

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.

	Evidence requests	Response	Reference
	Policy for quality assurance		
1.	A more detailed organogram of the management structure of UoPH.	The detailed organogram of the management structure of UoPH is attached	See attachment...
2.	A committee diagram with reporting lines, demonstrating how quality assurance is considered at different levels - departments, schools, colleges, faculties and other organisational units	The UoPH QAQC Organogram showing how quality assurance is considered at different level is provided	See attachment
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.	SERVICOM is the Nigerian equivalent of QAQC. The SERVICOM documents are used in the performance of QAQC duties/functions	Quality Assurance and Quality Control/SERVICOM - https://www.uniport.edu.ng/2015-06-06-18-33-35/quality-assurance-quality-control-servicom-units.html See attachment
4.	Copies of the following policies/processes/guidance and links to where these may be available on the website: Academic Integrity (Ataga)		

	Evidence requests	Response	Reference
	Academic freedom (Adesope)	Academic freedom: See National Policy on Education, 2014 Section 5 (Tertiary Education), see paragraph 5 (Page 41)	See attachment
	Sexual Harassment	The UoPH Policy on Sexual Harassment is provided	See attachment...
	Special need and disabilities of staff and students	Special needs and disabilities and discrimination (See Section 19 of UNIPORT ACT)	UNIPORT ACT in attachment ...
	Misconduct (examination and academic)	Section 24 on page 37 of the General Regulations and Statements of Academic Policies	General Regulations and Statements of Academic Policies in attachment 008
	Guarding against intolerance and discrimination	Section 19 of the Federal Act establishing the University of Port Harcourt Guiding against intolerance and discrimination (See Section 19 of UNIPORT ACT)	http://lawsofnigeria.placng.org/vie w2.php?sn=541
	Partnerships (Exchange and Linkage)		
	Assessment and moderation	Available in sections 19 to 23 of the UoPH General Regulations and Statements of Academic Policies	General Regulations and Statements of Academic Policies in attachment 008
	Academic and pastoral support	Available in sections 10 on page 16 of the UoPH General Regulations and Statements of Academic Policies	General Regulations and Statements of Academic Policies in attachment 008
	Staff performance review (academic and professional services)	Appendix II to VI (pgs 40 – 74) of the UoPH Regulations Governing Staff Conditions of Service Also, see UoPH guideline for appointment and promotion of academic staff	Attachment Attachment 012
5.	'Regulations Governing Staff Conditions of Service and Manual/Handbook of Administrative Procedures for Registry Staff'	UoPH Regulations Governing Staff Conditions of Service	Attachment ...
6.	Policy on management and review of policy/regulations	Policy on management (See Research Management Policy) and UNIPORT ACT. A Compendium of Major Decisions of Senate is often undertaken and sent to all stakeholders as part of the management of policy/regulations in the university	Attachment ... Attachment ...
Design and approval of programmes			
7.	Is there a guidance document for mapping learning outcomes and objectives against benchmarks and qualifications framework?	Yes, this is contained in the National Universities Commission's Benchmark Minimum Academic Standards (NUC BMAS) for Undergraduate and Postgraduate Programmes in Nigeria	See attachment See attachment

	Evidence requests	Response	Reference
8.	A copy of the qualifications framework(s) used in programme design.	Contained in the National Policy on Education	See attachment
9.	Examples of benchmark statements used in programme design and NUC accreditation.	This is provided by the National Universities Commission's Benchmark Minimum Academic Standards (BMAS)	NUC BMAS for Medical and Health Sciences in attachment ... NUC BMAS for Medicine and Dentistry in attachment ...
10.	Links for sample programme specifications publicly available.	Link to departmental students' handbooks	http://oer.uniport.edu.ng/index.php/courseware/all
Student centred learning, teaching and assessment			
11.	A document which states the institutional approach and expectations regarding student involvement in the development of learning, teaching, and assessment. – (Prof Frank-Peterside – QAQC)	The University's General Regulations and Statement of Academic Policies" has sections that deal with student learning, teaching and assessment. Going by that policy the regular continuous assessments and semester examinations are used in assessing students learning and staff teaching. While students are expected to make a minimum of 75% attendance to be qualified to write exams, there is however, minimal emphasis on the involvement of students in the development of learning, teaching and assessment	See attachment 008
12.	Formal process are mechanism which <ul style="list-style-type: none"> encourages and enables students to declare a special need/disability? – (Ataga) guides the university's response to this. – (Ataga) 		
13.	Can you provide examples of typical continuous assessment and examination papers?	An example of continuous assessment and examination paper in a particular course is provide	See attachment ...
Student admission, progression, recognition and assessment			
14.	Is there a formal document that states the university approach to data collection, analysis, reporting, and management?	All information about students' admission at the undergraduate level are in the Joint Admission and Matriculation Board (JAMB) brochure. Admissions into undergraduate Programmes in Nigerian Universities are conducted/controlled by JAMB. All information about students' progression, recognition and assessment are in the Students' Academic Programme Brochure. Each student has the academic programme handbook relevant to the degree programme he/she was offered admission.	See link - https://academicful.com/jamb-brochure-pdf/ See attachment 009

	Evidence requests	Response	Reference
15.	A copy of the university prospectus	At the undergraduate level, the prospectus is the Faculty & Departmental handbooks. At the post graduate level, the SGS brochure is readily available, and each student owns a copy. Graduates' programmes administered in all units of the University are contained in the prospectus of the School of Graduate Studies	Prospectus of the School of Graduate Studies in attachment
16.	Why are resit examinations not permitted? What are the options for students who fail an examination in a core module?	<p>Not in tandem with credit system. However, resit is applicable for those not running credit. In 2012, the National Universities Commission (NUC), the body charged with the responsibility of monitoring the activities of universities in Nigeria, prohibited the conduct of resit examinations in the Nigerian University System. Resit examination contradicts the Course Credit System in operation in Nigerian Universities, which has no provision for resit or supplementary examinations.</p> <p>" For the avoidance of doubt, the Course Credit System provides that courses should be taken on semester basis and a course failed in one semester should be carried over to the following year and to be re - taken at the next available opportunity " (NUC, 2012). All core modules must be passed before a student will be allowed to graduate. There is a specified number of Credit Units required for graduation in each programme.</p>	
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?	CGPA is one of the criteria for postgraduate admissions but not for undergraduate Programmes. It is also useful in determining the progression of students and class of degree to be awarded at the point of graduation. A student may be withdrawn from his/her programme if the CGPA is very low. See sections 15 to 17 on pages 22 to 28 of the UoPH General Regulations and Statements of Academic Policies	Attachment ...
Teaching staff			
18.	<p>How do you monitor and evaluate the diversity of your teaching (and other) staff?</p> <p>Do you have any policies to recruit from underrepresented groups within your existing staff profile?</p>	<p>To achieve and monitor the diversity in staff employment we abide by the guidelines enshrined in the following documents:</p> <ol style="list-style-type: none"> 1. Federal Character policy 2. Career Structure of University of Port Harcourt 3. Regulations Governing Staff Condition of Service 	<p>See Federal Character policy in attachment ...</p> <p>Career Structure of UoPH in attachment ...</p> <p>Regulation governing staff condition of service in attachment....</p>
19.	How does UoPH support subject-based research and pedagogic research?	<p>The UoPH supports subject based research and pedagogic research in a number of ways.</p> <ol style="list-style-type: none"> 1. For a long time when funds were available the University of Port Harcourt had a Senate Research Grant available to support academic staff with subject research but as 	

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	How is impact on teaching and student achievement measured, monitored and evaluated?	<p>funds dried up this is not available at the moment. There are however plans to revive it.</p> <ol style="list-style-type: none"> 2. The office of the Deputy Vice-Chancellor Research and Development (DVC R&D) encourages individual lecturers to apply for an Institution-based research (IBR) grant that is funded by the Tertiary Education Trust Fund (TETFund). Lecturers submit proposals that are vetted and assessed by a University Research Committee headed by the DVC R&D. Successful applications are recommended to the Vice Chancellor, who upon his approval, forwards the recommended submissions to TETFund who have their own vetting and assessment. Upon completion of that process. TETFund sends back to the Vice Chancellor, a list of approved applications, grant value and duration of study. The University then disburses the funds as approved by the Fund. 3. The University has several endowed Professorial Chairs in several subjects including endemic diseases such as Malaria. We have for instance, The Sylvanus JS Cookey Professor of Malaria Studies, The Emmanuel Egbogah Chair of Petroleum Engineering and very recently the Nigeria Communications Commission Chair of Information Technology Engineering. The funds endowed in these chairs are used to fund research activity in these subjects. 4. The University also fosters collaboration with other universities and international faculty to promote subject research and the placement of fresh PhD graduates and young researchers in Postdoctoral fellowships across the world. <p>The impact of teaching and subject achievement is measured by students' performance in the subject and the number and quality of publications in the subject. The University keeps track how many graduates qualify with First Class and other degrees in the various subjects, where these students end up either as employees or postgraduate students and it is evaluated by employers' feedback and ranking bodies.</p>	
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?	<p>CPDs are obtained through attendance in training sessions organised within and outside the UoPH. Professional staff are required to attain an approved units of CPDs annually before renewal of their professional license. The UoPH also requires staff to provide evidence of participation in CPDs during annual appraisal exercise. This is contained in Page 51 of the UoPH Regulations Governing Staff Condition of Service. There is also provision for research leave (section 5.3 on page 23) and study leave (section 5.5 on page 25), sabbatical leave (section 5.6 on page 26) of the UoPH Regulations Governing Staff Condition of Service</p>	UoPH Regulations Governing Staff Condition of Service in attachment

	Evidence requests	Response	Reference
21.	Do you have an approach to the identification of good teaching/assessment practice and its dissemination?	Yes. Direct monitoring of classes and soliciting feedbacks from students through various channels.	
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? - Bursar		
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 Onyeasor, 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? – (Librarian)		http://library.uniport.edu.ng/
25.	What training and support do you provide to academic advisers and how to you collect and use feedback on their role and advice given to students?	Training and support provided for Academic advisers include: Training provided to Academic Advisers by the Academic Unit and the degree Results Verification Committee of the University. Training workshop is on computation of results,	See Section 8 (Criteria for graduating students) and Section 10 (Academic Advisers)

	Evidence requests	Response	Reference
		<p>producing student’s semester and sessional results spreadsheet, degree results, probation, inter and intra faculty transfers.</p> <p>As for the Feedback, the Advisers invite students whose academic performance is observed to be low from their records and guide them on how to study and join reading teams to help improve their performance, they also encourage them to bond with students who are in good academic standing. They further advise those whose performance is occasioned by finance not to be involved in negative vices but to embrace God to have peace. They generally provide guidance and counselling services.</p> <p>The SGS organized a Retreat for Heads of Department, Chairman of Graduate Studies Committees who served as Academic Advisers to Graduate students.</p> <p>There was a Ramp up training of the Doctoral Academy of Nigeria by the SGS to all those who advise graduate students from the rank of Senior Lecturer.</p>	<p>of General Regulations and Statement of Academic Policies in attachment</p>
Information management			
26.	[017] Please provide a brief narrative to explain the data presented	The data shows a summary of scores from the course evaluation for courses taken by individual lecturers from which a mean score is derived.	
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?	<p>Course evaluation is mandatory in the university.</p> <p>The course evaluation processes are presently being migrated online from the manual process (distributing and retrieving of forms evaluation forms to students).</p> <p>The results from the evaluation (the mean score for individual lecturer and comments from students) indicate if set standard are being met or not. Where performance of any lecturer falls below standard, he/she is advised accordingly. Also, Students comments give feedback to their level of satisfaction or dissatisfaction. The reason for the dissatisfaction is addressed promptly.</p>	
28.	What data does UoPH use to assess its performance? What key Performance Indicators do you set, or are set by others?	What data does UoPH use to assess performance: Association of Commonwealth Universities Benchmark (ACU Measures) attached Patents obtained by staff.	See ACU Salary and benefits survey as attachment

	Evidence requests	Response	Reference
	Can you provide evidence about the KPIs, data and UoPH performance against the KPIs?	In addition to ACU Benchmarking, and patents, Research influence is also used in terms of grants attracted into the University, Fellowships and post-doctoral activities, other academic and research Awards won by staff	
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? – (Bursar/DSA)		
30.	What policies and processes do you have to ensure regular and timely systematic review and amendment of public information? (PRO)		Featured news - https://www.uniport.edu.ng/news/featured.html UNIPORT Weekly - https://www.uniport.edu.ng/publications/pub1/weekly.html Latest events - https://www.uniport.edu.ng/news/latestnews.html
31.	What are the lines of responsibility for accuracy of public information e.g. who has ultimate responsibility for the university for oversight? (PRO)		
On-going monitoring and periodic review of programmes			
32.	Could we see examples of Programme review reports and associated action plans? (Adeso/DAP/Provost/Deans)	Programme review reports of submitted as minutes of the New Programme Committee created to review all old and new programmes in the University	Sample minutes/report in attachment
Cyclical external quality assurance			

	Evidence requests	Response	Reference
33.	<p>How do you monitor and evaluate recommendations for improvement identified within NUC accreditation reports? Are there examples of action plans?</p>	<p>The reports of programme accreditation by NUC are usually categorized as follows:</p> <ul style="list-style-type: none"> * Full Accreditation * Interim Accreditation * Denied Accreditation <p>An academic programme with full accreditation status will be subjected to re - accreditation after a period of 5 years. Within the five years, the University Management, through the University Accreditation Committee works with the Departmental Accreditation Committee to ensure that the programme accredited five years ago gets re - accredited.</p> <p>An academic programme with Interim accreditation status is usually subjected to another accreditation exercise after two years. Within the two years, the University Accreditation Committee works with the Departmental Accreditation Committee to ensure that all the observations/ recommendations made by the NUC accreditation team two years ago are fully addressed. If such a programme gets a second Interim accreditation, that translates to denial of accreditation for that Programme.</p> <p>The Departmental Accreditation Committee of an academic programme with Denied Accreditation status works with the University Accreditation Committee to address all the issues that led to the denial of accreditation. A mock accreditation exercise is usually organized by the University Accreditation Committee for all accreditation or re - accreditation exercise to ensure that any academic programme is ready undergo NUC accreditation.</p> <p>The accreditation of a programme with Denied Accreditation status is usually within a year of the last accreditation. This is to ensure that the Programme does not skip more than a year in admitting fresh students into the programme.</p> <p>The action plan for accreditation exercise in the University of Port Harcourt entails that the University Accreditation Committee is always at work because there will always be programme(s) to be accredited or re - accredited.</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</p>	<p>External Examiners are used in all the various Departments and Programmes: See Section 21 on page 35 (External moderation of degree Examination: An External Examiner, who shall normally be of the rank of a Professor, shall be nominated by the Departmental Board and approved by Senate (See page 35, Section 21.1 of Academic Policy attached). External are nominated by the Departmental Boards or</p>	<p>General Regulations and Statement of Academic Policies in attachment</p>

	Evidence requests	Response	Reference
	<p>you have in relation to external examiners?</p>	<p>programme coordinating units based on their competence and approved by the Senate for a non-renewable tenure of 2 years.</p> <p>The University of Port Harcourt appoints at least one external examiner for each degree earning programme at both undergraduate and postgraduate levels.</p> <p>External examiners are usually drawn from other universities in the country and in some cases, particularly at the graduate level, from in sub - Saharan Africa.</p> <p>The appointment of an external examiner is usually considered and approved by the University Senate based on the recommendations of the Departmental Board of Studies, through the Board to Senate. An appointment of external examiner is usually for a maximum of two years. The CV of the Academic Staff to be considered for appointment as an external examiner is usually attached to the request for such appointment. For a graduate programme, the external examiner must be in the area of the degree to be awarded.</p>	