

UNIVERSITY OF PORTHARCOURT

PORT HARCOURT, NIGERIA



Structure and Procedures of the University of Port Harcourt Quality Assurance and Quality Control Unit

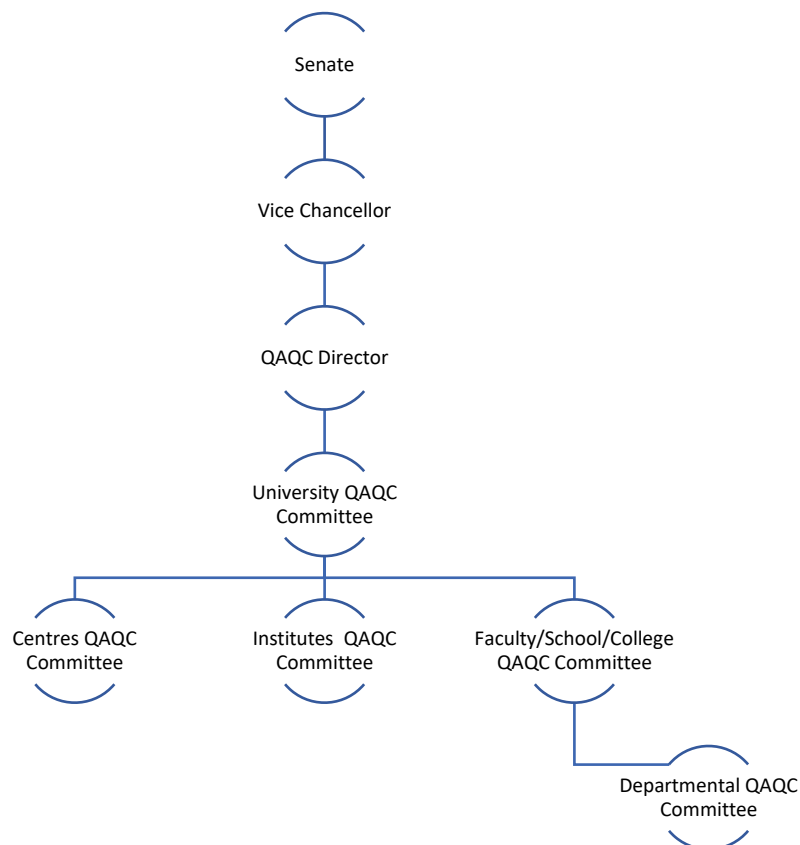
Structure

At the University of Port Harcourt (UNIVERSITY OF PORT HARCOURT), the quality assurance (QA) process is critical to maintaining high academic standards and ensuring effective teaching, learning, and research. Staff at various levels—administrative, academic, and non-teaching—are actively involved in these processes, contributing to a culture of continuous improvement.

Quality Assurance Structure and Governance.

The governance and structure of quality assurance at UNIVERSITY OF PORT HARCOURT involve several levels, including:

- i. University Quality Assurance Committee (UQAC): At the highest level, this committee is charged with developing and reviewing QA policies, guidelines, and frameworks. It defines the broad objectives of quality assurance for the university.
- ii. Faculty/Departmental Quality Assurance Committees (FQAC/DQAC): The faculty and departmental units are responsible for implementation of the QA policies through these committees to conform to the university's objectives.
- iii. Faculty and Departmental Heads: They are responsible for the actual implementation of the QA policies in the faculties and departments.



QUALITY ASSURANCE & QUALITY CONTROL REPRESENTATIVES

- | | |
|-----------------------------------|---------------------------------|
| 1. Dr. Austin Edache Abah | Allied Health Sciences |
| 2. Dr. Ekwl John Adegbesan | School of Graduate Studies |
| 3. Mr. Ogidinma Igwe | Law |
| 4. Prof. Vaduneme Oriji | College of Health Sciences |
| 5. Dr. L. E. S. Kaegon | Education |
| 6. Dr. T. N. Gbarakoro | Science |
| 7. Dr. Linda U. Oghenekaro | Computing |
| 8. Dr. Greatness U. Oji | Management Sciences |
| 9. Dr. Anwuri Patience Nwakaego | Management Sciences |
| 10. Dr. Edache B. Ochekwu | School of Laboratory Technology |
| 11. Dr. Ozadheoghene E. Afierofo | Pharmaceutical Sciences |
| 12. Prof. Aniefiok Jackson Udoudo | Communication & Media Studies |
| 13. Prof. Okechukwu S. Amadi | Social Sciences |

1. ROLES AND RESPONSIBILITIES

A. University Quality Assurance Committee (UQAC)

Key Role: This committee is charged with establishing and enforcing Quality Assurance (QA) university wide standards, monitoring compliance, and conducting periodic reviews of academic programs.

Specific Responsibilities:

- i. To develop QA policies that meet with national guidelines (e.g., National Universities Commission standards).
- ii. Checking to see if programmes meet required benchmarks of an academic programme.
- iii. Hosting training and workshops specifically for staff on how to adopt best practices in teaching, research and student support.
- iv. Overseeing the accreditation process of programs.

B. Faculty/Departmental Quality Assurance Committee (FQAC / DQAC)

Key Role: These committees are important in making sure that the policies of QA are implemented in their own faculties or departments.

Specific Responsibilities:

- i. Reviewing regularly the departmental programmes, the curriculum, and student performance.
- ii. Assisting in coordination of departmental self-assessment reports and other QA documentation for accreditation.
- iii. Conducting peer reviews and class observations to assess the quality of teaching and provide feedback.
- iv. Addressing gaps in the quality of research and instructional materials.
- v. Ensuring that student feedback mechanisms are in order and their feedback is taken care of.
- vi. Facilitating continuous professional development (CPD) of staff.

C. Academic Staff (Lecturers)

Key Role: Curriculum development; research; teaching; student assessment, community service; all of these functions occupy a central place in the implementation of QA practices and are dependent on academic staff.

Specific Responsibilities:

- i. Ensure that the course content stays updated and aligned with learning outcomes.
- ii. Deliver quality lectures with student-centred teaching methods.
- iii. Administer regular assessments to monitor and evaluate students' progress.
- iv. Carry out peer reviews and external moderation processes involving the user review activity.
- v. Conduct quality research, following university guidelines, and promoting research ethics.
- vi. Engage in continuous professional development and staying abreast of developments in their field.

D. Administrative and Non-Academic Staff

Key Role: They support the QA process by ensuring the smooth operation of academic and non-academic services.

Specific Responsibilities:

- i. Administer accreditation processes; produce documentation.
- ii. Timely availability of academic resources such as laboratories, textbooks and learning management systems.
- iii. Maintain proper records of student evaluations and feedback.
- iv. Assist in organizing training programs for faculty and staff.
- v. Facilitate communication between students, staff, and the administration on QA matters.

E. Students

Key Role: Students are key players for the QA process which help to improve teaching and learning.

Specific Responsibilities:

- i. Participate in course evaluations and provide constructive feedback.
- ii. Actively engage in their learning process by attending classes, completing assignments, and following academic regulations.
- iii. Assist faculty and department self-assessment through surveys and focus groups.
- iv. Provide report of any observed gap in quality of teaching or resources to faculty and departmental heads.

2. QAQC ACTIVITIES

A. Evaluation and Monitoring of Courses

After each semester, students are asked to fill in course evaluation forms that describe the quality of teaching and content of the course, and how these have enriched their learning experiences. This feedback is reviewed by faculty and departmental committees to determine how lecturers could improve in their performance and what feedback they might need.

B. Program and Curriculum Review

Academic programs are reviewed periodically based on industry demand and knowledge cycle. Input is collected from faculty, external examiners and students on this. Faculty committees collaborate with external stakeholders to ensure that the curriculum meets industry and national standards.

C. Peer Review and Classroom Observation

Peer reviews and classroom observations are conducted to monitor teaching effectiveness. Academic staff are assessed by colleagues to ensure that they meet set teaching standards and student expectations.

D. Professional Development

The University of Port Harcourt regularly organizes workshops, conferences, and training sessions for staff to improve their teaching and research capabilities. To keep it academic, Staff are encouraged to carry out research and publish in reputable journals.

The quality assurance process in the University of Port Harcourt is the collective responsibility of staff - academic and non-teaching and; students. The structure is designed to promote continuous improvement in teaching, learning, and research, ensuring that the university meets both national and international academic standards. Through various committees, regular reviews, and feedback mechanisms, the staff play an integral role in maintaining and enhancing the quality of education in the university.

3. PROCEDURES FOR QUALITY ASSURANCE AND QUALITY CONTROL

A. Reporting and Action Planning:

- i. Regular reporting:** The university shall have a system in place for regular reporting on key quality indicators, such as student satisfaction, faculty qualifications, research output, and infrastructure.
- ii. Action planning:** Any identified gaps or areas for improvement shall be addressed through clear and comprehensive action plans. These plans should outline specific steps, timelines, and responsible parties.

B. Evidence of Objective Achievement:

- i. Clear metrics:** The university shall establish clear and measurable objectives for its academic programs, research activities, and administrative functions.
- ii. Data collection:** Regular data collection shall be conducted to track progress towards these objectives.
- iii. Evidence of achievement:** The university shall demonstrate how it has met or exceeded its objectives through tangible evidence, such as student outcomes, research publications, and successful administrative initiatives.

C. Data Collection and Monitoring:

- i. Robust data collection systems:** The university shall have reliable and efficient systems in place for collecting data on various aspects of its operations.
- ii. Data analysis:** Collected data shall be analysed and interpreted to identify trends, strengths, and weaknesses.
- iii. Data-driven decision-making:** The university shall use data to inform its decision-making processes and make evidence-based improvements.

D. Embedding Quality Assurance Across the University:

- i. Institutional culture:** Quality assurance shall be ingrained in the university's culture, with all staff members understanding their role in maintaining and improving standards.
- ii. Continuous improvement:** The university shall foster a culture of continuous improvement, encouraging staff to identify areas for enhancement and take proactive steps to address them.

4. MEASURING AND IMPROVING QUALITY

University of Port Harcourt Quality Assurance/Quality Control Key Performance Indicators (KPIs)

Tracking and analysing these KPIs will help the University of Port Harcourt assess its performance in various areas of quality assurance and quality control, identify areas for improvement, and make data-driven decisions to enhance the overall quality of education and services provided to students.

A. Academic Quality

- i. **Student satisfaction:** Percentage of students satisfied with their overall academic experience, teaching quality, and curriculum.
- ii. **Graduation rate:** Percentage of students who graduate within the expected time frame.
- iii. **Retention rate:** Percentage of students who continue their studies at the university after their first year.
- iv. **Academic achievement:** Average grade point average (GPA) of graduating students.
- v. **Research output:** Number of research publications, grants, and patents produced by faculty members.
- vi. **Faculty qualifications:** Percentage of faculty members with terminal degrees (e.g., Ph.D.)
- vii. **Curriculum relevance:** Percentage of curriculum aligned with industry standards and current trends.

B. Teaching and Learning

- i. **Student-teacher ratio:** Average number of students per faculty member
- ii. **Class size:** Average class size for undergraduate and graduate courses.
- iii. **Faculty teaching evaluations:** Percentage of faculty members rated as "Excellent" or "Good" by students.
- iv. **Use of technology in teaching:** Percentage of faculty members who effectively use technology in their teaching.
- v. **Active learning strategies:** Percentage of faculty members who employ active learning strategies in their classrooms.

C. Research and Innovation

- i. **Research funding:** Total amount of research funding secured by the university.
- ii. **Research collaborations:** Number of research collaborations with external institutions and organizations.
- iii. **Patents and inventions:** Number of patents and inventions filed by faculty members.
- iv. **Research impact:** Citation index of research publications.
- v. **Innovation commercialization:** Number of research projects that have been successfully commercialized.

D. Infrastructure and Facilities

- i. **Library resources:** Number of books, journals, and electronic databases available in the university library.
- ii. **Laboratory facilities:** Adequacy and maintenance of laboratory facilities for research and teaching.
- iii. **Classrooms and lecture halls:** Quality and availability of classrooms and lecture halls.
- iv. **Student housing:** Quality and availability of student housing facilities.

v. **Campus safety:** Number of reported incidents of crime on campus.

E. Administrative Efficiency

i. **Administrative processes:** Efficiency of administrative processes, such as admissions, registration, and financial aid.

ii. **Staff satisfaction:** Percentage of staff members satisfied with their job and working conditions.

iii. **Budget management:** Accuracy and efficiency of budget management processes.

iv. **Procurement efficiency:** Timeliness and effectiveness of procurement processes.

v. **Information technology (IT) infrastructure:** Reliability and efficiency of the university's IT infrastructure.

F. Student Services

i. **Student support services:** Availability and quality of student support services, such as counselling, career services, and health services.

ii. **Student engagement:** Level of student involvement in extracurricular activities and campus life.

iii. **Alumni engagement:** Level of engagement and satisfaction among alumni.

University of Port Harcourt Quality Assurance/ Quality Control

REPORTING TEMPLATE

Below are proposed key performance indicators (KPIs) by the University Management Team.

		REPORTING LEVELS	AVAILABILITY
1.0	Provide an educational experience that defines international best practice.		
1.1	Student-Faculty Ratio	Institution, College, Schools, Faculties, Centres	
1.2	Student Satisfaction Index	Institution, field of study, programme Area	
1.3	Proportion of graduates seeking employment (Post-Graduates)	Institute, College, Faculty, Programme	
1.4	Proportion of graduates seeking employment (Undergraduate Degree Graduates Only)	Institute, College, Faculty, Programme	
2.0	Consolidate and strengthen core disciplines		
2.1	Reputation Number of disciplines ranked in top 100 (subject rankings)	Institute, College, Faculty, Subject Area	
3.0	Attract and retain an excellent and diverse cohort of students, faculty and Staff		
3.1	Proportion of under-represented students	Institution, College, Schools, Faculties, Centres, Programme	
3.2	International Students	Institution, College, Schools, Faculties, Centres, Programme	
3.3	Gender Equality: percentage Female Faculty	Institution, College, Schools, Faculties, Centres, Programme	
3.4	percentage International Faculty	Institution, College, Schools, Faculties, Centres, Programme	

4.0	Increase the quality, quantity and impact of research, scholarship and innovation		
4.1	Publication Volume	Institution, College, Faculty	
4.2	PhD students (Incoming new entrants)	Institution, College, Faculty	
4.3	Research Awards: Externally Funded Research Awards Value per year	Institution, College, Faculty, Centres	
4.4	Field-Weighted Citation Impact	Institution, College, Faculty, Centres	
4.5	Track indicators and transformative contributions (Societal Impact): Almetric mentions per article	Institution, College, Faculty, Centres	
4.6	Number of new Spin outs.	Institution, IPTTO	
5.0	Conduct strong interdisciplinary research and education in important areas of global need		
5.1	Interdisciplinarity as measured by percentage of University of Port Harcourt publications with Authors from more than one University of Port Harcourt Faculty/ Centre	Institution, College, Faculty, Centres	
6.0	Build engagement locally, nationally and internationally		
6.1	Number of Industry co-authored papers	Institution, College, Faculty, Centres	
6.2	Number of papers co-authored internationally	Institution, College, Faculty, Centres	
7.0	Develop and strengthen the university community.		
7.1	Number of alumni and friends participating in University events and the number of Global campus events	Institution	
7.2	Staff satisfaction measure	Institution, Field of Study; Programme Area	
7.3	Students' rating of educational experience		
8.0	Further develop world-class facilities to support the vision.		
8.1	Annual Spend: Minor Works and Maintenance		
8.2	Annual Capital Spend: New Buildings & Major Refurbishments		
8.3	Number of accommodation beds available		
9.0	Adopt governance, management and budgetary structures which enable the vision		

9.1	Academic units' expenditure budget as a proportion of total university expenditure budget	Institution	
9.2	Staff satisfaction measure with management budgetary and administrative functions	Institution	
10.0	Overcome financial, human resource management and other external constraints.		
10.1	Tetfund Funding	Institution	
10.2	Funding from private individuals and entities	Institution	
10.3	Grants for research projects	Institution, College, Faculty, Centres	
11.0	Improve the teaching and learning environment		
11.1	Quality of learning and teaching (e.g. quality of teaching process; staff-student relationships and programme ethos)	Institution, Faculty, Department	
11.2	Quality and relevance of courses, modules and programmes (e.g. expert review, including external stakeholders; adhering to criteria of quality in programme self-assessment)	Institution, Faculty, College, Department	

APPENDIX – A GLOSSARY OF DEFINITIONS

1.1 Student – Faculty Ratio

This is the ratio of total students per academic staff.

1.2 Student Satisfaction Index

This refers to a metric used to measure how satisfied students are with various aspects of their educational experience in the University of Port Harcourt. The index shall include an evaluation of students' perceptions and experiences regarding the quality of services, teaching, learning environments, facilities, support, and overall campus life. Students feedback is collated and used to generate specific indices relating to student engagement or outcomes.

1.3 Proportion of Graduates seeking employment – Graduate

This is the proportion of graduate students who are seeking employment nine months after graduation.

1.4 Proportion of graduates seeking employment – Undergraduate

This shows the proportion of undergraduate degree students who are seeking employment nine months after graduation

2.1 Reputation: Number of University of Port Harcourt Courses ranked in top 100

This metric shows the number of relevant subjects where University of Port Harcourt appears in the top 100.

3.1 Proportion of under-represented students:

Under-represented students are defined as students who are less represented in higher education compared to their proportion in the general population as a result of ethnicity, socioeconomic status, gender, disability, or geographic location. This could be Part-time or full-time students entering from the Federal Republic of Nigeria.

4.1 Publication Volume

Publication volume refers to the number of journal publications for University of Port Harcourt per calendar year from data bases such as the Scopus/ Scival, Academia.Edu, ResearchGate, Google Scholar databases e.t.c. This is a widely used international database of publications and citations. These databases are used in Times Higher Education (THE) world university rankings.

4.2 PhD Students (*Incoming new entrants*)

Number of students registered for a Doctorate programme for the first time.

4.3 Research awards: Externally Funded Research Awards Value per year.

Research Awards Value is the total direct and indirect value of research awards in Naira for externally funded research grants registered in a financial year as recorded by the University of Port Harcourt Grants system

4.4 **Field-Weighted Citation Impact (FWCI)**

FWCI (Field-Weighted Citation impact over a five-year interval (e.g. 2019 to 2024)) is an indicator of mean citation impact and compares the actual number of citations received by an article with the expected number of citations for articles of the same document type, publication year and subject field. The indicator is always defined with reference to a global baseline of 1.00

A Field-Weighted Citation impact of 1.00 indicates that the entity's publications have been cited exactly as would be expected based on the global average for similar publications; the Field-Weighted Citation impact of "World" or the entire Scopus database is 1.00

A Field-Weighted Citation impact of more than 1.00 indicates that the entity's publications have been cited more than would be expected based on the global average for similar publications. For example, 2.11 means 111percentage more cited than world average

A Field-Weighted Citation impact of less than 1.00 indicates that the entity publications' have been cited less than would be expected based on the global average for similar publications; for example, 0.87 means 13percentage less cited than world average

4.5 **Track indicators and transformative contributions (Societal impact): Altimetric mentions per article**

Alternative metrics (Altimetric) are non-traditional metrics that are complimentary to traditional citation impact metrics, such as Impact factor and h-index. Altimetric is a company which provides an indication of where papers are being used. It is a system that tracks the attention that research output, such as scholarly articles and datasets, receive online. It does this by pulling in data from three main sources:

- i. Social media like Twitter, Facebook, Google+, Pinterest and blogs.
- ii. Traditional media- both mainstream (The Guardian, New York Times) and science-specific (New Scientist, Scientific American).
- iii. Online reference measures managers like Mendeley and CiteUlike

5.1 **Interdisciplinarity**

Interdisciplinarity is measured by percentage of University of Port Harcourt publications with authors from more than one Faculty/centre in the University

6.1 **Number of industry co-authored papers**

The number of journal publications in Scopus/PubMed and other databases for University of Port Harcourt that have industry co-authors per year. Academic-Corporate Collaboration calculates the number of outputs that have been co-authored by researchers from both academic and corporate or industrial affiliations. Government Departments or State Hospitals are not included in this metric.

6.2 Number of papers co-authored internationally

The number of journal publications in Scopus/PubMed or other databases for University of Port Harcourt that have international co-authors per year.

7.1 Number of alumni and friends participating in University of Port Harcourt events.

Numbers of alumni and University of Port Harcourt's friends who attend specified events. The number of alumni engagement events will also be reported.

7.2 Staff satisfaction measure

This refers to the process or tool used to assess how satisfied employees are with various aspects of their work environment, including job roles, management, workplace culture, compensation, professional development opportunities, and overall well-being.

7.3 Student Engagement Scores

This data will report the percentage of students who respond positively (good or excellent) to the question, "Overall, how would you evaluate your entire educational experience at your institution?"

8.1 Annual Spend: Minor Works and Maintenance

Amount to include the annual spend on minor works and maintenance on campus and students' residences. The annual period covers the 12 months from October to September.

8.2 Annual Capital Spend: New Buildings & Major Refurbishments

Amount to include the annual capital spend on new buildings and major refurbishments. The Annual period covers the 12 months from October to September.

8.3 Number of accommodation beds available

A figure that shows the number of accommodation beds available. This figure excludes accommodation under renovation and is reported in October each year.

9.1 Academic units' Expenditure Budget as a proportion of total university expenditure

Academic units' expenditure is defined as expenditure under the heading "Academic Colleges and Schools" in the Annual Funding Statement, which has been prepared on a harmonized basis and approved by all universities. Total University Expenditure includes all procurement expenditures per the Funding Statement, excluding Research Grants and Projects.

9.2 Staff satisfaction measure with management budgetary and administrative functions.

This refers to how content employees are with the way management handles budgeting, resource allocation, and the overall administration of the organization

10.1 **TETFund Funding**

TETFund (Tertiary Education Trust Fund) funding refers to financial support provided by the Nigerian government through TETFund, a government agency. This funding is aimed at improving infrastructure, research, staff development, and educational resources in public tertiary institutions in Nigeria. TETFund generates its funds from a 2% tax on the assessable profits of registered companies in Nigeria.

10.2 **Funding from private individuals and entities**

This refers to financial support provided by non-governmental sources, such as donations, sponsorships, or investments from individuals, corporations, or organizations.

10.3 **Research grants**

Research grants are funds awarded by organizations, foundations, or governments to support specific research projects. These grants are often competitive and are given to researchers or institutions based on the merit of their proposals.

11.1 **Academic staff profile analysis, Staff professional activities**

This data will report Academic staff profile analysis, Staff professional activities, Staff development (e.g. participation in seminars and courses), Faculty management: leadership and planning (e.g. effectiveness of Dean's leadership in shaping the learning and teaching environment), Evaluation processes (e.g. surveys of student experiences and their effects). Quality and relevance of courses, modules and programmes (e.g. expert review, including external stakeholders; adhering to criteria of quality in programme self-assessment)

Appendix 1: Student Course Evaluation Form

University of Port Harcourt Student Course Feedback Form

Level: (a) PGD (b) MSc (c) PhD (d) Undergraduate
 Faculty:
 Department:
 Title of course:
 Course code:
 Course delivery (a) Virtual only (b) face-to-face only (c) blended

Kindly take few moments and complete this feedback form indicated by a √ in the relevant column

Rating guide: 5 = excellent 4 = very good 3 = good 2 = acceptable 1 = poor

Rating		1	2	3	4	5
Appropriateness of the course to current training						
Effectiveness of the course to future work						
Teaching methods used were appropriate and supported learning						
Students were encouraged to participate during lectures						
Consistency of the course workload compared to other courses						
Examination format						
Extent your expectation for undertaking the course was met						
Overall learning experience						
Logistics	Virtual learning environment (LMS)					
	Physical learning environment					
	Lecture schedule					
	Exam schedule					
	Overall logistics related to this course					
Course Faculty	Evaluation of individual instructor	Rating from 1 (poor) to 5 (excellent)				
	Name of instructor being evaluated					
	Punctuality of the instructor					
	Expertise of the instructor					
	Teaching skills of the instructor					
	Teaching methods					
	Course materials					
	Engagement with students					
	Responsiveness to students' needs					
	Grade course assessments (formative and summative)					
	Overall teaching effectiveness					

Further suggestions (Twigs & Roses)

Name of Student: _____ E-mail: _____ (Optional)

Thank you for participating, we appreciate your feedback.

APPENDIX 2: QUESTIONNAIRE ON STUDENT SATISFACTION INDEX - UNIVERSITY OF PORT HARCOURT

General Information

1. **Department:**
2. **Level:**
3. **Faculty:**
4. **Gender:**
5. **Age:**
6. **Year of Admission:**
7. **Mode of Study (Full-time/Part-time):**
8. **Residential Status (On-campus/Off-campus):**
9. **Number of Courses Currently Enrolled In:**

Student Engagement

Please rate your overall satisfaction with the following aspects of your student engagement on a scale of 1-4, where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree:

1. I feel connected to the University community.
2. I participate in extracurricular activities and clubs.
3. I feel involved in decision-making processes that affect students.
4. I feel supported by faculty and staff in my academic pursuits.
5. I have opportunities to interact with other students from diverse backgrounds.
6. I feel a sense of belonging and community at the University.
7. I am satisfied with the opportunities for leadership development.
8. I feel that my voice is heard and valued by the University.
9. I am satisfied with the quality of student life services and facilities.
10. I am satisfied with the overall student engagement experience at the University of Port Harcourt.

Academic Engagement

Please rate your overall satisfaction with the following aspects of your academic engagement on a scale of 1-4, where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree:

1. I am motivated to attend classes and participate in discussions.
2. I find the course material interesting and challenging.
3. I am able to complete assignments and meet deadlines.
4. I feel supported by faculty in my academic pursuits.
5. I am satisfied with the quality of the teaching and learning experiences.
6. I am able to access the resources I need to succeed academically.
7. I feel challenged and stimulated by my academic work.
8. I am satisfied with the opportunities for academic advising and support.
9. I believe my academic experiences are preparing me for my future goals.
10. I am satisfied with the overall academic engagement experience at the University of Port Harcourt.

Social Engagement

Please rate your overall satisfaction with the following aspects of your social engagement on a scale of 1-4, where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree:

1. I have a strong network of friends at the University.
2. I feel comfortable and included in social events and activities.
3. I have opportunities to meet people from different backgrounds and cultures.

4. I am satisfied with the quality of the social life at the University.
5. I feel supported by my peers and fellow students.
6. I am able to balance my academic and social commitments.
7. I feel safe and secure on campus.
8. I am satisfied with the opportunities for social and recreational activities.
9. I am satisfied with the overall social engagement experience at the University of Port Harcourt.
10. I am satisfied with the overall student engagement experience at the University of Port Harcourt.