

**International Quality Review for ACE Impact: Gap Analysis Stage**  
**Institution: University of Port Harcourt**

**Name and title of person submitting the gap analysis: Prof Daprim Ogaji**

**Date Submitted to QAA: 21<sup>st</sup> March 2022**

**Brief overview of the University**

**Introduction**

The University of Port Harcourt is a public university established by an act of Parliament No.84 of 1979 of the Federal Republic of Nigeria. It was originally a University College affiliated to the University of Lagos from 1975 – 1977 before having an independent status as the University of Port Harcourt (1977 to date). Postgraduate studies in the university commenced since 1980 and had progressed astronomically over the years. The University is uniquely located in-between the southern-most part of the West African tropical rain forest, and the northern fringes of wetlands, swamps, rivers and mangrove forests that make the Niger Delta a special tourist attraction. The university is surrounded by rural agrarian and artisanal communities that have been positively impacted by its presence in the area.

The University of Port Harcourt like all public and private universities in Nigeria is accountable to the Federal Ministry of Education through the National Universities Commission (NUC) which regulates all universities in Nigeria. It hosts two African Centres of Excellence – Oilfield Chemical Research (ACE-CEFOR) and Public Health and Toxicological Research (ACE-PUTOR).

The University of Port Harcourt is a member of the Association of Commonwealth Universities (ACU) and collaborates with several government and non-governmental organisations both locally and internationally. “Unique UniPort,” as the institution is popularly known by its many graduates and stakeholders is recognised by the National Universities Commission (NUC) as a campus status with growing academic, residential, social and cultural facilities to support a growing community of Scholars and administrators.

**VISION**

The University of Port Harcourt envisions to be among the best entrepreneurial Universities in the world renowned for its teaching, research, innovation, creativity, productivity, scholarship and entrepreneurship.

**PHILOSOPHY**

The University of Port Harcourt is committed to academic freedom, ethics and integrity, tolerance, probity, equal opportunity, producing competent graduates and respect for cultural diversity.

**MISSION STATEMENT**

The Mission of the University of Port Harcourt is the pursuit of academic excellence, the advancement of knowledge and services through quality teaching, lifelong learning, social inclusion, strengthening of civil society and policy relevant research that address the challenges of contemporary society.

**GOALS AND OBJECTIVES**

**GOAL 1: UNIVERSITY GOVERNANCE/FINANCIAL MANAGEMENT**

- Objective 1: Every unit of the University should be structured to be cost effective and efficient, generate revenue and achieve at least 10% annual improvement
- Objective 2: Broaden the funding sources for the University
- Objective 3: Computerization of the accounting system of the University
- Objective 4: The skill set of people in the University leadership should meet global best practice
- Objective 5: Adherence to procurement guidelines

**GOAL 2: EXCELLENCE IN TEACHING, TRAINING AND RESEARCH**

- Objective 1: Improvement in the quality of teaching, research and learning
- Objective 2: Improvement in the international outlook of the University
- Objective 3: Upgrade of existing library and information technology services in the University
- Objective 4: Making the University a centre of excellence for Niger Delta Studies, Sports, Arts, Petroleum Engineering and Geosciences
- Objective 5: Engage in internationally recognized and locally relevancy research, perfect creativity, innovation, patent, publish and develop products for commercialization and entrepreneurship.

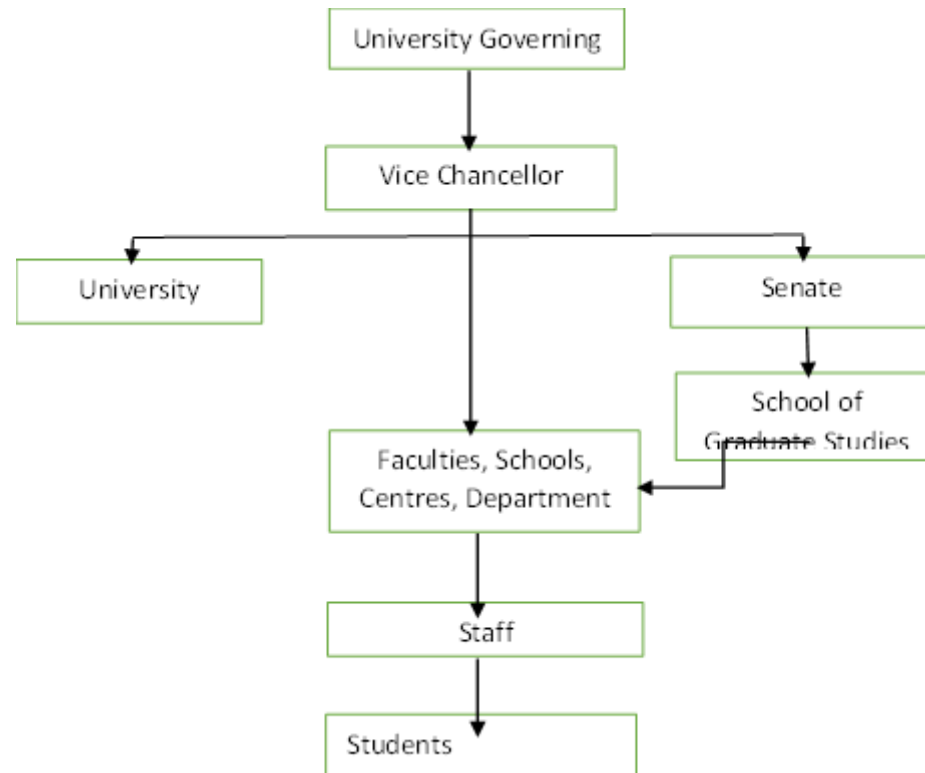
**GOAL 3: UPGRADING OF INFRASTRUCTURE AND UTILITY SERVICES**

- Objective 1: Improvement of the road network and access to all units.
- Objective 2: Water supply for a projected population of 100,000 by 2025
- Objective 3: Provision of uninterrupted power supply using a multi-prong approach including gas, biomass, solar.
- Objective 4: Strengthening and upgrade of safety, waste management and general environmental beautification (including aesthetics, painting/building designs)
- Objective 5: Provision of suitable buildings to accommodate all academic Units
- Objective 6: Improvement of health care and recreational facilities.
- Objective 7: Expansion of student and staff accommodation using various partnership options
- Objective 8: Provision of modern ICT infrastructure
- Objective 9: Provision of adequate resources and logistics to enable units of the university to fulfil their roles

**GOAL 4: STRENGTHENING THE ENGAGEMENT OF THE UNIVERSITY WITH STAKEHOLDERS**

- Objective 1: Building enabling environment and encourage partnership with stakeholders
- Objective 2: Increasing participation of stakeholders in decision making
- Objective 3: Marketing our services and solicit the services of stakeholders and partners through the Technology Park, Art Village, Green Park.
- Objective 4: Engaging national and international standards organizations for ISO Certification of the University of Port Harcourt
- Objective 5: Encouraging the Alumni Association by developing programmes that promote effective networking amongst its members in Nigeria and Diaspora

Academic programmes in the University are domiciled in departments and other academic units such as Centres, Institutes and Schools. These programmes are in various disciplines such as Health Sciences, Physical Sciences, Social Sciences, Biological Sciences, Chemical Sciences, Humanities, Agriculture, ICT, Education, Engineering. The programs include certificate, postgraduate diplomas, masters and PhDs. As of December 2021, there were 31,740 students studying in the 72 undergraduate courses leading to bachelor's degree. There were 2028 masters-level students in the 125 master-level programems as well as 1,013 doctoral candidates in the 106 diverse PhD programmes. The organogram of the institution is shown below:



### Gap Analysis

This gap analysis is an opportunity for your organisation to critically evaluate the degree to which it is likely to meet the ten [Part 1 European standards and guidelines](#). The standard statements are included below but the gap analysis will be more reliable if you conduct it whilst consulting the full standards document where you will find further information about each of the standard statements.

## Instructions

- Consider each of the European Standards below and in each case, enter information into the relevant columns, adding more rows as necessary
- **Current situation:** explain the policies, procedures, systems and approaches that are in place that contribute to the achievement of the standard.
- **Evidence:** What evidence do you have that can demonstrate the standard is met? This can include documents, statistical evidence or links to web pages. You do not have to provide the documentary evidence at this stage.
- **Gap Analysis:** Now reflect on the standard and the evidence you have cited and determine what gaps exist and what actions are needed to address the gaps so that the standard can be fully met.
- **QAA Officers Assessment:** This section will be completed by the two QAA assessors who are working with you. They will evaluate your assessment and their commentary will either verify the institutions assessment or suggest amendments or additions.

At the end of the process, you will have sufficient information to develop an action plan that will help you prepare for a QAA International Review.

Please delete any instructional text that is between square brackets [ ]

### Standard 1.1: Policy for Quality Assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

<b>Current situation</b> (what policies, procedures and systems are in place to meet this standard)	<b>Evidence</b> that can assist in verifying standard is met. (Please supply hyperlinks where possible)	<b>Gap</b> – What actions need to be taken to ensure this standard is met?	<b>QAA Officers Assessment</b> (to be completed by QAA)
There is a quality assurance and quality control policy published since October 2018 with the intendment to highlight the QAQC procedures and operations in the university	<ol style="list-style-type: none"> <li>001 UNIPORT Quality Assurance &amp; Quality Control Policy</li> <li>002 QAQC structure and processes</li> <li>003 QAQC unit report 2020</li> <li>004 QAQC unit report 2015 - 2020</li> </ol>	The QAQC strategy requires the hierarchical structure from the Centre (Vice Chancellor’s Office) to the Faculties, Department and Units. Apart from the provision of a budget line in the University annual budget, other sources of funding. Identified GAP Funding gap of the QAQC unit’s activities	
			[[Press the tab key↹ to add more lines]

<p><b>Further information for this standard</b>          [Please include information not mentioned above that may impact on achievement of this standard. For instance, are there other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]          There are no legal or regulatory constraints on the achievement of this standard          Funding for periodic training of implementors from the central and departmental level and effective monitoring of policy implementation</p>
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### Standard 1.2: Design and approval of programmes

**Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

<b>Current situation</b> (what policies, procedures and systems are in place to meet this standard)	<b>Evidence</b> that can assist in verifying standard is met. (Please supply hyperlinks where possible)	<b>Gap</b> – What actions need to be taken to ensure this standard is met?	<b>QAA Officers Assessment</b> (to be completed by QAA)
Policy and procedures for the design and approval of academic programmes in the University of Port Harcourt. After formal approval by the University, the coordinator of the new programme would now request	<ol style="list-style-type: none"> <li>005 Processes for the design and approval of academic programmes</li> <li>006 Senate approved programmes for PUTOR and SPH</li> </ol>	Approval of new programmes doesn’t demonstrate sufficient resource for the running of the programme	

the Director of Academic Planning to contact the National Universities Commission for Resource Verification.	3. 007 Senate communication of approval for new or revised programmes		
			[Press the tab key <sup>↹</sup> to add more lines]

**Further information for this standard**  
 [Please include information not mentioned above that may impact on achievement of this standard. For instance, are there other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]

There are no legal or regulatory constraints on the achievement of this standard

**Standard 1.3: Student-centred learning, teaching and assessment**

**Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.**

<b>Current situation</b> (what policies, procedures and systems are in place to meet this standard)	<b>Evidence</b> that can verify standard is met.	<b>Gap</b> – What actions need to be taken to ensure this standard is met?	<b>QAA Officers Assessment</b> (to be completed by QAA)
Every programme has a curriculum and ought to be revised every 5 years in line with the NUC regulation. The NUC also revises the benchmark minimum academic standards (BMAS) every five years.	1. 008 General Regulation and Statement of Academic Policy (pp35-40) 2. 009 PUTOR Academic Handbook for PhD Programmes (pp 111 – 123)	Students' involvement is minimal and ought to be improved. Many curricula in the University have not been revised in the last five years. Students' feedback and active engagement should form part of the revision process	
			[Press the tab key <sup>↹</sup> to add more lines]

**Further information for this standard**  
 [Please include information not mentioned above that may impact on achievement of this standard. For instance, are there other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]

There are no legal or regulatory constraints on the achievement of this standard

**Standard 1.4: Student admission, progression, recognition and certification**

**Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.**

<b>Current situation</b> (what policies, procedures and systems are in place to meet this standard)	<b>Evidence</b> that can assist in verifying standard is met. (Please supply hyperlinks where possible)	<b>Gap</b> – What actions need to be taken to ensure this standard is met?	<b>QAA Officers Assessment</b> (to be completed by QAA)
General academic guidance for the university of Port Harcourt which is implemented by all departments and units of the University. Every programme in the department and faculties has a handbook.	<ol style="list-style-type: none"> <li>1. 008 General Regulation and Statement of Academic Policy</li> <li>2. 009 PUTOR Academic Handbook for PhD Programmes</li> <li>3. 010 Approved CGPAs for Graduate Admissions</li> <li>4. 011 Examination Policy</li> </ol>	Some handbooks are not in electronic format and all students' records should be digitised.	
			[Press the tab key <sup>↹</sup> to add more lines]

**Further information for this standard**  
 [Please include information not mentioned above that may impact on achievement of this standard. For instance, are there other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]  
 There are no legal or regulatory constraints on the achievement of this standard

### Standard 1.5: Teaching staff

**Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.**

<b>Current situation</b> (what policies, procedures and systems are in place to meet this standard)	<b>Evidence</b> that can assist in verifying standard is met. (Please supply hyperlinks where possible)	<b>Gap</b> – What actions need to be taken to ensure this standard is met?	<b>QAA Officers Assessment</b> (to be completed by QAA)
Policy on advert, recruitment, deployment and training of staff. Career structure for non-teaching staff	012 UNIPORT Guidelines for the Appointment & Promotion of Academic Staff	Some of the contents of the guidelines are outdated e.g., non-teaching staff are required five cognate experiences from a tertiary institution and appraisal of academic staff does not support multi-authorship and collaborations with other academics	
			[Press the tab key <sup>↹</sup> to add more lines]

**Further information for this standard**

[Please include information not mentioned above that may impact on achievement of this standard. For instance, are there any other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]

There are no legal or regulatory constraints on the achievement of this standard

**Standard 1.6: Learning resources and student support**

**Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.**

<u>Current situation</u> (what policies, procedures and systems are in place to meet this standard)	<u>Evidence</u> that can verify standard is met.	<u>Gap</u> – What actions need to be taken to ensure this standard is met?	<u>QAA Officers Assessment</u> (to be completed by QAA)
Budgetary provision from the Federal Government and special intervention Agencies such as Tertiary Education Trust Fund (Tetfund), Federal Government National Economic Enhancement and Development Strategy; royalties from patents and copyrights, research grants and Fellowships; contract research/consultancy services. The Dean of Student Affairs takes care of the need to students. Guidance and Counselling Unit provides support for students	<ol style="list-style-type: none"> <li>1. 013 UNIPORT Financial Statement 2016 – 2018</li> <li>2. 014 UNIPORT Budget 2021 – 2022</li> <li>3. 015 ACE IMPACT Funding</li> <li>4. 016 PUTOR Policy on Student Scholarship and Staff Incentive</li> </ol>	Funding is never adequate and the need for sustainable financing of the university. Harmonization of the various student support systems in the university	
			[Press the tab key to add more lines]

**Further information for this standard**

[Please include information not mentioned above that may impact on achievement of this standard. For instance, are there any other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]

There are no legal or regulatory constraints on the achievement of this standard

**Standard 1.7: Information management**

**Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.**

<u>Current situation</u> (what policies, procedures and systems are in place to meet this standard)	<u>Evidence</u> that can assist in verifying standard is met. (Please supply hyperlinks where possible)	<u>Gap</u> – What actions need to be taken to ensure this standard is met?	<u>QAA Officers Assessment</u> (to be completed by QAA)



Established processes for receiving feedback from internal and external stakeholders eg course evaluation by students, complaints/suggestions from other stakeholders using grievance redress portal or feedback boxes	<ol style="list-style-type: none"> <li>1. 016 UNIPORT QAQC Course Evaluation Form</li> <li>2. 017 UNIPORT QAQC Course Evaluation Report</li> <li>3. 018 University-wide QAQC Membership</li> <li>4. 009 PUTOR Academic Handbook for PhD Programmes (pp 111 – 123)</li> </ol>	Students' course evaluation is still not universal	
			[Press the tab key <sup>↵</sup> to add more lines]

**Further information for this standard**  
 [Please include information not mentioned above that may impact on achievement of this standard. For instance, are there other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]

There are no legal or regulatory constraints on the achievement of this standard

**Standard 1.8: Public information**

**Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.**

<b>Current situation</b> (what policies, procedures and systems are in place to meet this standard)	<b>Evidence</b> that can assist in verifying standard is met. (Please supply hyperlinks where possible)	<b>Gap</b> – What actions need to be taken to ensure this standard is met?	<b>QAA Officers Assessment</b> (to be completed by QAA)
All activities of the university are published in the university websites – <a href="http://www.uniport.edu.ng">www.uniport.edu.ng</a> And that of the centres such ACE-PUTOR ( <a href="http://www.aceputoruniport.edu.ng">www.aceputoruniport.edu.ng</a> )	Publications - <a href="https://www.uniport.edu.ng/publications/pub1/journals.html">https://www.uniport.edu.ng/publications/pub1/journals.html</a> UNIPORT Weekly - <a href="https://www.uniport.edu.ng/publications/pub1/weekly.html">https://www.uniport.edu.ng/publications/pub1/weekly.html</a> Inaugural Lecture Series - <a href="https://www.uniport.edu.ng/publications/pub1/inaugural.html">https://www.uniport.edu.ng/publications/pub1/inaugural.html</a> Valedictory Lecture Series - <a href="https://www.uniport.edu.ng/publications/valedictory.html">https://www.uniport.edu.ng/publications/valedictory.html</a> Professional Chairs - <a href="https://www.uniport.edu.ng/2015-06-06-18-33-35/professorialchair.html">https://www.uniport.edu.ng/2015-06-06-18-33-35/professorialchair.html</a> Departmental Students Handbook - <a href="http://oer.uniport.edu.ng/index.php/courseware/all">http://oer.uniport.edu.ng/index.php/courseware/all</a> Academic Staff Directory - <a href="https://www.uniport.edu.ng/resources/staff-profile.html">https://www.uniport.edu.ng/resources/staff-profile.html</a> Intellectual Property and Technology Transfer Office (IPTTO) - <a href="https://www.uniport.edu.ng/resources/ippto.html">https://www.uniport.edu.ng/resources/ippto.html</a> Events - <a href="https://www.uniport.edu.ng/news/events.html">https://www.uniport.edu.ng/news/events.html</a> Quality Assurance and Quality Control/SERVICOM - <a href="https://www.uniport.edu.ng/2015-06-06-18-33-35/quality-assurance-quality-control-servicom-units.html">https://www.uniport.edu.ng/2015-06-06-18-33-35/quality-assurance-quality-control-servicom-units.html</a>	Revision of the intellectual properties policy and other guidelines in the university to reflect current realities	

	<p>UNIPORT Strategic Research Plan -  <a href="https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fiii%20(Strategic%20Research%20Plan).pdf">https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fiii%20(Strategic%20Research%20Plan).pdf</a></p> <p>UNIPORT Research Management Policy -  <a href="https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fii%20(Research%20Management%20Policy).pdf">https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fii%20(Research%20Management%20Policy).pdf</a></p> <p>UNIPORT Intellectual Property Policy -  <a href="https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fiv%20(Intellectual%20Property%20Policy).pdf">https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fiv%20(Intellectual%20Property%20Policy).pdf</a></p> <p>UNIPORT Standard Operating Procedures for Research Ethics -  <a href="https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fv%20(Standard%20Operating%20Procedures%20Research%20Ethics%20Committee).pdf">https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fv%20(Standard%20Operating%20Procedures%20Research%20Ethics%20Committee).pdf</a></p>		
			[Press the tab key to add more lines]

**Further information for this standard**  
[Please include information not mentioned above that may impact on achievement of this standard. For instance, are there other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]  
The University is currently revising the policies on inaugural lecture and endowments with a bid to strengthening it and making it more relevant to current day realities.  
There are no legal or regulatory constraints on the achievement of this standard

**Standard 1.9: On-going monitoring and periodic review of programmes**

**Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.**

<b>Current situation</b> (what policies, procedures and systems are in place to meet this standard)	<b>Evidence</b> that can assist in verifying standard is met. (Please supply hyperlinks where possible)	<b>Gap</b> – What actions need to be taken to ensure this standard is met?	<b>QAA Officers Assessment</b> (to be completed by QAA)
Programmes are design by academic units and approved through a multi-level process. Review is done following market feedback and evaluation by students	005 Processes for the design and approval of new or revised academic programmes  016 Course evaluation sheet	Statutory regulations on the duration of programme implementation before review. Strengthening the involvement of external stakeholders in this process of designing and implementation of programmes	
			[Press the tab key to add more lines]

**Further information for this standard**

[Please include information not mentioned above that may impact on achievement of this standard. For instance, are there other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]

There are no legal or regulatory constraints on the achievement of this standard

**Standard 1.10: Cyclical external quality assurance**

**Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.**

<b>Current situation</b> (what policies, procedures and systems are in place to meet this standard)	<b>Evidence</b> that can assist in verifying standard is met. (Please supply hyperlinks where possible)	<b>Gap</b> – What actions need to be taken to ensure this standard is met?	<b>QAA Officers Assessment</b> (to be completed by QAA)
External quality assurance for all academic programmes in Nigerian Universities is undertaken by the National Universities Commission who assemble the team of experts to accredit specific undergraduate and postgraduate programmes for 5-year cycle	019 Past accreditation reports of various programmes in the university		
			[Press the tab key <sup>↹</sup> to add more lines]

**Further information for this standard**

[Please include information not mentioned above that may impact on achievement of this standard. For instance, are there other standards that you are expected to meet? Is there any legal or regulatory constraints on the achievement of this standard?]

There are no legal or regulatory constraints on the achievement of this standard

**Institution's Summary Assessment of its ability to meet the 10 Part 1 European Standards and Guidelines (2015)**

The university authority is poised to creating an enabling environment for scholarship. Some of the gaps following local assessment are in the areas of standardisation of student assessment, improving the competence of faculties as some are yet to attain a PhD, ensuring that faculties had conducive offices and amenities to function and securing funding for educational activities in the University; policies to enhancing collaborative and multidisciplinary research; involvement of stakeholder in the design of academic programmes. Much progress has been made and the university hope to close these gaps in the shortest possible time

**QAA Assessment of the Institution's Readiness to Proceed to IQR Review stage**

[To be completed by QAA]