

**IQR for ACE Impact – University of Port Harcourt (UoPH)**

**Request for additional documentation**

**Date requested: 29 April 2022**

**Completed form and additional documentation to be uploaded to the QAA online portal by: (to be discussed)**

Please continue the unique referencing system for each new document submitted, starting from **[001]**). As a point of guidance, where a question about a process is requested either a statement of clarification and/or a policy/document would be helpful.

	<b>Evidence request</b>	<b>Response</b>	<b>Reference</b>
Policy for quality assurance			
1.	A more detailed organogram of the management structure of UoPH.		Dr Ataga
2.	A committee diagram with reporting lines, demonstrating how quality assurance is considered at different levels - departments, schools, colleges, faculties and other organisational units		QAQC
3.	Apart from four documents referred to in the Gap Analysis, is there any other documentation that guides the work of the QAQC? For instance, other policy or process documents; templates for reporting etc  Link to the Quality Assurance policy on the website.		QAQC/ICTC
4.	Copies of the following policies/processes/guidance and links to where these may be available on the website: <ul style="list-style-type: none"> <li>• Academic Integrity (<b>Ataga</b>)</li> <li>• Academic freedom (<b>Adesope</b>)</li> <li>• Sexual Harassment (<b>Youth Centre</b>)</li> </ul>		

	<ul style="list-style-type: none"> <li>• Special need and disabilities of staff and students (Ofurum/Adesope)</li> <li>• Misconduct (examination and academic) – <b>(Ataga)</b></li> <li>• guarding against intolerance and discrimination – <b>(Adesope)</b></li> <li>• partnerships <b>(Exchange and Linkage)</b></li> <li>• assessment and moderation – <b>(Ataga- senate policy)</b></li> <li>• Academic and pastoral support <b>(Ataga – senate policy)</b></li> <li>• Staff performance review (academic and professional services) – <b>Promotional guidelines</b></li> </ul>		
5.	'Regulations Governing Staff Conditions of Service and Manual/Handbook of Administrative Procedures for Registry Staff' – <b>(Ataga)</b>		
6.	Policy on management and review of policy/regulations – <b>(Adesope, univ act)</b>		
<b>Design and approval of programmes</b>			
7.	Is there a guidance document for mapping learning outcomes and objectives against benchmarks and qualifications framework? – <b>(NUC Min)</b>		
8.	A copy of the qualifications framework(s) used in programme design. – <b>(Ataga/Adesope - NUC Min, General regulation &amp; statement of academic policies)</b>		
9.	Examples of benchmark statements used in programme design and NUC accreditation. – <b>(Ataga/Adesope - NUC Min)</b>		
10.	Links for sample programme specifications publicly available. - <b>Ogaji</b>		
<b>Student centred learning, teaching and assessment</b>			
11.	A document which states the institutional approach and expectations regarding student involvement in the development of learning, teaching, and assessment. – <b>(Prof Frank-Peterside – QAQC)</b>		
12.	Formal process are mechanism which <ul style="list-style-type: none"> <li>• encourages and enables students to declare a special need/disability? – <b>(Ataga)</b></li> <li>• guides the university's response to this. – <b>(Ataga)</b></li> </ul>		
13.	Can you provide examples of typical continuous assessment and examination papers? - <b>Ogaji</b>		

Student admission, progression, recognition and assessment		
14.	Is there a formal document that states the university approach to data collection, analysis, reporting, and management? – <b>(Akaranta/DAP/DVC (Acad))</b>	
15.	A copy of the university prospectus – <b>(Ataga for UG/Adesope for PG)</b>	
16.	Why are resit examinations not permitted? What are the options for students who fail an examination in a core module? – <b>(Prof Akaranta)</b>	Not in tandem with credit system. However, for those not running credit
17.	[010] Approved CGPAs for admissions document: it is not clear why this document has been included. Can you provide a brief explanation of the purpose of including it? <b>(Ogaji)</b>	CGPA is not used for undergraduate (transfer) but postgraduate admission
Teaching staff		
18.	How do you monitor and evaluate the diversity of your teaching (and other staff)? <b>(QAQC, federal character)</b>  Do you have any policies to recruit from underrepresented groups within your existing staff profile? <b>(QAQC, federal character)</b>	
19.	How does UoPH support subject-based research and pedagogic research? How is impact on teaching and student achievement measured, monitored and evaluated? <b>(DVC-R&amp;D)</b>	
20.	How do you monitor engagement of staff with CPD and do you set requirements through e.g. annual performance reviews for future CPD for individual staff/groups of staff? – <b>(Mrs Tamuno)</b>	
21.	Do you have an approach to the identification of good teaching/assessment practice and its dissemination? <b>QAQC</b>	
Learning resources and student support		
22.	Do you have a strategy and/or policy for financial investment in the university and learning resources and student support? How do you determine need for, and allocation of, funding across the UoPH? - <b>Bursar</b>	
23.	[016] states: “ <i>Regular interactions between alumni and current students would also be arranged as this would provide additional support and social integration for the students especially the foreign students</i> ”. Can you provide some examples and any feedback from participants? Do you have	

	a programme for future interactions? – (Prof Onyiasor, University Advancement)		
24.	How do you monitor use of the learning resources e.g. libraries, eLearning system, by staff and students? How do you monitor and evaluate their effectiveness? – <b>(Librarian)</b>		
25.	What training and support do you provide to academic advisers and how do you collect and use feedback on their role and advice given to students? – <b>(Adesope)</b>		
Information management			
26.	[017] Please provide a brief narrative to explain the data presented –( <b>QAQC</b> )		
27.	What is UoPH policy and approach to course evaluation and how are the results used in monitoring and evaluation and making changes to courses and other aspects? – <b>(QAQC)</b>		
28.	What data does UoPH use to assess its performance? What key Performance Indicators do you set, or are set by others? – <b>(Adesope)</b>  Can you provide evidence about the KPIs, data and UoPH performance against the KPIs? - <b>(Adesope)</b>		
Public information			
29.	Can you provide examples of information about student accommodation, fees/living costs, access to bursaries, qualifications to be awarded, potential graduate destinations and other salient information for prospective students? – <b>(Bursar/DSA)</b>		
30.	What policies and processes do you have to ensure regular and timely systematic review and amendment of public information? <b>(PRO)</b>		
31.	What are the lines of responsibility for accuracy of public information e.g. who has ultimate responsibility for the university for oversight? <b>(PRO)</b>		
On-going monitoring and periodic review of programmes			
32.	Could we see examples of Programme review reports and associated action plans? <b>(Adesope/DAP/Provost/Deans)</b>		
Cyclical external quality assurance			

33.	<p>How do you monitor and evaluate recommendations for improvement identified within NUC accreditation reports?</p> <p>Are there examples of action plans? – <b>(Prof Abu (University-wide accreditation committee))</b></p>		
34.	<p>How widely are external examiners used across the university and what factors determine their appointment to particular programmes of study/subjects etc? What policies do you have in relation to external examiners? – <b>(Ataga/Adesope)</b></p>		