QUALITY ASSURANCE POLICY

QUALITY ASSURANCE AND PLANNING UNIT

OFFICE OF THE PRO-VICE CHANCELLOR

2016

LIST OF ACRONYMS

AB	Academic Board
ACQSDC	Academic, Curriculum Quality and Staff Development Committee
DB	Department Board
DPRC	Departmental Programme Review Committee
HODs	Head of Departments
HR	Human Resources
HRD	Human Resources Development
ICT	Information Communication Technology
LMS	Learning Management System
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
QA	Quality Assurance
QAP	Quality Assurance Policy
QAPU	Quality Assurance and Planning Unit
QAUs	Quality Assurance Units
SB	School Board
S/DB	School and Departmental Board
SWOT	Strengths, Weaknesses, Opportunities and Threats
UENR	University of Energy and Natural Resources
UNESCO	United Nations Educational Social and Cultural Organisation
WAEC	West Africa Examination Council

EXECUTIVE SUMMARY

Quality graduates are needed to propel the development agenda of every nation. These graduates are produced from higher educational institutions. Globally, quality assurance is an essential part of higher institutions of learning. This is because higher institutions of learning face enormous challenges in terms of finances, increasing numbers of students and imparting state of the art knowledge, skills and abilities to students. Notwithstanding the challenges, quality graduates and high standards of integrity in higher institutions of learning are very relevant issues today more than ever. It is therefore imperative that providers of higher education develop and implement acceptable standards to assure quality in order to meet the needs and aspirations of today's dynamic and competitive world. Against this background, tertiary educational institutions, therefore, need Quality Assurance Policies (QAPs) to ensure the satisfaction of all stakeholders and the continuous improvement of services they provide.

The Quality Assurance Policy of the University of Energy and Natural Resources aims at building and improving the quality of teaching, learning, research and any other services provided by the University. The Policy shall form the basis of all other policies of the University. The Policy is expected to build and improve upon the processes, procedures and standards of operation of the University as a whole and it shall depend on the input of every staff to implement it successfully.

The Policy is also expected to direct the University to train and produce quality graduates while meeting the expectations of all its major stakeholders (Government, Private sectors, Civil society, Internal and External partners, Employers, Management, Staff, Parents, Alumni, etc.). The Policy is also expected to build and improve structures in the University that ensure accountability and transparency in the education delivery process through the participation of all our stakeholders to bring about the realization of the vision and mission of the University.

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CHAPTER ONE

BACKGROUND AND CONTEXT

1.0 Introduction

Higher Educational Institutions (HEIs) strive to offer quality programmes in order to contribute meaningfully to national development. Quality Assurance (QA) in higher education is of central importance. Quality graduates are a requisite for propelling the development agenda of every nation. These graduates are produced from higher educational institutions. It is imperative that providers of higher education develop and implement internationally and nationally acceptable standards to assure quality that meet the needs and aspirations of today's dynamic and competitive world. This requires that HEIs put in place robust Quality Assurance Policies (QAPs) to guide the realisation of these standards as well as to guarantee the continuous improvement of services to satisfy all stakeholders.

The University of Energy and Natural Resources is mandated to train graduates with the requisite skills to contribute to the alleviation of the numerous energy and natural resources challenges confronting the country. In achieving this, and of becoming 'a world class institution for generating, advancing and applying knowledge in energy and natural resource sciences", the University Management has identified Quality Assurance as critical. This Policy provides the framework for the University on assuring and maintaining quality in all areas of its operation. The Quality Assurance and Planning Unit set up by Statute 22 of the University Statutes is obliged to manage and implement this Policy with the core aim of systematically and continuously designing measures and mechanisms to improve the quality of teaching, research and service delivery in all areas of University's operation.

The Policy is divided into four sections. The first Section presents the background and context of the Policy. It outlines the events that led to the establishment of the University, its vision and mission and the governance structure among other things. The second Section discusses the Quality Assurance Policy. The scope of the Policy in terms of policy assumptions and objectives are discussed. Section three outlines the total quality management procedure, processes and mechanisms in the University. It outlines the ways quality assurance processes would be managed at all levels of the University. Section four discusses the responsibilities of stakeholders tasked with the management of quality at the various levels of the University.

CHAPTER TWO
MANAGING QUALITY

2.0 The Quality Assurance Policy

The Quality Assurance Policy provides the overall framework that guides quality strategies. It has the overall goal of building and improving the quality of teaching, learning, research and other services provided by the University. Assuring quality shall be the collective responsibility of the entire University including the Directorates, Offices, and Units, the Schools, Departments as well as the staff and students working within the context of a set of practices, policies, regulations and norms that constitute the culture of the governance structure of the University.

2.1 Policy Assumptions

The University's Statutes clearly states the rules and regulations that govern the Institution. It provides that policies shall regularly be formulated to guide the operations of the University. The Quality Assurance Policy shall guide the effective monitoring of and in evaluating standards towards the realization of the vision and mission of the University. This QA Policy provides the general framework for all the other policies such as the Research Policy, the Teaching and Learning Policy, the Ethics Policy, the Gender Policy, the Information, Communication and Technology (ICT) Policy.

2.2 Policy Objectives

The University's commitment to the provision of quality educational experience is deep rooted in its vision and mission. On this premise, the Policy aims to:

i. develop and improve institutional commitment to the enhancement of a quality student experience;
ii. develop and integrate measures that reinforce the philosophy and the practice of quality assurance;
iii. guarantee that standards of awards are appropriate as well as the requirements of academic infrastructure and other external benchmarks are of acceptable quality;
iv. provide accessible and adequate infrastructure for managing quality assurance at all levels and for disseminating good practice, including ensuring that all staff are familiar with the University's quality assurance procedures and mechanisms; and
v. satisfy stakeholders by ensuring that services provided are of the highest possible quality.

2.3 Policy Scope

The Policy shall apply to all aspects of the University's operations including affiliate institutions.

2.4 Staffing of the Quality Assurance and Planning Unit

The Unit shall be headed by someone who holds a postgraduate degree with an adequate knowledge in planning and monitoring. The head is charged with providing leadership and direction to the Unit. The head shall be assisted by the deputy head and other administrative staff. The head of the Unit shall report directly to the Pro-Vice Chancellor, who shall then report to the Vice-Chancellor on all issues bordering quality assurance and planning in the University. The functional areas of the Unit shall comprise Research/Administrative Assistants who possess masters or first degree in Computer Science, Statistics/ Mathematics, Planning, Quality Assurance or any relevant field as illustrated in the organogram in Figure 1.

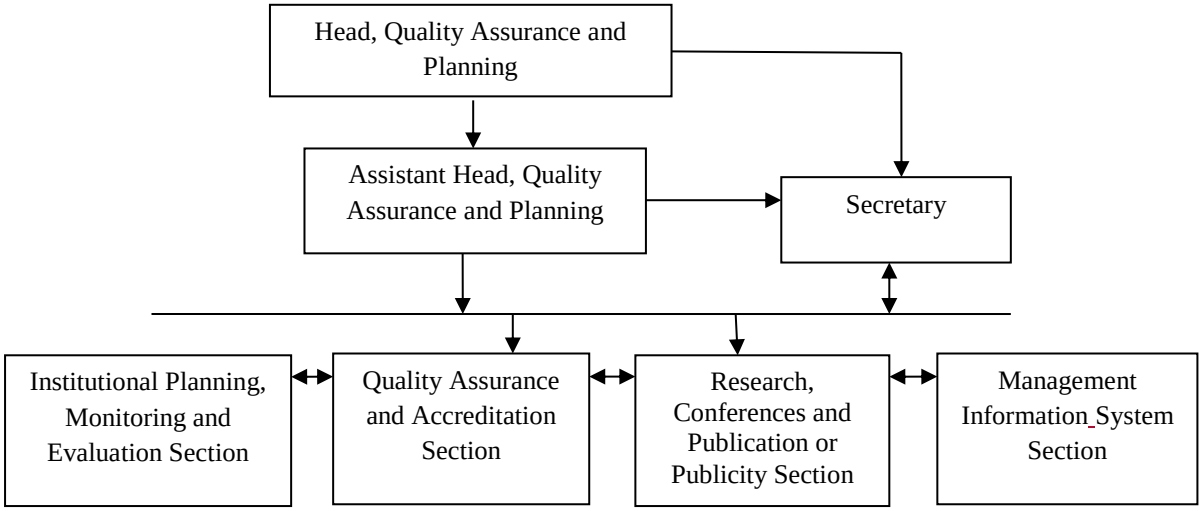


Figure 1: Organogram of the QAPU

2.5 Policy Principles

The Policy shall achieve its quality standards by strictly adhering to set principles such as i) Evidence-based assessment; ii) Internal and external peer review; iii) Timely feedback; iv) Comprehensive coverage in quality evaluations; v) Staff–student partnership; vi) Accreditation; vii) Affiliation; viii) Collaboration and Partnership and ix) Mentoring. The successful implementation of the Policy shall be underpinned by the following principles as discussed in the subsequent subsections.

2.5.1 Evidence-based Assessment

Evidence-based evaluation shall be a critical component in the philosophy of quality assurance in the University. In that respect, the procedures, processes and practices in the University shall be guided by objective criteria, verifiable data and other forms of hard evidence. Evidence-based assessment is crucial to produces results that are based on facts and not on subjective views. This principle adopts tools including SWOT analysis to assess the University as a whole; the core functions of the University (teaching, learning, research and extension) as well as the internal quality assurance system.

2.5.2 Internal and External Peer Review

Internal and external peer reviews shall constitute an essential part of quality assurance in the University. This provides for a collaborative and reciprocal process whereby one or more peer observers assess another's teaching and provide supportive and constructive feedback. Internal peer review shall be one of the major approaches of building and improving quality assurance in the University. Membership of review panels shall include selected staff from within and outside the host department. The size of Review Panels shall be determined by the appropriate Schools and Departmental Boards (S/DB) under the overall direction of the Academic Board (AB). This shall guarantee the adequacy of qualified staff to undertake teaching and research that satisfies the quality standards of the University. Generally, the assessors/observers shall look at:

i. organisation of the subject matter being taught;
ii. communication and expression;
iii. knowledge of instructor on the subject matter;
iv. mode of delivery and teaching skills;
v. adaptability in approaches to teaching; and
vi. relationship with class.

External peer reviews shall provide an independent assessment of standards and quality in the University comprising of, but not limited to:

i. reports critical to the annual monitoring process;
ii. review of events involving external subject expertise; and
iii. reports of professional bodies, industry and alumni.

2.5.3 Timely Feedback

The Policy underscores the relevance of timely feedback. Timely feedback from both students and staff shall therefore be central as well as form a vital component of the Quality Assurance

Strategy. Feedback shall be obtained at all levels: programme and course levels, Schools, Departments and other levels through a variety of mechanisms that shall be implemented by the University. Staff feedback shall be obtained from a number of media including departmental meetings, committees, working groups, evaluations of staff training/development sessions, list of published articles of staff members, local and international workshops and conferences attended by staff, projects initiated and resource mobilization; questionnaires about validation and review of events and consultation exercises about specific projects of the University.

2.5.4 Tracer Studies

The University is committed to continuous improvement of its graduates. Tracer studies shall be conducted on regular intervals (preferably every three years) to ascertain the output of its graduates at their work places or institutions of further studies. Tracer studies shall form part of the feedback mechanism to provide quantitative structural data on employment and career, the attitude of graduates at work and related competencies, and information on the professional orientation and experiences of its graduates. Tracer studies shall inform the University of the following:

i. Biographical data on "where are our graduates now?" This provides information on income, job title, nature of employment, and years of employment. This may also provide data on the kind of work task, the relationship between study and work, and professional values and job satisfaction;
ii. Curriculum planning, development and reform. The University shall conduct tracer studies to gather feedback on the retrospective views of graduates on the education they have received based on their career experiences, the extent to which graduates consider their education and training as wastage or an opportunity as well as the outcomes of curricula aiming to create new types of learning and qualifications to prepare newly emerging occupations and skills;
(iii) Refresher courses/programmes for alumni in the areas of energy and natural resources. This shall provide avenue for gathering more information from alumni on ways to improve quality of programmes for industry and also helps to keep close contact with alumni.

2.5.5 Comprehensive Coverage in Quality Evaluations

The quality assurance strategy shall be comprehensive covering all aspects of the University's operations. The coverage of quality assurance strategy shall include:

i. Vision, mission and core values. This shall ensure that that the University operates within the formulated vision and mission, the formulated goals, aims and the formulated outcomes.
ii. Governance of the University. This shall that the management structure of the University is adequate to manage its affairs.
iii. Human Resources (HR) of the University. The University, as part of its quality strategy shall attach great importance to human resource development by:

a) developing staff development system to enhance the knowledge and skills;
b) Evaluating the effectiveness of staff development programmes;
c) Compiling up-to-date education, experience, training and other essential professional qualifications that are required of teaching and non-teaching staff; and
d) Enhancing the professional ethics of students and staff.

iv. Educational Activities. To ensure quality teaching and learning processes in addition to quality of the curricula, Schools and Departments shall evaluate their programmes and courses through internal and external assessments. The outcomes from these assessments shall be used to determine the general quality of the educational provisions. At the institutional level, systematic and continuous analyses shall be carried on the academic programmes and courses, assessment of teaching, student admissions as well as facilities and infrastructure.

2.5.6 Academic Programmes and Courses

The University shall ensure that all departments have a procedure in place for dealing with student evaluation of courses, which must be communicated to students. Students taking the course should complete a questionnaire prepared and administered by the QAPU. The analysed results shall be sent back to the departments through the Pro Vice-Chancellor. The findings may be communicated to students on recommendations by the Management. The Head of Department shall designate a person or a group for the course under review to confirm that the report provides an appropriate summary of the feedback and response. The process shall be monitored by the appropriate School Board which should ensure that feedback is sought for all courses and programmes on a regular basis.

The Departments shall grant students the chance to provide feedback on timely basis so that problems that arise during a course can be addressed as quickly as possible. In view of this, feedbacks in the form of questionnaire shall be conducted during the first mid-semester examinations. After this, feedback shall be provided to facilitate discussions with the lecturer

or the Head of Department or through the Joint Staff-Student Consultative Committee on how to improve his/her course before the end of the semester. Another assessment shall be conducted at the end of a course for students to provide their opinions on all aspects of the course and the lecturer. In addition, each course shall be reviewed at least once every other year. Departments obliged by professional or accrediting bodies to obtain feedback from students on a more regular basis shall conduct course assessment per the accreditation requirements.

Also, new courses shall be reviewed at the end of their third year. Departments and the QAPU shall ensure that it is clear to all staff and students which module will be reviewed during the academic year. Departments shall evaluate their programmes every five years. Different methods shall be adopted for evaluating teaching by students. The choice of method(s) however, shall depend on the specific circumstances for a particular course. In addition, students may call at a lecturer's office, Academic Advisor, Counsellors' Office, Head of Department or the Departmental Office to discuss problems in person, or drop their written comments in a suggestion box provided by the Department for this purpose. Heads of Departments shall ensure that students have the opportunity to provide feedback on the teaching of courses.

The QAPU shall develop an instrument to assess the level of quality of teaching and learning. Students shall be offered the opportunity to assess their lecturers. The assessment shall be based on six major indicators:

i. course presentation;
ii. staff bearing in class;
iii. mode of delivery;
iv. regularity and punctuality at lectures
v. pedagogy; and
vi. learning environment.

Each of these indicators shall have a set of statements to which students shall respond. The assessment exercise shall be carried out towards the end of the semester before the beginning of the semester's examinations. Student feedback shall be analysed (normally computer-read) and issues raised shall be addressed by the Pro-Vice Chancellor, Deans and Heads of Departments. The assessment process shall be confidential.

In order to achieve the vision and mission of the University, facilities and resources contribute immensely. Infrastructure has a direct bearing on teaching and learning. Considering the role of ICT in modern education, the University shall set up a well equipped ICT centre to provide quality ICT products and services to staff and students. The University shall provide adequate lecture theatres, laboratories and reading rooms. Audio visual aids must also be made available. Equipment must be up-to-date readily available to users and appropriately deployed. A Learning Management System shall be developed to enhance virtual classroom teaching and learning. The Library Management System shall also be deployed to increase the pool of reading materials at the disposal of students and lecturers.

2.6 Staff-Student Partnership

The Quality Assurance Policy of the UENR shall be owned by both staff and students. Therefore, all stakeholders shall work as partners in implementing the Policy. Staff shall be adequately equipped with the necessary job skills to play their part in the partnership. Students shall also be adequately taught to appreciate what the University stands for. The ethics policy and the anti-sexual harassment policy shall help in the creation of an atmosphere where staff-student relationships are enhanced.

2.7 Accreditation

The University shall seek accreditation from the NAB in mounting new programmes as outlined in Appendix 1. The Schools/Departments shall ensure that they have the required staff and adequate facilities for the new programmes under the supervision of the Planning and Resources Committee. The Planning and Resources Committee shall forward the request to the Academic Board for approval. The final approval shall be sought from the NAB and NCTE before the new programme is mounted.

2.8 Affiliation

The University shall validate all foundation degree and honours degree provision at affiliated institutions. The modalities for affiliation shall be outlined in the University's Statutes.

2.9 Collaboration and Partnership

The University shall form partnerships with educational/research institutions and industry involving the delivery of courses and programmes leading to a UENR award. Responsibility for the quality and standards of awards shall remain that of the University's Academic Board and where a joint degree is to be awarded this responsibility shall be shared equally and jointly

with the other awarding body or as specified in such agreements. The University model of partnership shall emphasise linkage at both subject and institution level.

2.10 Mentoring

The UENR shall put in place a comprehensive mentoring programme to ensure the building of personal and reciprocal relationships among Senior Members, Senior Staff and Junior Staff as well as between staff and students.

The mentoring framework of the University shall be reciprocal because mentees shall benefit from mentoring by way of enhanced higher self-confidence, increased morale, increased organisational productivity, self-efficacy, and self-assurance. Mentors shall also benefit through enhanced self-confidence of their capabilities for reflective thinking and communication, as well as personal satisfaction of nurturing and contributing to the discipline and the next generation.

Mentoring procedures in the UENR shall be both formal and informal. The former shall be organized in the workplace where Management shall in a structured manner match mentors to mentees for career development. The latter shall be achieved by providing emotional support and discovery of common interests of mentees in a spontaneous manner. This shall foster cordial relationships between staff and students in an environment where there is healthy interaction and discourse for academic development.

2.11 Research

To strengthen research within the University, there shall be a clear research policy to guide research activities. The research policy shall specify modalities for research in the University, research strategies and the responsibilities of the research unit. This shall be implemented with the aim to instilling quality in research and impact.

CHAPTER THREE
MANAGING TOTAL QUALITY

3.1 Introduction

Managing quality shall be an essential component of the quality assurance process. The management of quality assurance shall be a duty of all staff. For clarity of direction, the following bodies shall spearhead the management of quality in the University.

3.1.1 The University Council

The University Council shall be responsible for determining the strategic direction of the University, implementation and monitoring of its decisions and ensuring the creation and maintenance of an environment that creates equal opportunity for stakeholders regardless of age, disability, ethnicity, religion, social grouping, gender or creed.

3.1.2 Academic Board, School Board and Department Board

The Academic Board shall be vested with the authority and responsibility for authorizing course additions, changes, and delegations. The Academic Board shall also ratify degrees and approve programmes/ courses. The Academic Board shall approve the status of Affiliate Institutions. The Graduate School Board, School/Departmental Boards shall be the first line of due diligence and shall report to the Academic Board in the academic quality assurance process.

3.1.3 Quality Assurance and Planning Unit

The QAPU shall oversee academic quality at all levels, programmes as well as in all affiliate institutions which shall award University of Energy and Natural Resources degrees. In realising this, the QAPU shall:

i. collate statistical data/information on all the activities of the University for policy formulation and decision making;
ii. coordinate internal and external assessment of programmes as well as students' evaluation of staff and programmes for the purposes of policy formulation;
iii. develop a quality assurance policy and benchmarks for assessing quality standards of academic work in the University;
iv. liaise with corporate bodies to evaluate the relevance of programmes for national manpower development;
v. monitor all processes that directly or indirectly impinge the teaching, learning and research environment in the University;

vi. coordinate and monitor the implementation of the University's strategic plan;
vii. monitor and assess the performance of various boards and committees of UENR;
viii. organize seminars, training workshops and conferences on quality standards for employees of the University;
ix. oversee the processing of examination results and the storage of relevant statistical data for determining trends and patterns of academic progress in the University; and
x. undertake any quality assurance related activities that may be determined by Management.

3.1.4 Admissions Board

The assessment of all prospective undergraduate students for admission to the University shall be governed by the Admissions Board. The Admissions Board shall be responsible for the implementation of the admissions policy of the University. The Admissions Board shall ensure that key policies and procedures relating to the requirements for admission of all students are consistent with each other. The Board shall be chaired by the Pro Vice-Chancellor or Deans of the respective Schools and shall include all Heads of Departments or their representatives, and the Registrar or his representative from the Academic Affairs Unit.

3.1.5 School of Research and Graduate Studies

The School of Research and Graduate Studies shall be responsible for graduate admission, programmes and research. The School shall support the expansion and strengthening of graduate programmes in areas that build on strengths of undergraduate programmes, with a unique educational focus for national development to prepare students for viable careers. The procedures that shall govern the operation of the School shall be clearly stated in the Graduate Student Handbook.

3.1.6 Academic Affairs Unit

The Academic Affairs Unit shall be part of the Admissions Unit. The Unit shall among other responsibilities ensure the operation of all admission procedures to all undergraduate programmes at University and have oversight responsibility on the admissions of affiliated institutions. The Unit shall implement the decisions of the Admissions Board. These shall include the validation of student entry qualifications in collaboration with the West African Examinations Council (WAEC) and the observance of admission quotas.

3.2 Quality of Teaching Staff

The Appointments and Promotions Committee and the Human Resources Division of the University shall have the responsibility of ensuring that the quality of staff employed is of the highest calibre. The role of External Assessors shall be central to the proper functioning of the process of appointment.

3.2.1 Appointments and Promotions Board

The Appointments and Promotions Board shall be responsible for ensuring that prospective academic staff is qualified and competent. Teaching staff appointed with a second degree in exceptional circumstances, should register and obtain a PhD or terminal qualification within 5 years of date of employment. Failure to meet this stipulation shall result in sanctions as prescribed in the Conditions of Service. The Board shall clearly exposit promotion processes based on competence, excellence in teaching, research, scholarship, and service for promotion from one rank to the other.

3.2.2 Human Resource and Organisational Development Unit

This Unit shall ensure that staff recruitment and appointment procedures guarantee that all new staff have the required level of competence supported by documentary evidence. All staff shall be given opportunities to develop and extend their teaching and research capacities and shall be encouraged to upgrade their skills. The University shall provide underperforming staff with opportunities to improve their skills to an acceptable level; and shall have the means to remove them from their duties if they continue to demonstrate ineffectiveness and incompetence. This Unit shall also assist the Appointments and Promotions Committee to execute its duties. The Human Resource Management System of the University shall incorporate all human resource management and development practices that conform to national and international best practice. The System shall *inter alia* administer leave management, performance appraisal and management as well as recruitment.

3.2.3 External Assessors

There shall be an independent assessment of standards and quality by peers. These shall form central component of the appointment and promotion process. All validation and reviews shall as much as practicable involve external subject expertise as stated in the University statutes.

3.2.4 Office of the Pro Vice-Chancellor

The Pro Vice-Chancellor shall oversee the implementation, monitoring, evaluation and review of the Quality Assurance Policy. The office shall ensure that adequate resources are in place to support quality teaching, learning and research.

3.3 Examinations and Continuous Assessment

Examinations in the University are an essential component of quality assurance and shall be seen as such by all major stakeholders: Schools, Departments, students and staff. Rules and regulations governing examinations including moderation of questions, students' assessment and examinations grading shall be enforced. Every effort shall be made to guarantee the credibility and integrity of examinations. Departmental Examination Moderation Committees made up of Senior and experienced Members of the teaching staff shall be established in Departments which do not ordinarily hold Departmental meetings for examination moderation. Existing procedures including the system of Chief Invigilators, Invigilators and Invigilating Assistants shall be strengthened and maintained.

It shall be the responsibility of the various Schools and Departments to assure the quality of student assessment using the University's Examinations System. Student assessments shall be expected to:

i. measure the achievement of the intended learning outcomes and other programme objectives;
ii. fit for purpose, whether diagnostic, formative or summative;
iii. subject to administrative verification to ensure accuracy of the procedure;
iv. ensure that assessments are conducted securely in accordance with the University's stated procedures;
v. have clear and published grading/marking criteria;
vi. have clear regulation covering student absence during examinations, illnesses and other mitigating circumstances;
vii. inform students clearly about the assessment strategy being used for the programme, other possible examinations or assessment methods; and
viii. take account of all the possible consequences of examination regulations.

The University encourages the use of continuous assessment (CA) as part of the examination system. As much as possible, all lecturers shall organise continuous assessment to constitute 40 per cent of the total examination mark. Examinations shall constitute 60 percent. Thus, there

shall be a 40:60 continuous assessment-examination policy. Continuous assessment shall include a mixture of quizzes, assignments, field work, presentations, practical, etc.

3.4 Non-Financial Audits

3.4.1 Academic Audits

Auditing shall enable University to identify the shortcomings of internal controls and find measures to address them. The validation process of information obtained through students and staff assessments shall be central for management to take decisive measures.

Apart from the validation exercise by the QAPU, auditing measures shall be embedded in the functions of the various Committees and Boards to ensure academic quality in the University. External Moderators or Examiners shall be recruited with the responsibility to ensure questions are standardized and to vet and validate examination results before they are approved by the Academic Board. The Audit Team shall ensure that:

i. discrepancies identified are meticulously rectified before the final results are presented to the Academic Board.
ii. redeemed trails are properly accounted for with evidence;
iii. regulations regarding examinations are properly interpreted and implemented; and
iv. spelling of names, index (examination) numbers and arrangement of names are accurate and marks awarded are authentic;
v. students do not register below the minimum credit hours or above the maximum credit hours in a semester;
vi. the results are in conformity with the format stipulated by the Academic Board; and
vii. withdrawn students are not accidentally reinstated by Departments.

3.4.2 Non-Academic Audits

Non-academic auditing shall be conducted in the internal control mechanisms of the University to ensure that statutory procedures are adhered. The Finance Office, Procurement Office and Internal Audit Department shall be mandated to ensure quality in financial transactions and procurement of goods and services. The Internal Audit Department shall ensure that the rules and regulations concerning financial transactions and procurement are strictly followed to avoid any financial misappropriation. The QAPU shall also coordinate the assessment of administrative and managerial skills of staff in the Registry, Finance Office, Internal Audit, Deans and Heads of Departments/Units.

3.5 Assessment of Teaching of Courses

3.5.1 Schools/Departmental Boards

The Schools/Departmental Boards shall have the following responsibilities:

i. Develop and regulate internal guidelines related to academic programmes, including teaching, learning, research and assessment;
ii. Report to the relevant University committees on the above mentioned issues; and
iii. The Boards shall have oversight responsibility for all committees established for these purposes. They shall receive advice and recommendations on issues pertaining to teaching, learning, research and assessment at the School/Departmental levels.

3.5.2 Departments and other Academic Units

The various Departments shall be responsible for undergraduate and graduate level teaching and research. Where appropriate, Institutes and Centres, in addition to promoting multidisciplinary research and the provision of extension services, shall be responsible for any undergraduate and graduate level teaching that they carry out.

3.5.3 Programme/Course Review Committees

All Academic units must have in place Programmes/Course Review Committee comprising at least three faculty members, one undergraduate and one post-graduate student, a representation from industry where appropriate, for the purpose of conducting curriculum reviews in accordance with the University policy guidelines.

The Course Review Committee shall ensure understanding of and a standardized approach concerning curriculum changes and that the appropriate standard of content. The Academic Board shall approve all additions, deletions, and changes (including changes in method of delivery) of courses at the University using the procedure for Reviewing and Determining Approval as indicated in Appendix 1 & 2.

3.3.5 External Examiners

The University shall restrict external examiners to graduate programmes. However, under exceptional circumstances give the need, such as a request from a School/Departmental Board, External examination can be extended to undergraduate programmes. External examiners are required to submit an annual examiners report to the Pro Vice-Chancellor on the conduct of the course and issues related to standards and assessment.

They shall be nominated by Schools Boards on recommendation from Departments. The University shall appoint external examiners for moderation and arbitration purposes. They shall also serve as examiners for student Dissertation and Thesis in addition to other internal examiners. The rules governing appointments of external examiners and their mode of operating shall be outlined in the University's Examination Regulations.

3.5.6 Communicating the Results of Evaluation

At the end of every evaluation process, the University shall ask the various departments to comment on the feedback from students. The results of any evaluation shall be made available to students. Feedback on evaluations shall be communicated to students and to the lecturer involved as soon as possible to promote a process of continual improvement.

A summary of the analysed data (the objective portion of the instrument) and a copy of the unedited subjective/written portion shall be made available to the Lecturers concerned. Copies of the same materials shall be sent to the Lecturer's Head of Department and Dean.

The Head of the QAPU shall be required to send comments on the analyzed data to the Dean concerned. Everything shall be done under strict confidentiality. Heads of Departments are required to talk to teaching staff whose teaching is found to be below expectation. The Pro Vice-Chancellor shall serve as discussant in cases where Deans have a teaching load.

CHAPTER FOUR

RESPONSIBILITIES OF STAFF AND STUDENTS

4.1 Heads of Departments

The Heads of Departments (HODs) are expected to ensure the continuous improvement of activities in their outfits to ensure that the University's policies and guidelines affecting teaching and learning are complied with by staff and students. They shall ensure that learning environment is conducive for academic work. ensuring that courses within the Department have explicit teaching methods, clear and appropriate aims and objectives and are made known to staff and students to guide them in ensuring that assessment practices and criteria reflect the aims and objectives set out and communicated to students. In addition, the HODs shall:

i. equitable distribution of workload and ensuring that staff in their Departments effectively accomplish their tasks;
ii. establishing procedures to regularly consider and respond to feedback from students on all matters affecting them in their studies and also involving them, where appropriate in decisions and discussions affecting their learning;
iii. vetting examination questions submitted and ensures that the questions are standard and satisfy the learning objectives and outcomes. The vetting should be done in consultation with respective examiners. However, to facilitate the vetting, some selected members of the Department could be involved in the process;
iv. ensure that programmes offered by their departments are accredited by the NAB, and satisfy the NCTE norms with regard to staff composition and ratios (Staff-Student Ratios);
v. review regularly with individual staff, their contribution to teaching and learning and the assistance needed in developing their skills and understanding of teaching strategies and learning processes; and
vi. undertake regular review of courses and modules including review of enrolment, attrition rates and students' workloads.

4.2 Academic Staff

Academic staff shall have the responsibility to:

i. be punctual at all scheduled lectures for the course and give adequate prior notice to students for justifiable and unavoidable absence from class;
ii. be sensitive to the plight of the physically challenged and visually impaired;

iii. comply with ethical standards in teaching and research;
iv. conduct end-of-semester examinations and submit promptly final grades for each student at the end of the course;
v. contribute to their various disciplines, by being abreast of current research and scholarship and integrating into their teaching, the knowledge and understanding which they or others have created;
vi. demonstrate to students, the need for commitment to scholarly values, lifelong learning, professional and personal growth;
vii. refrain from disclosing confidential information and all matters of confidentiality;
viii. get feedback from students on the suitability of the teaching method adopted through formal and informal means;
ix. in consultation with the Heads of Departments, provide (at the beginning of the course) printed, full information to students on goals, objectives, assessment materials as well as assessment tasks, the course content, required textbooks, reading materials, dates for quizzes/tests and other class requirements that will form the basis of students' assessment in the form of a course outline; can be channelled through a blackboard system
x. participate in all University organised training Workshops and Seminars related to their work;
xi. promote or enhance one's discipline through research and publications; and
xii. submit end-of-semester examination questions for vetting by the Head of Department to ensure that questions are standard and reflect the learning outcomes of the course at least one month before the end of semester examinations;

4.3 Expected Outcomes of the Policy

The successful implementation of the Policy is expected to achieve the following:

i. meet the expectations of our major stakeholders;
ii. ensure accountability and transparency in the education delivery process through the participation of stakeholders;
iii. improved institutional and public image and prestige of the University;
iv. enhanced the quality of teaching and research output of staff; and
v. ensure the realization of the vision and mission of the University.

APPENDIX 1

GUIDELINES FOR INTRODUCING PROGRAMMES AND COURSES

A. Programmes

Introduction

Name of the programme and outline its envisaged contribution to the mission of the University.

Rationale

i. Describe the intended beneficiaries .i.e. explain where and how the new programme fits into existing or anticipated scholarly demands or creative and non-academic market-driven needs. Explain what the programme will offer it's graduated which they would otherwise not be able to procure;

ii. List the positive implications of running the programme for the Faculty/School and the University overall;

iii. Explain what motivated the programme proposal by giving a brief history of its conception, including proposals by Departmental Programmes Review Committees (DPRC) as well as antecedent events and contributions and inputs of individuals providing the basis for the proposal; and

iv. Survey the programmes already on offer in the School/Department and the University at large in order to feature the gap to be filled by a new one. Explain why the current offerings of the School/Department are insufficient to meet the objectives of the new programme proposed. Show how this programme will contribute to a tighter integration of the interdisciplinary goals of the University. Describe, for instance, how its adoption by the School/Department will enhance the realisation of the School's/Department's mission and its efforts to collaborate with other Schools, or detail how the programme will outreach beyond the University's current limitations in servicing potential employers and students both local and foreign.

Eligibility Criteria

i. Make explicit the purpose of the programme vis-à-vis particular categories of students; and

ii. Specify exactly how the intended targets will access the programme. State the eligibility requirements including pre-requisites.

Mission, Aims Objective

In the light of the mission of the School/Department and the University;

i. Describe what students are expected to do (at cognitive, affective and psychomotor domains);
ii. State the mission of the programme; and
iii. State what the scope of academic performance will be and what students are expected to know and value.

Programme Structure and Design

i. Ensure coherence, consistency as well as thematic progression and avoid redundancy of the course content;
ii. Provide a detailed reading list for each course proposal. Focus on currency of texts where appropriate and avoid redundancies. Be sure that the seminal works in the field for each course are captured;
iii. Rationalise the allocation of credits both for internal coherence and compatibility with other programme offerings; and
iv. Spell out exactly the courses comprising the programme.

Programme Feasibility

Evaluate the capacity of the School/Department to accommodate the demands of the new programme in terms of credit allocation, financial needs, space demands and infrastructural pressures. Detail how the programme might avail existing resources. Evaluate the potential of faculties and other institutes that may benefit from the programme to gauge whether there is the potential for sharing costs and other resources. State how the programmes initiated by external funding agencies will be sustained when such funds run out.

Programme Appraisal and Monitoring

State briefly the mechanisms of appraising the programme's progress and effectiveness in meeting set aims and objectives. State the diagnostic measures that might supplement the standard course evaluation structures to track the programme's impact throughout and beyond its duration.

Costing

i. List all the costs of the programme to the School/Department and the University: i.e. what financial resources, teaching personnel, supporting staff, space, logistics, books, related teaching materials will be required for the programme.
ii. Determine the initial outlay of expenses in setting up the programme and prepare an itemized budget.
iii. Indicate the size of academic staff and supporting administrative and junior staff requirements.
iv. With respect to academic staff, suggest some areas of expertise to guide recruitment outreach.
v. Project appropriate figures, as if for a stable currency over a five-year period, to reflect total staff emoluments, recurrent expenditures and overhead costs of the programme.

B. Courses

All new courses developed in the University shall be subjected to a full validation process that requires external subject specialists and authorities to be involved in their approval.

Introduction

Label and define the course offering following standard University practice. Provide a brief introductory description (two or three sentences) as it might appear in a course handbook.

Rationale

i. Describe the intended beneficiaries, i.e., explain where/how the new syllabus fits into anticipated scholarly demands or creative and non-academic market-driven needs;
ii. Justify the proposal either by explaining briefly the provenance or history of the intention to mount the course (Departmental Programme Review Committee), citing an overview of conditions, events and intentions that led to the proposal. Alternatively, explain whether it relieves a course already established whose content has become overstretched; or replaces or reconstructs an outmoded course offering; or consolidates other established and undersubscribed courses with outmoded or ill-articulated syllabi;
iii. List the positive implications of running the course for the School/Department and the University overall. Explain whether it will attract students from other departments with minors and combined majors. Will it serve students beyond the School? Will it especially serve foreign students interests? Will it provide a future need of local students? and

iv. Survey the *status quo* of the Department's offerings and those of others in the Faculty and other School, to eliminate redundancy and that a genuine gap exists

Eligibility Criteria

Specify exactly how the intended targets will access the course. State the eligibility requirements including pre-requisite Aims, Objectives and Intended Learning Outcomes.

i. Make explicit aims and objectives (cognitive, affective and psychomotor) of the course;
ii. State the anticipated level of achievement; and
iii. Suggest indicators of minimal and maximal attainments for students at the end of the course; i.e. describe the sorts of skills or experience or scholarship or breadth of reading the student would have been expected to accomplish.

Course Outline

Provide a sample of lecture topics (or practical and technical skills for creative art courses) chronologically week by week. Indicate which of these lend themselves to tutorial support utilising teaching assistants if appropriate. As may be applicable, indicate the curriculum design: chronological, problem-solving, debate-structured, text-centred and/or skill-centred. This will justify the mode of assessment.

Additional Teaching/Learning Resources

Indicate equipment presupposed by effective teaching: overhead projectors, computer access, tape recorders, theatre access, library use, motor vehicle for fieldwork, etc. Determine if other Departments, Schools or Institutes whose students might be utilizing the course can assist in the provision of equipment.

Assessment and Evaluation

Briefly spell out measures put in place for student performance, apart from or in lieu of a final examination, if any i.e., term papers, fieldwork, continuous assessment test, group projects, and homework assignments. Offer possible mechanisms for assessing the course's effectiveness in meeting set objectives and learning outcomes. Give diagnostic measures that might supplement the standard course evaluation structures to track the course's impact throughout and beyond its duration.

Costing

State the resources (human, financial, physical) required for the introduction of the course. Further, present curriculum vitae of faculty earmarked to teach the course or present areas of specialisation appropriate to guide recruitment.

APPENDIX 2

GENERAL GUIDELINES FOR THE APPROVAL OF PROGRAMMES/COURSES AND REVIEW OF EXISTING PROGRAMMES/COURSES

All proposals for programmes/courses must contain the following:

1. **A Written Statement by the Department(s) Presenting the Proposal that Addresses the Following Issues.**

   (a) *For New Programmes/Courses:*

   i. What are the purpose and objectives of the programme/course?
   ii. How does it contribute to the general programme/course offerings of the Academic Unit?
   iii. Is the course a core or an elective?
   iv. How does it contribute to the general course offerings of the University?
   v. Is it primarily a service course for the Core Curriculum or for majors in other departments?
   vi. How will the course be taught (general pedagogy) and therefore contribute to the general educational objectives of the University e.g. connect course to mission of the department, school, and university.
   vii. What career paths does the programme/course offer?

   (b) *For Changes to Existing Programme/Courses:*

   What is the purpose of the change and how will it affect the issues described in the previous section for new courses. Provide evidence to support revision or modification of programme/course

2. **A Syllabus Containing:**

   i. the course code (e.g. UENR 105), title, and schedule;
   ii. Academic Unit's name, office location, and instructions on how to communicate with the instructor;
   iii. full bibliographic citations for all textbooks and other reference material, with a clear indication of whether each one is a required reading or is a recommended reading;
   iv. the standard course description to be used in the University Handbook;

v. a brief statement of the purpose of the course, a prominent reference to The University of Energy and Natural Resources Academic Integrity Statement (a copy of the Academic Integrity Statement should be attached to all syllabi when they are given to students);

vi. a complete description of how the student's performance will be assessed (the grading system);

vii. the schedule of assignments and examinations;

viii. Mark allocation for assignments and examinations; and

ix. the policy on attendance.

3. **Changes to Existing Courses that do not require Approval**

i. Changes in required textbooks that remain consistent with the stated objectives of the course and coverage of topics generally included in equivalent courses at other institutions do not require approval by the University; and

ii. Changes in the quality and relative weights of graded assignments and examinations do not require approval by the University.

4. **Periodic Review of Existing Programmes/Courses**

Academic units must submit all their courses for review by the Academic, Curriculum, Quality and Staff Development Committee (ACQSDC), School and Departmental Boards at least once every five years. This review shall be done on a rotating basis, such that a designated number of academic units will undergo this review in a particular year. The ACQSDC shall establish a schedule for which Academic units will undergo the review each year. This review must include the preparation of the standard documentation required for the proposal of a new course. The ACQSDC shall determine which of the existing courses have undergone sufficient change to also require approval by the University.

5. **Expiration of Approval**

Courses that are not offered during a five year period may not be offered again until they are submitted for re-approval.

6. **Procedures for Approval of New Programmes/Courses and Revisions to Programmes/Courses**

a. *Responsibility of Initial Proposals*

The primary responsibility for preparing a proposal for creating a new programme/course or revising an existing course lies with the academic unit. The assignment of a course number and definition of both the short and full titles of the course shall be communicated to ACQSDC through the School/Departmental Board.

b. *The Review Process*

i. Academic Unit Review: The department in the academic unit, or units if the course is interdisciplinary, will review the proposal and ensure that the proposal is consistent with the unit's goals and programmes and that it includes a clear definition of student learning outcomes that can be assessed; and

ii. School Review: A complete proposal must be distributed to members of the School Board, at least one week prior to the meeting of the Board at which the proposal will be reviewed.

The Schools' Boards shall review the proposal and ensure;

(a) The adequacy of the academic unit's review; and

(b) That the proposal is consistent with the broader goals and programmes of the School and the mission of the UENR.

iii. ACQSDC Review: The ACQSDC will review the proposal and ensure

(a) the adequacy of the departmental and school reviews; and

(b) that the proposal is consistent with the policies and mission of the University.

iv. The Academic Board: The Academic Board shall approve all new courses and revisions to existing courses before they can be implemented.

c. *Tracking Programme/Course Proposals under Review*

The Registrar shall maintain a list of course proposals under review. This list will include notations on all actions taken by the Schools, Departments, ACQSDC, and Academic Board.