



**AFE BABALOLA UNIVERSITY, ADO-EKITI (ABUAD),
EKITI STATE, NIGERIA**

**ABUAD QUALITY ASSURANCE DOCUMENT
(AQAD)**

25TH AUGUST, 2021

Table of Contents

1.0 FOREWORD	1
2.0 ABBREVIATIONS	3
3.0 INTRODUCTION	4
3.1 Background	4
3.2 ABUAD’s Definition of Quality	6
3.3 Policy Objectives	7
4.0 VISION, MISSION AND PHILOSOPHY OF THE UNIVERSITY	8
4.1 The Vision.....	8
4.2 The Mission	9
4.3 The Philosophy.....	9
5.0 POLICY ON INTERNAL QUALITY ASSURANCE	10
5.1 Policy on Inputs.....	10
5.2. Policy on Processes	15
6.0 POLICY ON EXTERNAL QUALITY ASSURANCE.....	20
6.1 Quality and Quality Assurance Bodies	20
6.2 External Accreditation of Programmes and Institution/Institutional Audit	20
7.0 MONITORING AND EVALUATION.....	22
7.1 Procedures for Monitoring and Evaluation of the Policy.....	22
7.2 The Quality Assurance Directorate (QAD)	22
7.3 Implementation of the Quality Assurance Policy	24
8.0 POLICY REVIEW	27
8.1 Criteria for Quality Assurance Review	27
8.2 Areas of Internal Academic Review	29
8.3 Areas of External Academic Review.....	30
8.4 Review Initiative.....	30
9.0 CONCLUSION.....	33
APPENDICES	34
Appendix 1: Roles and responsibilities in the implementation of the Quality Assurance Process (QAP) ..	34
Appendix 2: Outline and Suggested Content for the Self-Study Report (SSR).....	37
Appendix 3: Outline and Suggested Content of the Review Report.....	40
Appendix 4: End of Semester Course Evaluation Form (ESCEF)	42

1.0 FOREWORD

Afe Babalola University, Ado-Ekiti (ABUAD) prides itself in providing quality and functional education, which is achieved through its robust Quality Assurance Policy to benchmark its processes that instil, sustain and improve the Institutional culture of quality. Afe Babalola University's commitment to quality is reflected in its vision, mission statement and the Quality Assurance Policy.

As quality assurance in ABUAD is synonymous with our reputation, the University strives to achieve excellence, innovation and quality in teaching, research, scholarship, and effective community engagement. The Policy also assures the quality of its governance and management system that shall be technology driven. These quality assurance objectives impact local and international partnerships and collaborations in response to the changing global market demand for quality and skilled labour.

The implementation of ABUAD's Quality Assurance Policy shall ensure effectiveness and continuous improvement in course design, teaching, innovation, collaboration, multidisciplinary research and the overall quality of the student learning experience at ABUAD. It shall employ strategies for critical assessment procedures, constant monitoring, evaluation and review. This provides students with a high-quality learning experience that equips them with a competitive advantage and skills required in a technology-driven world.

The University's philosophy, to lead education reform through quality and transformational education, promotes its commitment to Nigeria and the world at large to establish globally relevant programmes for the needs of present and future generations.

The quality assurance processes and procedures imbedded as a system in ABUAD benchmark ensure that resources are prudently utilized through effective quality assurance strategies. This make the Founder, staff and students to repose confidence in our final output.

The Quality Assurance Policy ensures that all resources, human, machine, material and financial, are efficiently and effectively managed in order to meet the required standard and assured quality.

The execution of the Quality Assurance Policy in the University will demonstrate to the leadership, stakeholders, national and international collaborators that our learning processes, research and community impacts meet the required standards of quality that have been set by our External Regulators.

It is my fervent hope that the ABUAD Quality Assurance Policy will serve as a robust roadmap for our commitment towards instilling, sustaining and improving total quality management.

Professor E. Smaranda OLARINDE, FCARB., FCAI.

Acting Vice-Chancellor

2.0 ABBREVIATIONS

ABUAD	Afe Babalola University, Ado-Ekiti
ADMIN	Administrator
AQAB	Academic Quality Assurance Board
ARISP	Academic, Research, Innovative and Strategic Partnership
DVC	Deputy Vice Chancellor
ESCEF	End of Semester Course Evaluation Form
ICT	Information, Communication Technology
NUC	National University Commission
QA	Quality Assurance
QAD	Quality Assurance Directorate
QAM	Quality Assurance Manual
QAP	Quality Assurance Policy
QEP	Quality Enhancement Plan
SDGs	Sustainable Development Goals
SSR	Outline and Suggested Content for the Self-Study Report
UN	United Nations
VC	Vice-Chancellor
VICBHE	Virtual Institute for Capacity Building in Higher Education

3.0 INTRODUCTION

3.1 Background

Great private institutions of learning are shaped largely by the vision and foresight of their founders. The Founder, Aare Afe Babalola, a stickler for standard, quality and discipline, has positioned Afe Babalola University, Ado-Ekiti (ABUAD) to *lead education reform in Nigeria by providing a world-class educational centre of excellence in academics, character, sports and vocational development*. The University is set up as a practical example of how problems militating against the growth of Nigerian Universities can be solved. This vision is guided by the need to produce professionals who are sound, skilled and well prepared for the competitive labour market. Through quality academic and professional programmes, graduates of the University will emerge as people with professional skills and become business owners thus assuring each of them a job after graduation. The Founder's vision is to produce leaders and achievers who would be self-reliant, kind and generous, considerate and sportsmanlike.

ABUAD, since its inception in 2009, has been committed to scientific and technological advancement and development of skills through its various structured programmes spanning across several disciplines in Agriculture, Arts and Humanities, Development, Engineering, Pure and Applied Sciences, Law, Social and Management Sciences, Medicine and Health Sciences among others. ABUAD offers both undergraduate and postgraduate degree programmes to persons from various backgrounds locally, nationally and internationally.

Afe Babalola University, a Federal Government Licensed Private University, is a model that is unique in many ways. The University is located at KM. 8.5, Afe Babalola Way, Ado-Ekiti, Nigeria on 162.956 hectares of land at an altitude of over 1500 ft above the sea level which, *ipso facto*, provides cool and ideal climate of learning and sports activities. In addition to these the ABUAD industrial research park is situated on 74.543 hectares of land.

The University started academic activities on Monday, January 4, 2010 on its permanent site. Magnificent College Buildings, Hostels, Staff Quarters, a 400-bed Multisystem Hospital with state-of-the-art equipment, modern teaching and research facilities (e-learning platforms and electronic boards), a Planetarium, an Independent Power Plant (IPP), an

Industrial Research Park, an agro-tourist mechanized farm, a helipad, a 156-bed Guest Inn, a unique Talent Discovery Centre and many more are all available in the University.

The National Universities Commission (NUC), at its resource verification exercise in 2009, was so impressed that it described Afe Babalola University, Ado-Ekiti as *a miracle, model, reference point and benchmark for the Universities*. To crown it all, barely a decade after, Professor Abubakar Rasheed, the Executive Secretary of NUC stated that ABUAD is the *pride of tertiary educational institutions in Nigeria*.

ABUAD is the only University founded by an acclaimed educationist, a former two-time Pro-Chancellor of the University of Lagos, Chairman of Committee of Pro-Chancellors of Nigerian Universities, member of the Club of Rectors of Europe, a foremost Lawyer, Senior Advocate of Nigeria (SAN), a well-known Agriculturist, a Lover of mankind and a celebrated Philanthropist.

To actualize the vision of the Founder, which hinges strongly on the quality, contemporary relevance of the academic programmes and how they are executed, the Institution's aim is to employ critical assessment procedures for constant evaluation and review.

Currently, Quality Assurance at Afe Babalola University takes the form of internal and external quality measures. Internal Quality measures consist of policy guidelines and practices, that have been built into key aspects of the Institution's governance, staffing, admission, curricula, course design and development, facilitation, assessment and evaluation, learner support, academic planning. External Quality Assurance measures comprise mainly of periodic accreditation exercises by the national regulatory body, the National Universities Commission (NUC) and by the professional bodies that regulate programmes such as law, engineering, medicine and surgery, nursing, medical laboratory sciences, etc. ABUAD adopts a systematic and comprehensive approach to Quality Assurance. The Institution assures the quality of its systems and operations through the deployment of a robust Quality Assurance Policy that promotes a culture of quality through continuous improvement and review.

Afe Babalola University has specific goals to achieve the highest standards of excellence in societally relevant research, learning, innovation and enterprise development, and to become one of the world's top tier research-intensive universities. ABUAD has secured its

position as Nigeria's foremost entrepreneurial research institution and the fastest growing University in Africa. With exceptional strengths in agriculture, medicine, law, entrepreneurship, engineering, sciences, humanities, social and management sciences amongst others, ABUAD's strategic plan for the next five to ten years will be to consolidate its leadership, while also raising its profile, presence and reputation as an internationally engaged world-class University.

The key to achieving this vision is the development of an institutionally robust and effective Quality Assurance Policy (QAP) that drives innovation, collaboration, and multidisciplinary education and research at all stages. This policy outlines the guidelines established by ABUAD for ensuring the continuous improvement of all academic programmes and units. These include periodic review, monitoring and evaluation of academic standards, quality of the students' experience, leveraging blended teaching and technology-driven pedagogies, and providing multi-disciplinary forward-thinking academic programmes in line with the needs of the nation and beyond.

3.2 ABUAD's Definition of Quality

Quality is the totality of values that guide, sustain and regulate the institutional environment, which all stakeholders partake in and consider their responsibility to ensure its sustainability and improvement. In this context, quality is referred to excellence and satisfaction in institutional service delivery, programmes and graduates.

ABUAD concept of quality is branded to ensure that:

- i. its Institution's vision, mission and strategic goal are fulfilled;
- ii. it meets national and international standards and best practices;
- iii. the governors and managers of ABUAD do not stray from the vision, mission and objectives of the Institution;
- iv. the resources available to deliver quality education are properly utilized for maximum benefit; and
- v. a transparent tool of accountability to the Founder, parents and society is achieved.

Meaning of Quality Assurance

Quality Assurance is the process of monitoring and evaluating the extent to which individual, unit or university is delivering on its promises. It also includes the evaluation of the institutional quality to ensure that it conforms to the specific requirements of the University's leadership and management comply with the established goals of attaining excellence and world-class standards.

The purpose of Quality Assurance is:

- i. systematic monitoring and implementation of the University's strategic plan; to ensure that standards of quality are being met, maintained and improved upon;
- ii. contributing to achievement of goals defined for the educational activities in the learning process;
- iii. identifying weaknesses and recognizing the strong points of instruction, teaching and research; and
- vi. monitoring and ensuring that performance processes in all aspects of the university functions are appropriate, relevant and current.

3.3 Policy Objectives

The aim of ABUAD's Quality Assurance Policy is to ensure effectiveness and continuous improvement in curricula design, teaching, innovation, collaboration, multidisciplinary research and the overall quality of the student learning experience at ABUAD.

The mission of ABUAD's Quality Assurance Policy therefore is:

To promote innovation and continuous improvement in the quality and standards of teaching, innovation, research, community development, and collaboration at Afe Babalola University, Ado Ekiti, with the aim of becoming a renowned hub of world-class learning, research, and enterprise development institution through the use of cutting-edge technology.

This Policy provides a practical set of tools to promote the above mission through a streamlined, forward looking and continuous improvement process. The Policy is designed to:

- i ensure high standards, innovation, academic rigour, accountability and excellence in all academic activities;
- ii standardize the process of evaluating academic units and programmes;
- iii monitor and review performance, identify quality outcomes, and recommend improvement of the academic units and programmes;
- iv assists all units and faculty to ensure that they consistently meet the quality standards and that their teaching and research activities and programmes conform to them, and
- v document and communicate the results of academic quality assurance processes, so that faculty and students can work in a more focused environment in which the standards are known to them and direct their work.

4.0 VISION, MISSION AND PHILOSOPHY OF THE UNIVERSITY

4.1 The Vision

The vision of the University is to lead education reform in Nigeria by providing a world-class educational centre of excellence in academics, character, sports and vocational development.

The Founder, Aare Afe Babalola's vision is to produce leaders and achievers who would be self-reliant, kind and generous, considerate and sportsmanlike. His guiding principle that "it pays most who works hardest" shall be taught, applied and practiced consistently. Students shall be made to believe in themselves and in the golden rule, that no matter someone's background, with hard work and determination, *Impossibility can be made Possible*.

In form and structure, Afe Babalola University is conceived as a citadel for the promotion of an authentic learning environment that puts intellectualism at the centre of its tradition. The temperament of universality and excellence shall be imbibed and shall be evident at every level of academic-decisions making in all colleges, departments and units of the University.

This vision is in line with the policy of the Federal Government which encourages public-private partnership. The Founder has deployed his vast contacts in business and professional circles to muster support for the fulfilment of the vision.

4.2 The Mission

Afe Babalola University is a result-oriented institution for producing highly skilled and socially relevant graduates, capable of applying scientific knowledge for the resolution of social and technological problems. The University is equally committed to transforming students into expert thinkers, innovative managers and resourceful technocrats in all fields of learning.

Afe Babalola University has a truly global and international outlook and status, and its realm of influence will spread to the entire world. Collaboration will be sought in the areas of Programme Development, Curriculum Studies, Staff and Students Exchange Programmes, Purchase of Equipment and Materials, Library Collaborations, Continuing and Life-Long Education Programmes and the use of cutting-edge technologies. The University shall lead education reform in Nigeria by example.

4.3 The Philosophy

The Founder of ABUAD strongly believes in the production of graduates who appreciate the value of the dignity of labour and who are problem solvers, self-reliant, employers of labour, highly productive and globally relevant in every sphere of human endeavour.

The University inculcates and foster certain core values which include industry, service, integrity, discipline, determination and good character. ABUAD compares notes and shares experiences. It is also ready to twine and collaborate with relevant tertiary institutions around the world. The collaboration, which will be mutually beneficial, will extend to Research Centres, all Higher Institutions of Learning, International Organisations, Institute of African Studies, and Corporate Bodies in Europe, The United States, North, Central and South America, Asia, Australasia and the Pacific.

5.0 POLICY ON INTERNAL QUALITY ASSURANCE

In fulfilling the mandate of the University and to ensure high quality in undertakings carried out in its constituent units, the University consistently and continuously implement internal Quality Assurance which includes mechanisms to assess and improve the quality on input and process.

5.1 Policy on Inputs

The Policy on input statements aims to improve the quality of students, teachers, non-teaching staff, managers, academic curricula, facilities, finances, instructional materials, and other resources. This policy shall apply to all academic and support units in the University. The University shall ensure that, at all times, it has well defined criteria for assessing and measuring performance standards in all its core activities.

a. Students

The University shall strive to attract and recruit qualified students for all its programmes. In pursuit of this objective, the University shall assess the following:

- i. approved admission requirements and entry grades of students;
- ii. award of entrance and exit scholarship to students;
- iii. students who shall uphold institutional values of hard work, determination, honesty, loyalty, courtesy and discipline;
- iv. promote and protect the good reputation of the University by adhering to policies, rules and regulations and;
- v. give priority to academic work, but also engage in healthy socialization and extra-curricular activities.

b. Teachers

Assessment of quality in academic staff shall include expectations with regard to qualifications, scholarly work and continuing professional development.

The University's appointment, grading and promotion policies shall guide the recruitment process of academic staff. Assessment of quality in academic and professional staff shall include:

- i. adequacy of qualifications for the discipline taught or services rendered;

- ii. student and peer evaluations of teaching and scholarly works or customer satisfaction surveys; performance management by the Head of Department or Unit, College or University;
- iii. Involvement in continuing professional development as determined by the Head of Department or Unit;
- iv. the Quality Assurance Unit shall analyse data from evaluations by peers, students and officers, and recommend appropriate actions for each member of academic staff for the purpose of continuous improvement;
- v. promotions shall be by rules and regulations guiding the exercise;
- vi. the university shall review staff development policy regularly to meet high academic and professional standards;
- vii. academic staff shall promote scholarship and provide excellent teaching and assessment to students;
- viii. academic staff shall comply with all quality assurance guidelines;
- ix. all academic staff, irrespective of their employment status (full-time, part-time, adjunct, sabbatical, visiting, etc) shall be subjected to the Quality Assurance Policy.

c. Non-Teaching Staff and Technologists

Assessment of quality of non-teaching staff and technologists shall include qualifications, performance and continuing professional development.

The University's appointment, grading and promotion policies shall guide the recruitment process of non-teaching staff. Assessment of quality of non-teaching staff and technologists shall include:

- i. adequacy of qualifications for the services rendered;
- ii. performance management and evaluation by the Heads of Department and or Units;
- iii. involvement in continuing professional development as determined by the Head of Department, Unit and University;
- iv. promotions shall be by the non-teaching staff Grading and Promotions Guidelines;
- v. the university shall review non-teaching staff development policy regularly to meet approved standard in line with best practices;

- vi. all non-teaching staff and technologists shall comply with quality assurance guidelines for their respective cadres in the discharge of their duties.

d. Managers

The Managers are in charge of the day-to-day running of the Institution.

The managers are: the Vice Chancellor, the Deputy Vice Chancellor(s), the Registrar, the Bursar, the University Librarian, Provosts, Deans, Directors, Heads of Department and Unit.

e. Curricula

Assessment of quality in curriculum and programmes design shall include the following:

- i. guidelines for development of new programmes and approval by the Senate;
- ii. ensuring that each programme curriculum is designed by well-qualified staff and the design process is based on guidelines and procedures approved by Senate
- iii. each programme curriculum shall be consistent with the University's vision and mission and shall address the United Nations Sustainable Development Goals (UNSDGs)
- iv. the curriculum programme curriculum must at least meet the minimum body of knowledge for the discipline as stipulated by National Universities Commission (NUC) and professional bodies
- v. a programme curriculum shall be coherent, learning outcomes clearly stated and available physical and human resources shall meet the requirements of the programme.

f. Facilities and Other Resources

Assessment of quality of resources and facilities shall include, measures of the availability and appropriateness of facilities needed to aid learning. Consideration to the process of its maintenance and replacement shall be included in the framework for quality assurance.

The University shall have mechanisms to design, procure, manage and improve its physical resources and facilities in order to support student learning. Assessment of quality of resources shall include:

- i. availability and appropriateness of learning infrastructure, including facilities for practical training (laboratories, workshops, equipment, moot court, law clinic, studios teaching and learning space, library and information technology (IT) etc;

- ii. availability and accessibility of IT resources such as internet, computer software and hardware
- iii. adequacy of cutting-edge educational technologies.

g. Finances

The import of funding at enhancing quality assurance in higher education cannot be over-emphasized. It is an important component for quality assurance because of myriad of factors or rather variables responsible for the delivery of quality assurance in the University. These variables are the input which must undergo processing to produce meaningful quality assurance indicators. These variables range from students, faculty, administrative staff, heads of department and units, currency of the curriculum, up-to-date facilities, modern-day instructional materials, availability of funding, well-equipped physical and e-library (with up-to-date publications), community participation among many others.

Funding is central to the efficient and effective delivery of quality assurance. A robust and detailed QA budget must be developed that will allocate funds to all the major resources required in terms of carrying capacity and many others that will culminate to ensuring that minimum academic standards are met and surpassed.

Funding will be required in the areas of organizing pedagogy training and capacity building of the faculty and researchers so as to deepen the knowledge base as well as culminating into quality research outputs in terms of journal articles and witty inventions. Funding must be allocated to procure modern-day facilities. At present, the fourth industrial revolution has made the use of digital technology and various areas of machine learning, artificial intelligence, internet of things, amazon web services, and learning assisted technologies with in-built plagiarism software (eaglescan, nocopycopy and Drillbit) among many others become imperative while also causing a paradigm shift in the development of our curriculum. All these require funding.

Major Quality Assurance activities that the University shall expend money on include:

- equipping and furnishing the QA Directorate;
- purchase of operational vehicle;
- vehicle maintenance;

- IT infrastructure and internet services;
- stationaries and office supplies;
- procurement of relevant software, e.g., plagiarism checker;
- conduct of on-site visits by internal QA teams including monitoring and evaluation;
- meetings relating to conduct of quality assurance activities;
- quarterly QA newsletter (electronic and hard copy);
- biannual QA Capacity-Building Workshops;
- annual report (electronic and hard copy);
- honoraria for experts engaged in conduct of internal quality assurance activities (e.g., mock resource verification, mock accreditation, etc.)
- payment to NUC and Professional Bodies for resource verification and accreditation.

Watch-dogs and forensic auditing and inventory control management shall be put in place to ensure judicious and prudent use of the available funds. A periodic review of finance books shall be necessary to plug all leakages.

h. Instructional Materials

The effectiveness of quality teaching is hinged upon the preparation of quality learning content. Therefore, ABUAD shall give utmost priority to the development of course contents by ensuring that the courses that make up each programme are designed and developed in line with national and international standards, reflect current research, and provide clearly stated learning objectives and lesson outcomes that are linked to assessment. In line with the University's drive for quality education, ABUAD shall ensure that:

- there is a policy and clear procedures in place for course design and development;
- the processes for approval of course content is strictly followed;
- course development is by team work rather than individual effort;

there are procedures to ensure that subject experts define course objectives, learning resources and activities as well as relevant assessments for the course;

- all courses are subjected to internal and external assessment measures to ensure high quality content of learning materials and deliverables.

5.2. Policy on Processes

The policy on process aims to improve the quality of teaching and learning processes, Conduct of Examinations, Conduct of Research, use of Time and Space, Students' Services, Administration, Management Processes, Leadership, Community Participation and Quality Assurance. This policy shall apply to all academic and support units in the University. The University shall ensure that at all times it has well defined criteria for measuring and assessing performance standards in all its core activities.

a. Teaching and learning processes

Assessment of quality in teaching and learning shall include but not be limited to use of well-established tools such as the Head of Department's assessment, student evaluation of courses and teaching, teaching portfolios and peer review. It shall have an advisory and supportive role in the improvement of teaching, for example, through implementation of the induction courses for academic staff, ongoing professional development programmes and teaching excellence awards.

Assessment of quality in teaching and learning shall be guided by the following:

- i. The Provost of Colleges have the responsibility to promote effective teaching and learning.
- ii. The Teaching and Learning Policy shall specify practices and standards in teaching and learning.
- iii. Well established tools shall be used to assess teaching through peer review, and student evaluations. These tools shall be specified in the Teaching and Learning Policy.
- iv. Appointment and promotion procedures that pertain to teaching shall be regularly reviewed to promote recruitment of competent and skilled staff.
- v. The University shall have a Student Admission Policy. Admission of students into programmes shall be on the basis of established and regularly updated criteria that allow fair and transparent admission.
- vi. In order to facilitate teaching and learning, the University shall ensure that it has a continuous professional development programme to improve skills of academic staff.

b. Conduct of Examinations

Quality assurance procedures for determining quality of student assessments, both continuous

and final shall be monitored. In this case, monitoring start of lectures shall be carried out to determine the validity and ensure presence of students at various lectures, practical/ laboratory work and tutorial classes.

The University's main goal in teaching and learning is to produce well-groomed graduates who are knowledgeable, skilled, and with sound professional, social and civic ethos.

Assessment for attainment of these attributes shall be guided by the following:

- i. The University shall have a Student Assessment Policy.
- ii. The Student Assessment Policy shall specify the mechanisms for both formative and summative assessment.
- iii. The Student Assessment Policy shall also specify the modalities for external and internal moderation of students' work that ensure validity and reliability of assessment procedures.
- iv. Departments shall ensure, at all times, that student assessment is constructively aligned to learning outcomes.
- v. There shall be a **Student Character Index** to measure the character component of the degree that is awarded for **CHARACTER AND LEARNING**.

c. Conduct of Research

The University is committed to achieving the highest quality in its research processes. The University values research as one of its core deliverables. To ensure quality in research, the University shall ensure that:

- i. all researches undertaken in the University is properly approved, conducted, managed and evaluated;
- ii. all researches take into account ethical and environmental considerations;
- iii. research results are integrated into teaching and learning and evaluated for their commercial value;
- iv. there are clear mechanisms for dissemination of research results for the benefit of society and industry;
- v. at all times, the Research Policy is adequately and successfully implemented;

- vi. researchers collaborate with internal and external partners;
- vii. research papers are published in reputable journals that guarantee a high citation impact; and
- viii. the researches must be protected by the Copyright Law.

d. Use of Time and Space

- i. The University shall provide approved timetable at the beginning of every semester to guide effective utilization of time and space.
- ii. Staff and Students shall adhere strictly to the approved timetable.
- iii. Where classrooms or laboratories are not large enough to accommodate students who registered for a particular course, students shall be organized into groups to ensure effective teaching and learning.
- iv. University facilities, irrespective of place and domiciliation, shall be shared across the University for effective use of time and space. This shall be reflected on the timetable.
- v. All University examinations shall be conducted at the approved time and space.

e. Student Services

The University shall strive to provide a conducive environment for students' learning that nurtures holistic development. In creating and continuously improving such an environment, the University shall ensure that:

- i. there is a student Welfare Quality Assurance Framework;
- ii. the Student Welfare Quality Assurance Framework shall specify quality dimensions and assessment procedures for all aspects of students' support that include academic, social, civic and professional services;
- iii. the head of student affairs unit shall ensure that all students services are run efficiently and are quality assured;
- iv. The Division of Student Affairs and the Students Representative Executive Council shall work hand in hand in administering the Student Welfare Quality Assurance Framework; and
- v. student support is continuously enhanced through adoption of innovations and updates in provision of such services.

f. Administration/Management processes

The Management of Afe Babalola University shall be firm, fair, transparent, honest, diligent, disciplined and courteous while ensuring the performance of the following responsibilities:

- i. upholding the University's mission and values;
- ii. identifying specific goals and priorities and take prompt actions;
- iii. developing institutional strategies for monitoring the achievements of institutional goals and identifying problem areas;
- iv. ensuring the development of a Management Information System (MIS) to manage students and staff data and tracking students' performance;
- v. ensuring adherence to policies, rules and regulations by everyone in order to promote and protect the image of the University;
- vi. ensuring prudent and transparent management of the institution's finances;
- vii. following due process in awarding contracts;
- viii. effectively superintending over the University's assets;
- ix. ensuring prompt discipline of erring staff and students following due process;
- x. filling of vacant positions without delay;
- xi. providing enabling environment and resources to support scholarship and professional development of both staff and students;
- xii. ensuring optimum functioning of support services and facilities;
- xiii. institute reward systems that recognize excellence, dedication, honesty and loyalty for staff and students;
- xiv. promoting the welfare of staff and students;
- xv. establishing effective information and publicity mechanisms to keep the internal community well informed and also project the University to the world; and
- xvi. addressing administrative challenges that provide setback and delay in the system.

g. Leadership

The leadership of the University is vested in the University's Board of Trustees and in the Governing Council that are concerned with oversight and planning. The two governing bodies must ensure that resources available to the Institution for delivering quality education are properly utilized for maximum benefit.

Leadership at every level in the University shall be quality compliant to serve as an example and a role model to subordinates.

h. Community Participation

The University has an obligation to provide expert services to the community and contribute to the society through its research and intellectual outputs. To this end, the University shall:

- i. establish a strategy to enhance provision of its services to society;
- ii. have a mechanism for planning, executing and assessing community service activities of its staff; and
- iii. ensure that community engagement contributes to the development of society.

i. Quality Assurance

All academic units and programmes at ABUAD are subject to quality assurance. To advance ABUAD's Vision, Mission and Strategic Plan, all ABUAD Programmes shall have periodic internal and external quality enhancement reviews. The internal review shall occur once every three years or as required, while the external review shall occur once every five years or as required.

In consultation with Provosts, Heads of Unit, and Senior Administrators, the Quality Assurance Directorate selects the programmes to be reviewed and recommends the order of their review. Deviation from the specific review date may be granted by the Directorate. The academic quality assurance review process must be completed within one calendar year.

The review process shall be based on six principles:

- (i) *Transparency*: The review process must be clear, fair and open.
- (ii) *Stakeholder Engagement*: Programme, faculty, staff, and student involvement must be ensured.
- (iii) *Accessibility*: Review documents must be concise and easily understood.
- (iv) *Improvement Focus*: The process shall provide a clear mechanism for critical review and, in doing so, highlight and promote improvements in programme design and delivery.

(v) *Timeliness*: The Provosts and Heads of Unit are responsible for ensuring that academic quality assurance reviews are completed within the recommended time limits (six months for Self-Study Report completion, and 12 months for completion of the entire review process).

(vi) *Benchmarking*: Programmes are to be evaluated against national and international benchmarks, standards and best practices in higher education.

Programmes that are offered at multiple levels shall have one comprehensive review for all levels. The College Provost or Head of Unit may request a joint review for related programmes. Upon the completion of the review process, the programme shall submit a detailed continuous enhancement plan that addresses the review findings. The plan should include improvement strategies, an action plan, and specific milestones to evaluate the progress. The improvement plan should clearly identify resources needed to implement the improvement strategies. The Quality Assurance Unit shall coordinate the logistics for the internal and external reviews.

6.0 POLICY ON EXTERNAL QUALITY ASSURANCE

6.1 Quality and Quality Assurance Bodies

Quality assurance and accreditation bodies working with higher education providers and their management, staff, and students are responsible for the implementation of processes, tools, benchmarks and measures of learning outcome that helps to create a shared understanding of quality.

Action of the principles of quality and quality assurance bodies will involve:

- i. acknowledging that the current quality assurance system is too burdensome for higher education providers;
- ii. focusing additional attention on outputs; and
- iii. strengthening the interdependency between quality assurance bodies and higher education providers.

6.2 External Accreditation of Programmes and Institution/Institutional Audit

To facilitate external assessment of its performance, the University shall engage the following:

- a. external stakeholders in programme design;
- b. regulatory and professional bodies in the review of all academic programmes;
- c. external examiners in all its undergraduate and graduate programmes; and
- d. external benchmarks for support services.

a. External Stakeholders in Programme Design

The University shall, at all times, ensure that all new programmes meet standard requirements in terms of market legitimacy and academic merit. In pursuit of this objective, the University shall ensure that:

- i. guidelines that provide for processes and procedures for introduction of new programmes include consultation of External Stakeholders; and
- ii. evidence is provided of the contributions of stakeholders to new programmes.

b. External Programme Review

It is mandatory in Nigeria for all academic programmes in higher education to be accredited by the NUC and other professional bodies where applicable. To this end, the University shall ensure that all its academic programmes are accredited by qualified, legal and competent agencies. The QAD shall:

- i. cause all academic units to prepare an application portfolio based on the requirements of the accrediting agency;
- ii. supervise the application process; and
- iii. receive results of the application and forward them to the appropriate units.

c. External Examination

The University embraces external examination as a tool to enhance the quality of its programmes and assessment of students. The University shall engage External Examiners to evaluate academic activities. Also, the University shall have:

- i. guidelines for external examination;
- ii. the guidelines shall specify procedures for undergraduate programmes and graduate programmes (both coursework and research graduate programmes); and
- iii. the procedures shall be reviewed periodically but not less than once every four years.

7.0 MONITORING AND EVALUATION

Quality Assurance at ABUAD shall adopt a systematic approach that is premised on regular self-reviews supported by periodic external reviews.

7.1 Procedures for Monitoring and Evaluation of the Policy

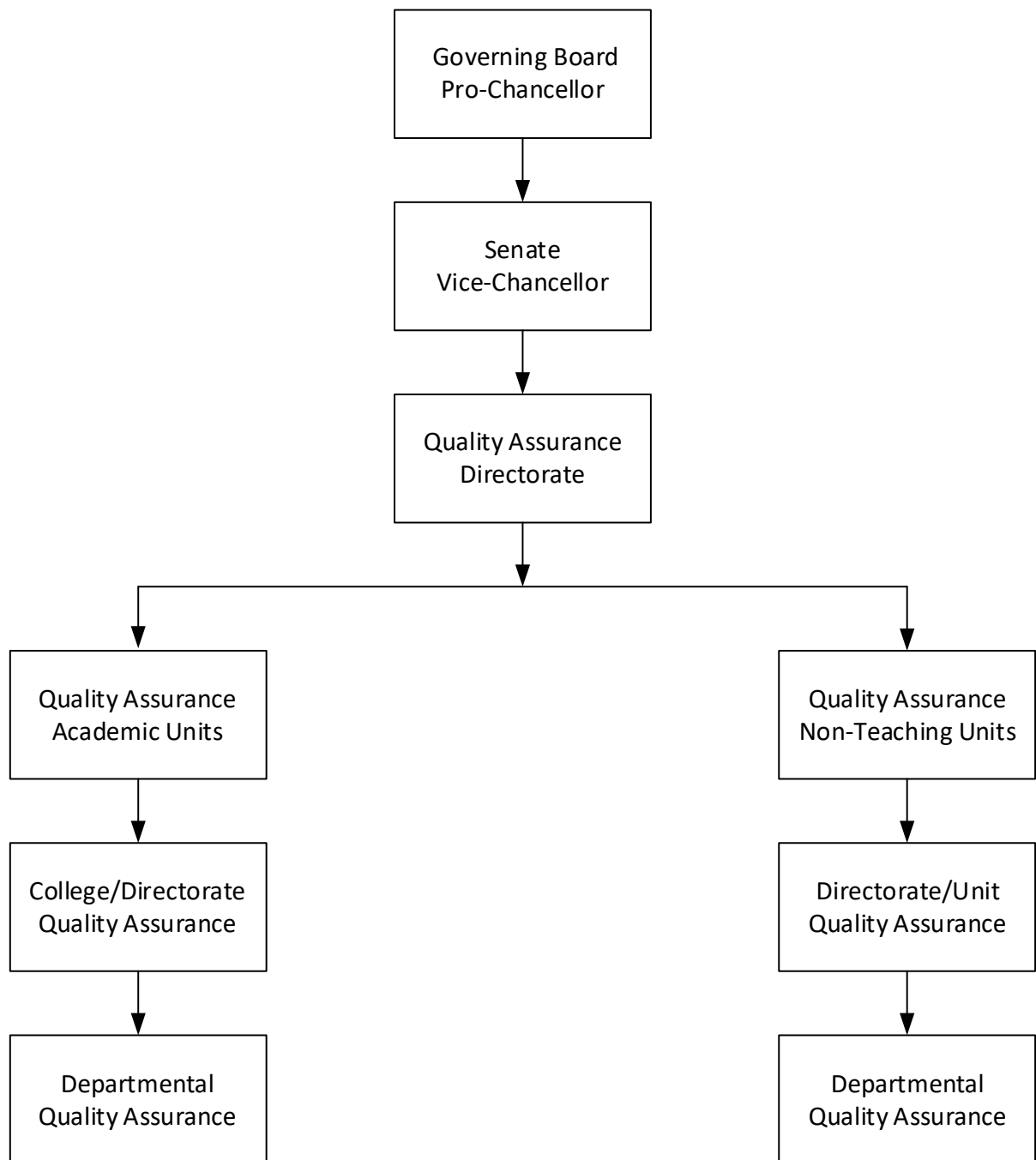
ABUAD shall put in place a quality management system to ensure continuous improvement of its institutional practices. The QA system shall be embedded at all levels of the institution to ensure the promotion of a quality culture. The Quality Assurance Directorate shall be responsible for the development, deployment and implementation of Quality Assurance at ABUAD, including staff and student orientation/induction on QA matters. ABUAD shall ensure that:

- i. a customized quality assurance management structure and system is put in place for the implementation of a robust institutional quality assurance;
- ii. all academic and supporting units shall be represented in the quality assurance structure; and
- iii. a quality assurance policy and manual (procedures and standards) shall be developed
for monitoring and evaluating institutional systems.

7.2 The Quality Assurance Directorate (QAD)

The QAD shall be headed by a Director and shall comprise other relevant staff. The director shall be responsible to the Vice-Chancellor as shown in the organogram. The Quality Assurance Directorate shall oversee and monitor the implementation of the Quality Assurance Policy, supported by the University Quality Assurance Committee and other management structures at all institutional levels.

ABUAD Quality Assurance Structure



University Organogram and Structure of the Quality Assurance Directorate

The Vice-Chancellor shall be the highest authority on matters pertaining to quality assurance in ABUAD. The Quality Assurance Unit (QAU) shall be headed by an academic head of unit who shall also chair University's Quality Assurance Committee (UQAC) on behalf of the Vice-Chancellor as shown in the diagram above. The UQAC shall comprise representatives of all academic units and support units who shall represent Deans and Directors/Heads. The

Deans/Directors/Heads of Colleges/Directorates/Centres/Units represented on the UQAC shall be accountable for the implementation of the quality assurance policy in their respective units. The Head of the QAU shall be the chairperson of the UQAC. The UQAC shall be accountable to the Vice-Chancellor through the Head of the QA Unit. Representatives on the UQAC shall be responsible to the Head of their respective institutional units. Deans/Directors and Heads shall be responsible for the implementation of the quality assurance policy and will be supported by QA committees that shall be constituted at the College/Directorate/Centre/Unit level.

At the College level, Heads of Department will be responsible for the implementation of quality assurance procedures and review of their programmes and courses and shall be accountable to the Provost. QA Committees at the College/Directorate level shall be responsible for coordinating the implementation of the quality assurance policy and QA matters. They shall be accountable to the UQAC through the Provost/Director. The quality assurance policy document shall be held by the Quality Assurance Committee and any revisions/changes shall be approved by the Vice-Chancellor

7.3 Implementation of the Quality Assurance Policy

The QAD shall be responsible for the implementation of ABUAD's QA Policy by deploying monitoring mechanisms of data capturing, collating, and analysis from various units of the University to facilitate accurate reporting on performance and improvement purposes. It shall also be responsible for capacity development of staff. The QAD will conduct quarterly inspections on the level of implementation of the University quality assurance policy and produce quarterly and annual reports.

Implementation of the Policy

The Quality Assurance Management Framework, structure and instruments comprising the scope, guidelines, quality assurance system, and management structure provide for the implementation of this policy.

It shall be operationalized through instruments such as procedures, standards and supporting documents as contained in the Quality Assurance Manual (QAM) which provides the following:

- i. clear implementation procedures, monitoring, evaluation, and cyclical review of institutional processes every five years;
- ii. that the QAD shall facilitate monitoring, evaluation and review of institutional processes; and
- iii. that the QAD shall monitor, evaluate and review the implementation procedures.

Implementation Strategies

The University shall use multiple strategies to ensure that the objectives of this Policy are achieved.

i. Frequent Communication

The University shall keep staff and students fully informed of all QA initiatives and developments through publications, newsletters and University websites and report to the Senate. In addition, the following strategies shall be employed:

- a) Associate/Affiliate institutions and colleges may invite staff from the QAD to their meetings dealing with quality assurance matters when necessary.
- b) The Vice-Chancellor shall meet periodically with Provosts, Deans, Deputy Deans and Heads of Department/Unit/Section for the purpose of brainstorming, consideration of new ideas and sharing information related to QA.
- c) The University shall encourage Discussion Forums which provide informal opportunities to discuss quality assurance issues, and information arising thereof may feed into formal committee structures.
- d) At least one workshop shall be held each year for Provosts, Deans, Directors and Heads of Department/Unit/Section for the purpose of sharing information and formulation of strategies to meet future challenges.

ii. Satisfaction Surveys

The University shall regularly and systematically organize satisfaction surveys for staff, students, and the community. The aim of the surveys is to gather feedback on experiences with the University services and provisions. In order to ensure systematic collection of information, the QAD shall:

- a) develop appropriate tools for data collection;
- b) coordinate data collection activities and analysis of the results; and

- c) disseminate results to Colleges/Units, and ensure that all Colleges/Units will formulate and implement strategies to improve areas of concerns.

iii. Student Experience Surveys

The surveys will provide students the opportunity to provide feedback on their experiences with the following:

- a) individual courses and programmes as a whole;
- b) teaching and learning;
- c) industrial attachment; and
- d) provisions and services of all support Units.

iv. Alumni Experience Surveys

Alumni surveys shall ordinarily focus on students within two or three years of graduation.

The purpose of alumni experience surveys shall be to collect information on:

- a) extent to which their studies at the University met their post-qualification needs;
- b) modes in which programmes can be made more relevant and responsive to dynamic markets; and
- c) alumni employment status and job experience.

v. Staff Experience Surveys

The University shall regularly conduct staff experience surveys for both academic and non-teaching staff. For academic staff, the general aim of these surveys shall be to collect information on:

- a) satisfaction with quality of teaching and learning;
- b) satisfaction with resources for research, innovation and development;
- c) satisfaction with support services; and
- d) proposals for interventions and improvement.

vi. Satisfaction of the Community

The QAD, in conjunction with relevant Units, shall periodically conduct surveys of various stakeholders in the community in order to measure their attitudes towards the University.

The surveys shall aim to find out the following:

- a) perceptions of the community about the relevance of the University;
- b) general social acceptance of the University; and
- c) extent to which the University impact the community.

8.0 POLICY REVIEW

This Quality Assurance Policy shall be reviewed periodically to ensure adequacy and relevancy to all University quality assurance interventions. The Policy shall be reviewed at least every five years or as the need arises.

8.1 Criteria for Quality Assurance Review

Both the Internal and External review processes are founded on detailed self-examination. Each programme prepares a self-study report that addresses a number of inquiries that include indicators of quality of the programme based on five qualitative and quantitative metrics, namely:

- (i) academic quality and currency of the curriculum;
- (ii) quality and number of students admitted;
- (iii) research significance and scholarly productivity of faculty and postgraduate students;
- (iv) contribution to the strategic mandate and vision of the University; and
- (v) transferability and recognition of qualifications.

The self-study and the external review should be based on these quantitative and qualitative analysis and criteria, and the Self-Study reports arising from these steps should reflect the following.

- **Academic quality and sustainable resource use**

- (i) Review the curricula and learning environment to ensure that they meet disciplinary and institutional standards of quality.
- (ii) Ensure quality in the content and delivery of all courses.
- (iii) Deliver systematic monitoring, review, and improvement for all academic courses and programmes.

- (iv) Provide a consistent and appropriate assessment of programmes.
 - (v) Evaluate the deployment of resources in the programme or unit to see if they are effective and consistent with the objectives of the programme.
- **Mechanisms and processes for academic excellence in line with University's mandate**
 - (i) Ensure regular and reliable feedback from academic programmes.
 - (ii) Obtain student feedback and evaluations on the quality of teaching to improve course delivering methods.
 - (iii) Develop a robust internal capability to monitor and improve academic courses.
 - (iv) Ensure that student achievement aligns with the objectives of the programme or unit.
 - (v) Evaluate whether the students in the programme or unit can access effective support for academic and career planning.
 - **Enhanced and advanced academic and research outcomes:**
 - (i) Develop mechanisms to connect academic outcomes with research projects.
 - (ii) Develop effective assessment methods for academic courses.
 - (iii) Diversify academic and student research outcomes.
 - (iv) Increase the amount of critical thinking in academic outcomes.
 - (v) Develop mechanisms to connect academic outcomes with research outcomes.
 - (vi) Develop effective assessment methods for research excellence in graduate programmes.
 - (vii) Measure student research progress and outcomes and provide tools for improving excellence and impact in student research.
 - (viii) Measure whether degrees awarded by the programme or unit are recognized for further study or employment.

The qualitative analysis and report shall contain two parts: a self-study completed by programme or unit representatives, and a study by an external review team that augments and validates the self-study. A visit to the programme may be warranted, especially for external review.

8.2 Areas of Internal Academic Review

There is a periodic review that is conducted on a three-year cycle for each of the academic programmes offered at ABUAD. The review is conducted by a review Committee consisting of faculty members and is based on a self-study report prepared by the programme.

Internal self-study is required for the assessment of:

- i. *quality of programmes and courses*: Assessment of quality in the design and implementation of programmes and courses shall ensure that well-qualified staff members carry out such activities, which are based on the guidelines and procedures approved by Senate;
- ii. *quality of academic staff*: Assessment of quality of academic staff shall include qualifications, scholarly work and continuing professional development.
- iii. *quality in teaching and learning experience*: Assessment of quality of teaching and learning, including course evaluations, teaching portfolios and peer review, and an assessment of the level of student engagement in the teaching and learning experience.
- iv. *quality in student assessment*: Quality assurance mechanism for determining quality of student assessments, both continuous and final, shall be developed. In the absence of external examiners, departments shall develop systems that are coherent with the ABUAD's QA framework. These shall include internal moderation procedures that ensure validity of student assessment and reliability of marking.
- v. *quality in support services*: Assessment of quality in the academic support services provided to Colleges/Institutes and Departments including record keeping and attention to process as it relates to academic excellence shall be included in the framework for quality assurance.
- vi. *quality of resources and facilities*: Assessment of quality of resources and facilities, such as lecture rooms, hostels, library, bookshop, ICTs, laboratory or practical facilities and equipment, etc., to determine their suitability and appropriateness.
- vii. *quality of research*: Assessment of the quality, quantity, ethical compliance and relevance of research outputs of the individual faculty.

8.3 Areas of External Academic Review

A comprehensive periodic review that is conducted on a five-year cycle for each of the academic programmes offered at ABUAD. External reviews are designed to provide an independent and objective assessment of the programme or unit under review, assess the quality of the programme or unit in a broader context, and provide new and valuable insights into improving quality. The review is conducted by a group of external assessors and is based on a self-study report prepared by the programme and a visit to the programme being reviewed.

Areas of External Review include but are not be limited to:

- (i) resource verification to establish new programmes
- (ii) accreditation and reaccreditation of existing programmes and;
- (iii) request in curriculum changes;
- (iv) Student assessment;
- (v) programme resources;
- (vi) academic staff qualifications, scholarly work and professional development activities.

8.4 Review Initiative

1. Schedule

The Directorate of Quality Assurance shall establish a schedule for internal and external reviews of all programmes at the University. The schedule shall include the details associated with internal and external review, including but not limited to:

- i. programmes scheduled for internal/external review;
- ii. self-study report submission date;
- iii. date for programme visit;
- iv. date for developing quality enhancement plan;
- v. the Directorate shall notify the Provosts/ Directors of the scheduled programmes to commence an internal or external review one academic year ahead of schedule;
- vi. all programmes shall comply with the schedule date for review, however, when there is a cogent and compelling reason to reschedule the date, the Provost shall communicate and obtain approval of the QAD for the new date.

- vii. The College Provost/Unit Director shall appoint a **Self-Study and Quality Assurance Committee to develop the self-study report.**

2. Self-Study Report

- i. The appointed Self-Study Committee at the College/Departmental level shall prepare a self-study report for the programme using the template in Appendix 2.
- ii. The Committee shall discuss the report with the programme faculty, Programme Coordinator and the Provost ahead of submission.
- iii. The College Provost submits the self-study report to the QA Director along with a summary report addressing the issues and recommendations to be addressed during the internal/external review.
- iv. The Committee shall gather and provide all relevant supporting documents as applicable to the review process. These may include, but not limited to, students assignments, tests, projects, examination papers, answer scripts; course materials such as course outlines, monographs, laboratory manuals and study guides; programme and course structure and content; inventory of laboratories and equipment, library facilities, computer facilities; research and financial support information, such as research grants, conference funds, etc.; publications by academic staff; assessment and marking guides/strategies; academic staff information, i.e., qualifications, scholarly work and professional development activities; student results; department organizational structure including record keeping; student tracking information, i.e., progression and employment data; and any other material in connection with teaching, research and publications as shall be requested by the reviewers.
- v. If the QA Director determines that the Self-Study Report is incomplete, then he or she returns it to the Self-Study Committee, with a request to provide the missing information.
- vi. The Self-Study Report should be completed at least five weeks before the reviewers are scheduled to do their Site Visit.

3. Internal/External Review

- i. **Internal reviewers:** The Directorate (in consultation with the College Provost and relevant Departmental Coordinators) identifies potential reviewers for the review

process. A review team usually consists of a minimum of three members. The Directorate shall accordingly make arrangements for the reviewers and communicate a set of information that includes: Self Study Report, the Academic Quality Assurance Policy and Process, guidance on completing their report, and a timeline for the completion of the review report.

- ii. **Internal reviewers report:** For internal review, the reviewer will submit a report based on the self-study report. A programme visit may be warranted based on reviewer(s) request. For external review, a visit will be scheduled for external reviewer(s), during which its members interview key personnel involved with the programme. Before conducting the site visit, the team arranges the agenda and schedule of the visit with the QA Directorate, and develops the questions that it will pose during the visit.
- iii. The site visit is usually for two or three days and involves the External Review Team meeting with and interviewing staff and students. The DAP and QA Directorates guide the External Review Team during the site visit.
- iv. Upon completing the visit, the reviewer(s) will meet with the University Management, the Provost and Head of the Department and deliver an Exit Report.
- v. The reviewer(s) will submit a detailed written report for each programme, along with a summary from the team chair, within two weeks following the visit.

4. Quality Enhancement Plan

- i. Following the review, College/Programme shall develop a Quality Enhancement Plan (QEP) in accordance with the template provided in the Policy.
- ii. The College Provost/HOD submits the QEP to the QA Directorate along with a summary of his/her recommendation addressing the issues raised by the QEP.
- iii. The QA Directorate meets with the College Provost and agrees on the required resources.
- iv. The QA Directorate submits a comprehensive report containing the agreed action plan to the Vice-Chancellor.

9.0 CONCLUSION

The ABUAD Quality Assurance Policy is a tool for providing, instilling, maintaining and promoting good quality education in line with international best practices in the learning process and its environment.

Quality assurance policy has been created for the respective variables of the input and process framework as well as the quality assurance requirements for internal/external quality assurance, monitoring and evaluation, roles and responsibilities in the implementation of the quality assurance policy and the cycle and process of review of the policy document. Every staff and stakeholder of ABUAD is expected to internalize this policy document and make all efforts at implementing it at the various levels in order to achieve the intended purpose of instilling a quality culture in the University.

We uphold quality at Afe Babalola University, Ado-Ekiti (ABUAD)!

**Professor E. Smaranda OLARINDE, FCARB., FCAI.
Acting Vice-Chancellor, Afe Babalola University
Ado-Ekiti, Nigeria**

Date

APPENDICES

APPENDIX 1: ROLES AND RESPONSIBILITIES IN THE IMPLEMENTATION OF THE QUALITY ASSURANCE PROCESS (QAP)

UNIT	ROLE
Academic Quality Assurance Board	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate and develop periodic assessment and review of the University review processes (which is sent to the Vice-Chancellor and the QA Directorate). <input type="checkbox"/> Review and approve the Quality Assurance implementation strategy procedures, manuals, and schedules developed by the QA Directorate <input type="checkbox"/> Consider the reports of the QA Directorate on assessment outcomes and provide written recommendations for improvements.
Director of QAD	<ul style="list-style-type: none"> <input type="checkbox"/> Contact College Provost or Director of the programme or unit and request that they initiate the QA review. <input type="checkbox"/> Review and approve the list of External Reviewers. <input type="checkbox"/> Forward the list of approved External Reviewers to the Vice-Chancellor's Office. <input type="checkbox"/> Complete Quality Assurance Enhancement Plan and other follow-up reports. <input type="checkbox"/> Review the Self-Study Report. Return it to the Self-Study Committee, if incomplete. <input type="checkbox"/> Establish a schedule for completion of the External Review Report, Programme Response, and Provost's Response. <input type="checkbox"/> At least four weeks before the site visit, send to the External Reviewers: Self-Study Report, Academic Quality Assurance Policy and Process, and timeline for completion of External Review Report. <input type="checkbox"/> Review the External Review Report. Request missing components, if necessary. <input type="checkbox"/> Forward the External Review Report to the Self-Study

	<p>Committee.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Programme Response. Request missing components, if necessary. <input type="checkbox"/> Send review documents (Self-Study Report, External Review Report, Programme Response) to the Provost and request completion of the Provost's Response. <input type="checkbox"/> Send to the Vice-Chancellor: Self-Study Report, External Review Report, Programme Response, College's Response, Review Commentary and the Closing Memorandum <input type="checkbox"/> Do a presentation on the review results to the Academic Quality Assurance Board. <input type="checkbox"/> Submit quarterly and annual report to the Vice-Chancellor.
College Provost or Unit Director	<ul style="list-style-type: none"> <input type="checkbox"/> The Provost/Director is the College/Unit QA Coordinator. <input type="checkbox"/> Select members of the Self-Study/QA Committee. <input type="checkbox"/> Send digital copy of Self-Study Report to the QA Directorate <input type="checkbox"/> Send digital copy of Programme Response to the QA Directorate <input type="checkbox"/> Submit request to Institutional Analysis and other units for self-study data. <input type="checkbox"/> Conduct awareness programmes, workshops and seminars within the College to promote adherence to highest quality standards in teaching, research, curriculum development and outreach
Department QA Coordinator	<ul style="list-style-type: none"> <input type="checkbox"/> Submit request to Institutional Analysis and other units for self-study data. <input type="checkbox"/> Conduct awareness programmes, workshops and seminars within the College to promote adherence to highest quality standards in teaching, research, curriculum development and outreach.
Self-Study Committee	<ul style="list-style-type: none"> <input type="checkbox"/> Sketch out programme, timelines and tasks. <input type="checkbox"/> Conduct information gathering for self-study. <input type="checkbox"/> Develop Self-Study Report.

	<ul style="list-style-type: none"><li data-bbox="513 190 1436 302">□ Assist External Review Team to establish the agenda for the site visit.<li data-bbox="513 302 1436 369">□ Select a Site Visit Facilitator.<li data-bbox="513 369 1436 439">□ Develop Programme Response.
--	---

APPENDIX 2: OUTLINE AND SUGGESTED CONTENT FOR THE SELF-STUDY REPORT (SSR)

The Self-Study Report is limited to a maximum of 10,000 words, excluding appendices. If the report should exceed this page limit, then the Self-Study Committee must develop an Executive Summary of the document.

SECTION	CONTENT
1. Overview	<ul style="list-style-type: none">• Reflections on the findings of the self-study.• Synopsis of the reflections on future improvements and initiatives.• List of issues and concerns upon which the programme requires external advice.
2. Process	<ul style="list-style-type: none">• The details of the process used to conduct the present self-study, including individuals involved, interviews conducted, and other activities.
3. Past Reviews	<ul style="list-style-type: none">• If applicable, the results of past reviews and what the programme or unit did in response.
4. Programme Description	<ul style="list-style-type: none">• A statement of objectives and characteristics for the programme or unit. Aspects of the programme or unit that are unique locally, nationally, or internationally.• List the programme's learning outcomes. Comment on how achievement of learning outcomes is assessed. Provide a mapping of the courses to the learning outcomes.• Courses of study offered and enrolment and completion rates within these courses of study.• Demand for the programme or unit by students and employers. Include the primary career opportunities for graduates.• How the programme or unit liaises with the external community and how this liaison contributes to the programme or unit.

-
5. Strategic Alignment
- How the programme or unit aligns with the University Mandate and Strategic Plan, the relevant Unit Academic Plan, NUC requirements, and other planning documents.
 - Alignment with Key Performance Indicators from the Unit Academic Plan.
-
6. Curricula and Learning Environment
- How the curriculum and learning environment meet disciplinary and institutional standards of quality.
 - Description and evaluation of the curriculum. Listing of the courses offered, identifying those that are core and elective and the type of instruction.
 - Description and evaluation of the cooperative, internship, and practicum elements of the programme or unit, if applicable.
 - How the quality of teaching in the programme or unit is determined, monitored, and evaluated.
 - The individuals and processes that the programme or unit uses to advise its students. An evaluation of the effectiveness of advising.
-
7. Faculty and Staff
- Profile of academic staff, including rank, tenure, degrees, areas of expertise, and years of experience.
 - Profile of the programme or unit support staff (administration staff, administrative support staff, etc.).
 - The roles of visiting scholars, adjunct faculty, and graduate teaching assistants.
 - Professional development activities.
 - Faculty and staff evaluation methods and evidence of faculty and staff effectiveness.
 - Distribution of teaching assignments and workloads.
 - Plans for future faculty and staff, including staffing plan.
-

8. Students	<ul style="list-style-type: none"> • Admission standards and procedures. • Student profile data. • Trends in student retention and graduation. • Trends in student and graduate satisfaction with the programme or unit. • Trends in graduate employment and other postgraduation activities.
<hr/>	
9. Resources	<ul style="list-style-type: none"> • An assessment of the deployment and availability of resources and how they contribute to programme or unit quality. • Adequacy and effective management of facilities, equipment, and library resources. • Adequacy and effective management of programme funds and sources of funds.
<hr/>	
10. Research and Scholarship	<ul style="list-style-type: none"> • An assessment of the research and scholarly activity of faculty and how it relates to teaching and learning.
<hr/>	
11. Reflections	<ul style="list-style-type: none"> • General reflections on possible future initiatives.

APPENDIX 3: OUTLINE AND SUGGESTED CONTENT OF THE REVIEW REPORT

Prepared by the reviewers, based on the findings of their site visit and their other research and insights, the Review Report assesses the programme against the review criteria, and provides recommendations aimed at improving on it.

SECTION	SUGGESTED CONTENT
1. Overview	A summary assessment of the programme and recommendations.
2. Process	The details of the process used to conduct the external review, including individuals involved, interviews conducted, and other activities.
3. Strategic Alignment	How the programme aligns with the University Mandate and Strategic Plan, the relevant Unit Academic and Consolidated Academic Plans, NUC requirements, and other relevant planning documents. Alignment with Key Performance Indicators at the University and unit levels.
4. Curricula and Learning Environment	How the programme's curricula and learning environments meet disciplinary and institutional standards. The effectiveness of programme learning outcomes and the assessments.
5. Faculty and Staff	Analysis of academic and support staff related to programme or unit academic quality. The roles of visiting scholars, adjunct faculty, and graduate teaching assistants. Professional development activities. Faculty and staff evaluation methods and evidence of faculty and staff effectiveness.
6. Students	Analysis and discussion of admission standards and procedures, student retention and graduation, student satisfaction, and graduate employment and other post-graduation activities. How the student learning outcomes align with the objectives of

	the programme Mission, Vision, and Fundamental Principles of the University.
7. Resources	<p>Analysis of the adequacy of programme resources, including technology.</p> <p>Analysis of the support the programme receives for its students in the areas of academic and career planning.</p> <p>NOTE: Quality assurance reviews are not meant to emphasize adding resources or expanding the academic unit or programme. The External Review Report can and should recommend priorities should resources become available.</p>
8. Research and Scholarship	Analysis of the research and scholarly activities of faculty members in the programme and how they relate to teaching and learning.
9. Degree Recognition	Discussion of how the degrees awarded are recognized for further study or employment.
10. Recommendations & Commendations	<p>Recommendations for the continued improvement of the programme or unit.</p> <p>Commentary on what the programme or unit is currently doing well.</p>

APPENDIX 4: END OF SEMESTER COURSE EVALUATION FORM (ESCEF)

**AFE BABALOLA UNIVERSITY, ADO-EKITI, NIGERIA
DIRECTORATE OF QUALITY ASSURANCE
STUDENT EXPERIENCE SURVEY
END OF SEMESTER COURSE EVALUATION FORM (ESCEF)**

Dear Student,

This form is designed to enable you evaluate this course which you took this semester. Information obtained from this form would help the University to provide opportunities to improve lecturer's delivery of lectures. Kindly fill the form as a true reflection of the impact of the course and the lecturer on you.

Fill it individually and do not copy your friend's responses.

Your Identity shall be kept confidential.

Thank you.

Please read the statements below and tick your appropriate choice

Expected grade in this course: A B C D F

Proportion of classes attended: All (100%) Most of (70%-90%)

Some (50%) Few (25%) None

COURSE AND LECTURER EVALUATION

S/N	Evaluation Criteria	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1.	Completion of the course syllabus					
2.	Mastery of the course by the lecturer					
3.	Clarity of presentation					
4.	Appropriate use of teaching aids (e.g., PowerPoint, smartboard, robots, models)					
5.	Innovative teaching methods (scenarios, brain-teaser, Virtual Reality, 3D technology, etc.)					
6.	Effective class control					
7.	Relevance of recommended lecture materials					
8.	Overall quality of the lectures					
9.	Stimulation of your interest in the course					

10.	Encouragement of students to think creatively					
11.	Level of class participation					
12.	Response to questions					
13.	Administration of continuous assessment (tests and assignments)					
14.	Constructive feedback on continuous assessment (tests and assignments)					
15.	Punctuality of the lecturer					
16.	Lecturer acts as a mentor					
17.	Effectiveness of the lecturer's academic mentoring					
18.	Overall effectiveness of the lecturer					
	SUB-TOTAL (DO NOT FILL)					
	TOTAL (DO NOT FILL)					

19.	What do you like about the lecturer?	
20.	What do you dislike about the lecturer?	
21.	Would you recommend ABUAD to others	YES NO
22.	If Yes, state the reason(s)	
23.	If No, state the reason(s)	
24.	Give, at least, three suggestions for improvement	(1) (2) (3)