandate to entrench a culture of quality within the University, the Quality Assurance Directorate implemented the "Time with Quality Assurance" forums, classified as a high-risk initiative and strategically scheduled across all quarters of the 2024/2025 academic year. This initiative aligned with the Directorate's commitment to engage Faculties, Departments, Sections, Units, and Student Associations to promote institutional excellence. The forums, a live radio programme aired on Radio Windy Bay at the last Thursday of every month, served as platforms for sensitization, dialogue, and clarification of roles regarding quality assurance responsibilities. Through these interactive sessions, Staff, Students and the University community gained a deeper understanding of institutional quality benchmarks, reporting procedures, and expectations across operational levels. Importantly, the engagements enhanced the visibility of the Directorate and strengthened a sense of ownership of quality practices among stakeholders. Beyond core quality assurance discussions, the forums sensitised students on timely registration, balancing academic and social life, and resolving results issues.

supports a smooth and stress-free academic journey. Creating awareness on the role of the Office of the Dean of Student Affairs enhances effective complaint management and trust in student support systems. Promoting quality academic counselling, mentorship, accessibility, and inclusion strengthens academic success and equal participation for all learners. Encouraging prudent use of University resources helps safeguard the public purse and improves institutional efficiency. Finally, engaging career counselling and placement services boosts career readiness, employability, and successful transition into the world of work. These multifaceted engagements have significantly contributed to strengthening quality practices, institutional resilience, and the overall well-being of the University community.

## 2.13 PROPOSAL FOR INTEGRATION OF ACCREDITATION AND PLANNING UNITS WITH QUALITY ASSURANCE DIRECTORATE

Based on series of discussions and interactions between the Director of Quality Assurance and the University Management, a proposal for integration of Accreditation and planning Units with QAD was submitted by the Directorate to the Vice-Chancellor for consideration. This proposal outlined the critical need for the expansion and restructuring of the Quality Assurance Directorate to enhance its operational capabilities and ensure the University meets national and international quality standards.

In 2003, the University established a Quality Assurance Unit, which was later elevated to a Directorate in 2014 to improve operational efficiency. Since then, the Directorate's activities have undergone substantial expansion following a comprehensive review of the university's Statutes. However, since 2014, the foundational setup, infrastructure, equipment, and staffing have remained largely static.

Again, restructuring of the Directorate to incorporate the Planning and Accreditation Units will ensure a comprehensive quality management system and an effective approach to achieve its diversified roles of coordination. This strategic move is necessitated by their shared goals with the Quality Assurance Directorate's mandates in academic programmes for accreditation and re-accreditation. The proposed restructuring of the Directorate comprised two principal Departments, namely the *Department of Quality Assurance* and the *Department of Planning*.

### Departments of Quality Assurance

- Monitoring, Evaluation and Assessment Unit (MEAU)

### Department of Planning

- Planning and Policy Analysis Unit, and the Accreditation Unit.

This framework is specifically designed to align with the Quality Assurance structure proposed by GTEC, ensuring compliance, enhanced efficiency, and continuous quality improvement across all facets of the University's operations and standard practice in our sister universities (e.g. UCC, KNUST and UG).

The proposal for the Integration was presented at one of the Academic Board meetings, where members offered few inputs. Following the discussions, a formal letter was issued confirming the Board's acceptance of the Integration of Accreditation and Planning Units with the Quality Assurance Directorate on the 27<sup>th</sup> October, 2025.

## 2.14 STAFF OF QAD PARTICIPATED IN THE HAQA WORKSHOP AT KNUST

The Deputy Director and Assistant Registrar participated in the Harmonisation of Quality Assurance and Accreditation in Africa (HAQAA3) third Cohort dissemination workshop held from 19<sup>th</sup> to 21<sup>st</sup> of November, 2025 at KNUST. The workshop deepened

understanding of the HAQAA3 framework and hopes to promote harmonised quality assurance practices across higher education institutions. This opportunity created an atmosphere to understand Standard 7 and 8 of the HAQAA standards as well as the assessment of Courses and Lecturers. Overall, knowledge was shared, capacity built and collaboration established with Directors and Quality Assurance Offices from all Public Universities and Technical Universities in Ghana.



## FROM DEPUTY DIRECTORS' DESK PROF. VICTOR ANTWI, PhD.

As we usher in the 2025/2026 academic year, I am delighted to share a few reflections with our cherished readers of *Quality Speaks*. Each edition of this newsletter reminds us of something profound, that quality assurance is not merely a set of procedures; it is a shared culture, a lived experience, and a collective commitment to excellence that binds the entire UEW community together.

At the Quality Assurance Directorate, we often say that "*Quality Begins with You*." This year, I have seen that truth unfold in the most inspiring ways. From dedicated lecturers who stretch themselves to improve teaching and curriculum delivery, to hardworking administrative staff who ensure the smooth functioning of our systems, to students who continue to challenge and motivate us through

their aspirations.

Quality assurance can sometimes be misunderstood as policing or fault-finding. But in reality, it is about partnership. It is about helping one another grow, identifying gaps with honesty, and working together toward meaningful improvement. It is about ensuring that our programmes remain relevant, our teaching remains impactful, and our graduates remain competitive in an ever-changing world.

This year, our collective efforts have been centred on strengthening data-driven decision-making, enhancing monitoring and evaluation processes, and supporting units and faculties to meet internal and external quality standards. We have engaged more deeply with accreditation processes, collaborated with departments to improve documentation practices, and encouraged a reflective approach to teaching and learning.

Yet, amid all the technical work, what stands out most is the spirit of cooperation and openness that characterises the UEW family. Every successful quality audit, every validated course, and every improved student experience is the result of countless acts of teamwork, communication, and goodwill. And for this, I remain deeply grateful.

As we move into a new academic cycle, let us remember that sustaining quality is not the responsibility of a few; it is the responsibility of all. Each role, whether big or small, contributes to the broader UEW mission of training excellent educators and professionals for national development. Let us continue to uphold standards, embrace innovation, and remain intentional about continuous improvement.

I wish everyone a fulfilling and productive academic year.

May quality continue to speak; *clearly, boldly, and consistently*, through all that we do.

Thank you.