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Abstract

This study is based on a pragmatist analysis of selected international accounts on quality assurance in higher education. A pragmatist perspective was used to conceptualise a logical internal quality assurance model to embed and support the alignment of graduate competencies in curriculum and assessment of Ghanaian polytechnics. Through focus group and in-depth interviews, the framework was evaluated by internal stakeholders including lecturers, students and administrators of the polytechnics. It was found that from a pragmatist perspective, quality assurance concepts and practices in higher education reported in the international literature could be used to design a context-specific quality assurance framework for higher education systems in Africa but there will be challenges with implementation of such a framework. The challenges found include quality culture and financial resources. Nonetheless, it was noted that effective planning and stakeholder commitment can surmount the challenges to ensure effective implementation of the framework to enhance quality. (HRK / Abstract übernommen)