



THE PROPOSED

QUALITY ASSURANCE MANUAL



UNIVERSITY OF LAGOS

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List of Abbreviations (alphabetically ordered)

APC: Academic Planning Committee

B.A.: Bachelor of Arts

BSc: Bachelor of Science

BMAS: Basic Minimum Academic Standard

CCMAS: Core Curriculum and Minimum Academic Standards

CLOs: Course Learning Outcomes

DR: Director

FBS: Faculty Board of Studies

PBS: Postgraduate Board of Studies

GST: General Studies

HRMD: Human Resource
Management Department

KPIs: Key Performance Indicators

MOE: Federal Ministry of Education

NUC: Nigeria Universities Commission

PLOs: Programme Learning Outcomes

PPM: Policies and Procedures Manual

QA&S: Quality Assurance and SERVICOM Unit

QA: Quality Assurance

TETFUND: Tertiary Education Trust Fund

UNILAG: University of Lagos

VC: Vice Chancellor

CHAPTER ONE INTRODUCTION

1.0 INTRODUCTION

1.1 Overview

Quality Assurance at the University is a systematic review process that is institutionalized and aims to ensure service delivery that adheres to the established and acceptable procedures of the institution's programme. Its purpose is to determine whether the products and outcomes of this process are efficient and effective in delivering a high-quality higher education system that is internationally recognized and aligns with the established national quality assurance framework. It functions as a means of fostering excellence in higher education. A sustained quality assurance programme increases job prospects, improves the education and training of future employees, empowers future leaders, facilitates an enabling learning environment, enriches the academic and intellectual landscape, and enhances employment opportunities. Consequently, it fuels economic and social development on a national, regional, and international scale.

Founded in 1962, the University of Lagos (UNILAG) has steadfastly upheld its commitment to providing top-tier, research-orientated education to Nigerians and knowledge seekers from all walks of life. From its very inception, UNILAG has been unwavering in its pursuit of quality and excellence. The university has built a legacy of excellence and has been instrumental in the production of top-tier graduates and academia that have had a tremendous impact, directly or indirectly, on Nigeria's growth and development. To achieve this, the university has meticulously implemented a range of well-structured quality assurance procedures and documented continuous quality enhancement processes. These efforts ensure the consistent delivery of high-quality services—a testament to UNILAG's enduring impact on education, community services and scholarship.

The purpose of this manual, therefore, is to provide a single documented guideline for the UNILAG community on the different processes of QA planning, assessment, policies, and operations in UNILAG. It also seeks to help understand assessment in the context of QA, which results in continuous improvement for the learning process. QA at UNILAG, therefore, entails processes, procedures, and assessment outcomes with the assistance of the required tools and systems

1.2 Background

The University of Lagos is making a concerted effort to enhance the quality of academic and demonstrative service delivery in the university and to ensure that its academic environments and products meet international standards in terms of high-quality teaching, learning, research, and service through its quality assurance mechanism and framework. The university is implementing this focused and precise approach to ensure that the quality assurance process is consistently improved and that optimal results are achieved. It brings the academic and service experience at the University of Lagos in complete harmony with the shifting paradigms at prominent institutions worldwide by sensitising all service units to the changes that are occurring internationally. Thus, the university's long- and short-term

initiatives primarily focus on enhancing the quality of education that is imparted in all academic units and delivering services in all other units.

In 2012, UNILAG separated the UNILAG Quality Assurance Unit (QAU) from the Director of Academic Affairs and Planning (DAP) as a specialised unit that to promote and encourage a quality culture within the university. This was done as part of UNILAG's dedication to quality assurance and continuous improvement in all facets of its academic programs, to ensure that the university's mission is fulfilled. The Quality Assurance Unit at UNILAG evaluates the institutional quality assurance framework's performance and the effectiveness of all teaching and non-teaching units. As a result, it cultivates a culture of research-based planning, assessment, and evaluation to enable the university's non-teaching and teaching units to continue their development. Additionally, the evaluation encompasses student and administrative services, courses, and programs, as determined by data obtained through customer satisfaction research instruments. The university employs assessment results to enhance and plan its programs and services. This aim is to significantly impact on enhancement of existing programmes, development and implementation of new services and programs in the university.

1.3 Rationale for the Manual

This document defines a complete set of policy instruments that the University of Lagos uses for its quality assurance processes and procedures. This document, which can serve as a guide for all parties involved in quality assurance at the university, is comprehensive and includes guidelines, supporting documentation, and a variety of quality assurance instruments. The manual also deals with the role of the Quality Assurance Unit in the guidance, facilitation, and conduct of the quality assurance activities and its processes.

The manual is in compliance with globally recognised academic standards and frameworks for academic quality assurance assessment and advancement. It provides a set of policies and procedures primarily to assist the university's quality assurance unit in fostering a "quality culture" that enhances the standard of teaching and research activities, learning, and working environments, as well as the system's output, ensuring its worth and suitability for all stakeholders.

1.4 Principles of Quality Assurance

These principles of quality assurance process are best practices currently carried out in higher institutions around the world to assure and improve quality standards in higher education. Thus, the principles are as follows:

- i. Emphasis on the customer (addressing the prime needs of the students, society and the up takers of university graduates and products).
- ii. Leadership (bonding vision, aims and strategies in the educational community).
- iii. People's participation (confirming the effective and equitable participation of all who are engaged in higher education without discrimination and allowing the full use of their abilities for the benefit of higher education and the society)
- iv. Use of tools (quality assurance processes and means as well as learning outcomes)
- v. Adopting decisions on the basis of facts and not speculations (encouraging requiring judgments to be evidence based after careful research and/or investigation).

- vi. Continuous improvement (recognizing the commitment to respond to changing global needs of quality assurance systems in higher institutions).
- vii. Autonomy (respecting the responsibility of the institution for its academic activities).
- viii. Shared benefit (taking an approach to the range of participants – institutions, students and the society – that promises the development and transfer of knowledge and skills).
- ix. Continuity with next steps (ensuring that the institutions and quality assurance unit, being in a dynamic and open-ended process of continuing improvement, are committed to identify actions and issues to be addressed in future).

CHAPTER TWO UNIVERSITY MANAGEMENT

2.1 Vision

To be a TOP CLASS INSTITUTION for the pursuit of EXCELLENCE in knowledge, character and service to humanity.

2.2 Mission

To provide a conducive environment for teaching, learning, research and development where staff and students will interact and compete effectively with their counterparts globally.

2.3 Goals and Objectives of the University

The goal and objectives of the University emanates from and are consistent with the philosophy, mission and objectives of higher education in Nigeria as enunciated above. The law establishing the University of Lagos (University Act 1962, No. 1) has, indeed stated the objectives of the university and it's College of Medicine.

The objectives of the University are as follows:

- a. To encourage the advancement of learning and to hold out to all persons without distinction of race, creed, sex or political conviction the opportunity of acquiring a higher education.
- b. To provide courses of instruction and other facilities for the pursuit of learning in all branches and to make those facilities available on proper terms to such persons are equipped to benefit from them.
- c. To encourage, promote and conduct research in all fields of learning and human endeavor.
- d. To undertake any other activity appropriate for a university of the highest standard.

The objectives of the College of Medicine are as follows:

- a. To provide courses of instructions leading to degrees, diplomas, certificates and other University distinctions in medical studies and such related studies as may be prescribed.
- b. To provide special training course, whether leading to university distinctions or not, for such persons as may be prescribed, taking into account into account at all times the requirement of the Federal Ministry of Health;
- c. To conduct research, with particular reference to research in the field of medical sciences;
- d. To arrange conferences, seminars, study groups and like activities; and
- e. To perform such other functions as may be conferred on it's by stature.

2.4 Strategies to be adopted in Achieving the Aims and Objectives

In order to achieve the stated aims and objectives, the National Policy on Education, section 5, Nos. 33 and 34 stated that:

- Teaching
- Research
- The dissemination of existing and new information
- The pursuit of service to the community

The Nigerian Government notes with concern that for universities to make optimum contribution to national development, the following are essential:

1. There is need to intensify and diversify University Programmes for the development of high manpower within the context of the needs of the economy. This should not prejudice intellectual training in basic science and liberal arts.
2. To enable the Universities to do this there will be more effective machinery for the identification of the manpower needs of the economy, and to this end, to guide the universities on the nation's manpower needs, the National Manpower Board is represented on the National Universities Commission (NUC).
3. In professional fields, course content should reflect our national requirements and consultation will be encouraged between the universities, the employers and the government in this regard. Various measures are already being taken to effect this, including setting up, by the NUC of an Academic Planning Committee which will carry out the academic planning of the new universities to be set up by the Federal Government.
4. As part of a general Programme of all-round improvement in university education, students will be made to take a course in history of ideas and the philosophy of knowledge or some other suitable courses as may be determined.
5. Measures are being taken to involve the government; the employers and the universities in a continuous dialogue aimed at creating and maintaining the right atmosphere for co-operation with a view to utilizing the talent and expertise in the universities more in national development and decision making than at present.

2.5 The Powers of the University

The strategies adopted by the University in achieving its aims and objectives are to be enhanced by the powers conferred on it by Section 4 of the Act of 1967 as follows:

1. to establish such colleges, faculties, institutes, schools, extramural departments and other teaching units within the University as may from time to time seem necessary or desirables;
2. to institute professorship, readerships, lecturerships, and other posts and offices and to make appointment thereto;
3. to institute and award fellowships, scholarships, exhibitions, bursaries, medals, prizes, and other titles, distinctions, awards, and form of assistance;
4. to provide for the residence, discipline and welfare of members of the university;
5. to hold examinations and grant degrees, diplomas, certificates and other distinctions to persons who have pursued a course of study approved by the University and have satisfied such other requirements as the university may lay down;
6. to grant honorary degrees, fellowship or academic titles;
7. to demand and receive from any student or any other person attending the University for the purpose of instruction, such fees as the University may, from time to time, determine;
8. Subject to Section 22 of this Decree, to acquire, hold, grant, charge or otherwise deal with or dispose of movable and immovable property wherever situated.
9. To accept gifts, legacies and donations, but without obligation to accept the same for a particular purpose unless it approve the terms and conditions attached thereto;

10. To enter into contracts, establish trusts, act as trustees, solely or jointly with any other persons, and employ and act through agents;
11. To erect, provide, equip and maintain libraries, laboratories, lecture halls, halls of residence, refectories, sports grounds, playing fields and other buildings or things (whether in Nigeria or elsewhere) necessary or suitable or convenient for any of the objects of the University;
12. To hold public lectures and to undertake publishing and book-selling;
13. Subject to any limitation or conditions imposed by statute, to invest any moneys appertaining to the University by way of endowment, whether for general or special purposes, and such other moneys that may not be immediately required for current expenditure, in any investments or securities or in the purchase or improvement of land, with power from time to time to vary any such investments, and to deposit any moneys for the time being (uninvested) with any bank on deposit or current accounts;
14. To borrow, whether at interest or not, if need be upon the security of any or all of the property movable or immovable of the University, such moneys as the Council may from time to time in its discretion find it necessary or expedient to borrow;
15. To make gifts for any charitable purpose;
16. To do anything which it is authorized or required by this Decree or by statute to do;
17. To do all such acts or things, whether or not incidental to the foregoing powers as may advance the objects of the University.

2.6 Logo and Motto

The Logo of the University of Lagos is represented by a rising sun embedded in the GREEN-WHITE-GREEN of the nation's flag, a book and the lagoon, depicting academics and the natural environment of the University respectively. Below is a picture of the logo with the motto inscribed in it.

The Logo:



The Motto:

INDEED, AND IN TRUTH

The Slogan

The slogan is borne out of a culture of excellence and ideologies the institution stands for. It is simply

“THE UNIVERSITY OF FIRST CHOICE AND THE NATION’S PRIDE.

2.7 Organizational Structure

The University comprises nine faculties and College of Medicine. Each faculty and the College of Medicine have its components a number of departments/units. For effective administration, committees are set up at department/unit, faculty and University levels. The structure of the administrative system is designed to facilitate the attainment of the objective for which the University of Lagos was established. The administrative arrangement of the University is based on the University of Lagos Act of 1962 Section 6 which states "There shall be established for the University a body corporate with succession and a common seal to be known as the Provisional Council of the University of Lagos which shall have the power and duties under this act subject to any conditions from time to time given under this Act." (The Council is charged with the responsibility of general control and superintendence of the property and policy of the University other than the property and policy of the College of Medicine as an autonomous unit of the University). In the administration of the University, the Council, the Senate and the Congregation constitute important bodies.

2.7.1 The Council

The Council has an overall responsibility for the policies and operations of the University, including matters of finance, staff conditions of service and discipline, and the property of the University.

2.7.2 The Senate

The Senate chaired by the Vice Chancellor is responsible for all the academic affairs of the University including the provision of courses and the approval of their syllabuses, the admission and progress of students through examinations.

2.7.3 The Congregation

The congregation comprising staff members holding degrees is a wide platform for discussing matters of general interest to the well-being of the University, and of monitoring opinion on issues affecting the University. It serves as an electoral college for electing some members of the Council and the Senate.

2.8. Functions of the various organs of the University

2.8.1 The Visitor

- a. The President of Nigeria shall be the Visitor of the University.
- b. The Visitor may at any time conduct a visitation of the University or direct that a visitation of the University be conducted by such persons and for such purposes as may be specified in the direction.
- c. it shall be the duty of the bodies and persons comprised in the University:
 - i. to make available to the Visitor, and to any other persons conducting a visitation in pursuance of this section, such facilities and assistance as he or they may reasonably require for the purposes of a visitation; and
 - ii. to give effect to any instruction consistent with the provisions of this Decree which be given the Visitor in consequences of a visitor.

2.8.2. The Chancellor

The Chancellor is the highest principal officer of the University. He presides at the convocation ceremonies for the conferment of degrees, diplomas, certificates and other awards of the University.

2.8.3. The Pro-Chancellor

The Pro-Chancellor is the Chairman of the University's Governing Council. He guides the institution toward and continued development.

2.8.4 The Vice Chancellor

The Vice-Chancellor is the Chief Executive and academic head of the University. He runs the affairs of the university on daily basis through the committee system, assisted by other principal officers of the University that are required to attain those goals. The Vice Chancellor has specified authority to maintain the efficiency and good order of the university. All the other officers of the administration are responsible to him/her. But the administration as a whole is also governed by the policy decision of the Council and Senate and the advice emanating from the committee system.

2.8.5 The Deputy Vice Chancellors

There are three Deputy Vice Chancellors, namely:

- i. Deputy Vice Chancellor (Development Services)
- ii. Deputy Vice Chancellor (Academic Research)
- iii. Deputy Vice Chancellor (Management Services)

The Vice Chancellor assigns duty to the DVCs who are the nominees of the VC, endorsed by Senate and confirmed by Council. The functions of the DVCs consist mainly in assisting the VC in the performance of his duties. The VC delegates some of his functions to his Deputies but remains accountable for their performance. He receives daily briefing from his Deputies and is kept fully abreast of developments in the University.

2.8.6 The Registrar

The Registrar is the principal administrative officer of the university and is responsible to the VC for the day-today administrative workflow in the university. He/she is the Secretary to the Council, Senate, congregation and convocation and sits in an advisory capacity at all committees of the Council and Senate as well as other administrative committees to guide on rules, regulations and the University procedures.

2.8.7 The Bursar

The Bursar is the Chief Financial Officer (CFO) of the University. He is responsible to the university in all matters relating to finance, in particular the disbursement of funds, financial accounting and treasury services, purchasing and contracts, superannuating, pensions, gratuity, loans and insurance as well as certain planning and budgeting activities. He/she and his senior professional staff are to see to it that financial regulations are made, published in a manual of financial procedures and followed up to ensure efficient use of the funds allocated to, or generated by the University.

2.8.8 The University Librarian

The University Librarian is the academic heartbeat of the University system. A well-equipped library is the fundamental need of the scholar, and the University Library. He is responsible to the VC for the development of the university Library System. He is in charge of the procurement and organization of the

teaching and research material that are purchased from various publishing channels, in response to the needs from the faculties and department/units. He and his professional staff are responsible for the disseminating information on all acquisitions, for arranging inter-library loans, for exchanging relevant material with other information centres and for teaching students and other library users the procedures of library research.

2.8.9 The Provost of a College

The provost co-ordinates and regulates the academic unit and administrative activities initiated by the constituent departments and other units in such a way that an overall organizational harmony exists in the College and the University.

2.8.10 The Dean of Faculty

The Dean is the academic leader in the educational functions of the faculty. As the chairman of the Faculty Board, he is to co-ordinate and regulates the teaching and examinations conducted within the faculty. He is also responsible for co-coordinating the day-to-day administration of the faculty affairs, including the arrangements for students' admissions, registration, matriculation and examinations. Administrative staff assigned by the Registrar to a faculty to assist the administration, subject to the direction of the Dean.

2.8.11 The Head of Department

The Head of Department is responsible to the VC, normally through the Dean, for the day-to-day administration of the department. He is charged with the general responsibility of guiding and supervising teaching and research at undergraduate and postgraduate levels, and coordinating the professional, community and other outreach Programmes of the department. He also holds department meetings which are advisory.

2.9 Administrative Structure

2.9.1 Office of the Vice Chancellor

The office of the VC comprises of the following units:

- i. The Main Office
- ii. Academic Planning Unit
- iii. Office of Advancement
- iv. Quality Assurance and SERVICOM Unit
- v. Legal Services Unit
- vi. Internal Audit Unit
- vii. Public Affairs Unit (which consists of information, protocol and passages unit)
- viii. Physical Development Unit
- ix. Security Unit
- x. Senate House Maintenance Unit
- xi. International Relations Unit
- xii. Student Affairs Division (which was excised from the Registry in 1995)

2.9.2 Registry

The Registrar is statutorily the Secretary to the Council and Senate. He reports to the VC for the day-to-day administrative work of the University. The Registry comprises of the following units:

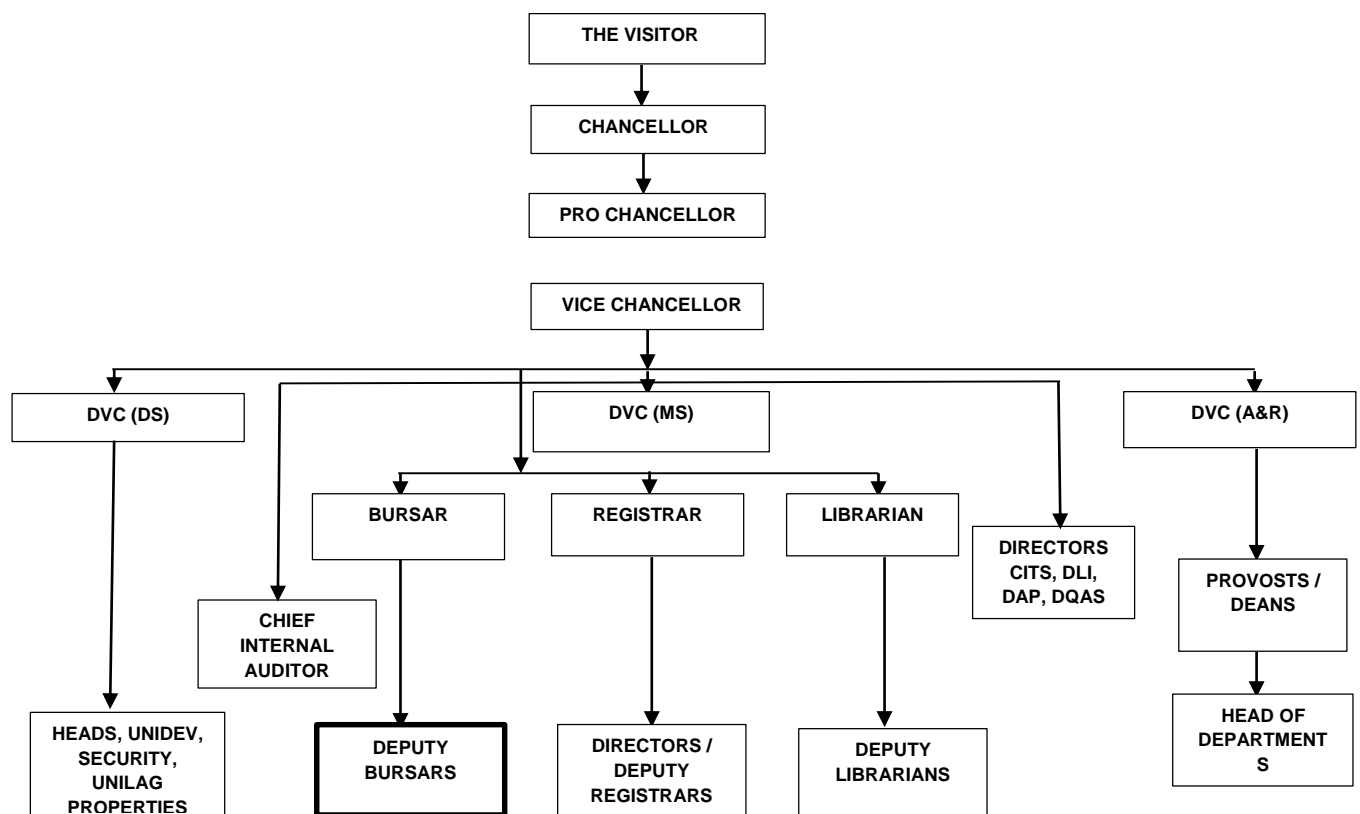
- i. Academic Staff Unit
- ii. Administrative and Technical Staff Office
- iii. Junior Staff Office
- iv. Senate and Ceremonies Office
- v. Examinations Office
- vi. Admissions Office
- vii. Students' Records, Verification and Certificate Unit
- viii. Council Affairs Office
- ix. General Administration Division

2.9.3 Bursary Department

The Bursary performs the financial and accounting functions of the university. It is headed by the University's Bursar who is by the University of Lagos Act, the CFO of the University is responsible for the day-to-day administration and control of the financial matters of the University. The Bursary is currently organized into four divisions, namely:

- i. Treasury – cash office
- ii. Staff – staff salaries, wages and pensions
- iii. Final Accounts – final account, electronic data processing, students' account, creditors, debtors and advances, stores
- iv. Budget – budget planning, expenditure control, income generating units.

2.10 The Organogram



CHAPTER THREE

INSTITUTIONAL EFFECTIVENESS FRAME WORK

“The Institutional Effectiveness Plan acts as a roadmap—a guidepost—for assessing how well the institution fulfills its mission. It also drives continuous improvement. This plan encompasses various stages and processes,

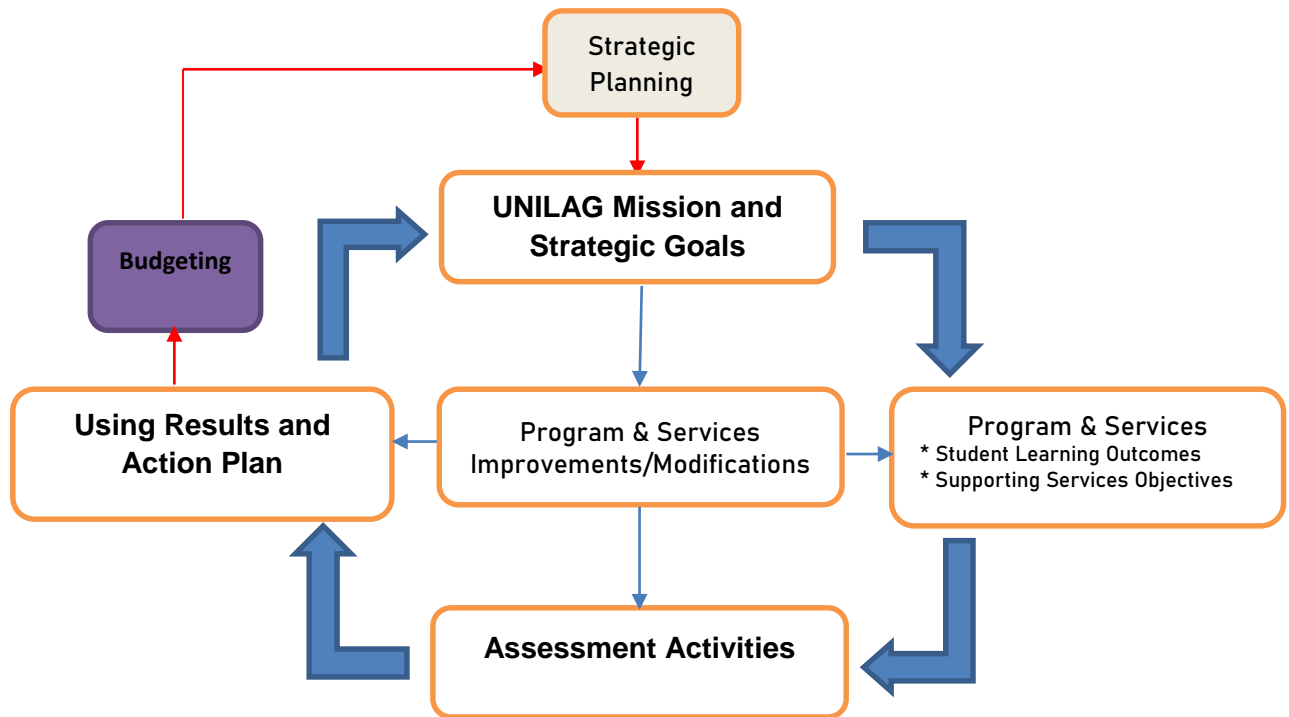


Figure 3-1: Institutional Effectiveness Process

3.1 Strategic Planning

The university's strategic planning is centred on the actions it takes to implement its mission by enhancing academic and non-academic processes with the available resources. Every five years, long-term strategic planning is conducted. The five-year cycle of planning, implementation, and evaluation is founded on a comprehensive assessment of the university's strengths and limitations, as well as a review of its mission. The units formulate their specialised plans for the five-year cycle with this strategic plan in mind.

As explained in Chapter 2, UNILAG's strategic plan includes a vision statement, mission statement, and strategic objectives to help the university realise its vision. This strategic plan establishes the university's overall direction and functions as the foundation for planning at all levels. Cross-functional teams are necessary to facilitate the continuous development process, as each of these objectives necessitates the completion of multiple university units. These periodic evaluations are conducted in accordance with the efficacy of the outcomes. Annual operational planning ensures that the university remains on course to achieve its strategic objectives.

Each academic and administrative unit conducts an annual assessment of the activities and plans for the subsequent year. Institutional effectiveness surveys, annual program evaluations, and assessments are conducted by the QA in conjunction with its committees, utilising data and information from the annual planning process. The annual reports and plans should be forwarded to the VC for further discussion and final approval

3.2 Outcomes Assessment

The outcome assessment is a systematic and comprehensive process that involves the collection and analysis of information from various departments within the institution. It assesses the efficacy of student learning and the efficiency of administrative entities in providing services that are consistent with the institution's objectives. The process entails the following steps: defining the mission of a program or unit, identifying anticipated outcomes, consistently monitoring progress towards those outcomes, disseminating results across all levels of the university, and utilising those results to improve the university's programs, courses, services, and processes (closing the loop).

3.2.1 Purpose of Assessment

Consequently, the assessment's objective is to effectively involve the university community (faculty, students, and management) in the development of this process. A process that is conducive to the university's strategic objectives and mission should be advantageous to all university partners.

First, the assessment process can benefit *students* by:

- a. Providing them with clear expectations that help them understand how their work will be evaluated.
- b. Helping them to identify their strengths and weaknesses and set priorities for self-improvement.

Second, outcomes assessment can benefit faculty by:

- a. Helping them clarify the mission of a Programme/course and identify the knowledge, skills, values, and perspectives that are critical for students to be taught.
- b. Ensuring that graduates of the Programme/course have acquired all of the essential skills and values and have achieved all key outcomes.
- c. Improving communication, coordination, and cooperation among faculty members in a Programme or department and across the university.
- d. Providing better information about what students understand and how they learn so that faculty can adjust their teaching methods, improve their skills as instructors, and build a knowledge base of scholarly research on learning within the discipline.

Thirdly, for management, assessment results can be used:

- a. As evidence of quality of teaching, promotion and salary decisions, grants and other funding, as well as for accreditation from professional associations.
- b. To ensure that the University's strategic plan is being integrated into student learning experiences.

- c. To document the success of a programme, unit, or institution for employers, government agencies, and accrediting bodies.
- d. To help make informed decisions about budgeting, new programmes, personnel decisions, faculty or staff hires, the need to improve or expand services, and more.
- e. To ensure that resources are being allocated in the most effective way.

3.2.2 Assessment Operational Model

UNILAG has a uniform process for planning, implementing and reporting assessment activities across all academic and administrative units. All units use a uniform model for assessment plans/reports that includes: mission, expected outcomes, methods of assessment, success targets, results and findings, and use of results. This model is supported by the assessment plan/report templates described in the following chapters. The template includes all items that must be addressed by all units in the submission of plans/report.

3.2.3 Coordination

UNILAG management ensures that coordination between the two campuses is implemented at the highest degree in terms of both “level” and “scope”. The scope of coordination is reflected through the administrative hierarchy at all levels; at the faculty level, coordination occurs between the Deans and Deputy-Deans in both campuses. There is also the coordination between the Heads of departments and faculty members acting as multi-section course coordinators. At the level of university, units and the library, the scope of coordination takes place between the Directors of units in the campus and other heads. The coordination process has been intensely implemented to the extent of unifying the content, the questions and the timing of the final examinations of both campuses.

The ultimate goal of this coordination is to ensure that the students in both campuses achieve the course/programme learning outcomes based on unified assessment tools. Thus, despite the difference in location; students in both campuses will receive the equivalent level of educational services.

3.3: Specific Policy Statements

3.3.1 Public Service

- i. The University shall collaborate with the all tiers of Government, the Ministry of Education and its agencies, such as the National University Commission and other statutory bodies of government as well relevant professional bodies, Institutes and Associations to ensure that the mandate given to the institution is properly executed.
- ii. The University shall adhere to all norms, rules and regulations with regard to the policy on tertiary education as set out by the appropriate bodies.
- iii. The University shall collaborate with other tertiary institutions (both local and international), and assist other academic institutions affiliated to the University of Lagos for effective running of those institutions.
- iv. The University shall provide technical support to industries, corporations, other stakeholders and communities in the area of human resources, policy design, implementation and shall influence national policy on science and technology and other areas of national interest to the development

agenda of the country

3.3.2 Admissions

- i. The admission of students into programmes in the University shall be conducted in a transparent and fair manner, based on merit and guided by well-documented and consistent criteria (refer to student handbook).
- ii. The University shall always abide by all well-established guidelines and regulations with regard to admission quotas for the various programmes and shall give consideration to students from less-endowed communities, as well as, minority groups to ensure diversity among the student population in accordance with National university Commission and Government National Policy on Education.
- iii. An efficient, timely and reliable ICT system shall be maintained and continuously improved, for processes in the university for processes at all levels with an in-built mechanism for validating students' information.

3.3.3 Teaching and Learning

- i. The University Teaching and Learning Policy shall be the main document that defines quality improvement in teaching and learning.
- ii. The University shall commit itself to the recruitment and retention of high calibre and top-notch academic staff and an effective system shall be instituted to validate their qualifications.
- iii. The academic staff shall demonstrate commitment to scholarly values, to lifelong learning, and to professional and personal growth.
- iv. The academic staff must comply with ethical standards in teaching and learning and be sensitive to students with special needs.
- v. The University shall commit itself to the provision of modern, state-of-the-art lecture halls with comfortable furniture, audio-visual systems, efficient lighting and uninterrupted power supply.
- vi. The University shall continuously provide e-learning facilities and promote the use of technology to enhance sharing of knowledge among academic staff and students of the university and others globally.
- vii. The University/Colleges/Faculties/Departments shall ensure that all programmes are accredited and accreditation conditions are continuously adhered to.
- viii. All students shall make themselves available for instructions, adhere to the requirements of their programmes and perform all tasks assigned to them, as part of the learning process.

3.3.4 Research

- i. There shall be a comprehensive Research Policy, which shall be reviewed periodically, to enhance its relevance to changing needs of the university.
- ii. All research shall comply with laid down rules and regulations, giving consideration to ethical and environmental impacts, as well as relevant institutional, national and funder regulations.

- iii. Appropriate Intellectual Property regulations shall be followed in the event of inventions and creative works arising out of the research especially where commercial gains are expected. Proprietary rights including copyright and patents shall be secured and enforced where applicable.
- iv. Policies and guidelines governing the conduct of research in the University shall be developed from time to time with wide stakeholder input.
- v. Research activities shall be decentralised as much as possible and every academic staff shall have a research agenda.
- vi. Research shall be well integrated into the teaching and learning processes.
- vii. All research activities undertaken in all Units/Departments/ Faculties/Colleges shall be properly managed, and conducted
- viii. with appropriate reporting procedures and feedback given to funding agencies, where applicable.
- ix. All research activities in the university shall be documented through Research Management Office.
- x. Databases on successful research grant awards in the University shall be established and maintained at Research Management Office and the Quality Assurance and Planning Unit.
- xi. Every researcher shall ensure compliance with all relevant institutional, national and funder regulations and a responsible conduct of research including but not limited to research integrity, handling of samples and materials, protection of human and animal subjects and documentation.
- xii. Researchers and research staff shall undergo periodic training on the conduct of research to enhance their competence and update themselves on current knowledge and practices.
- xiii. Research mentoring shall be systematic and all young researchers will have formal training and mentoring which should include grantsmanship.

3.3.5 Staff Recruitment, Promotions and Development

There shall be a clear Human Resource Policy, as well as, appropriate conditions of service for all categories of staff.

- i. All such documents shall be properly communicated to staff during their appointments and promotions processes.
- ii. The University shall commit itself to continuous professional development of its staff through the organisation of in- service training/workshops, seminars and provision of
- iii. study opportunities.
- iv. The University shall institute and implement a performance appraisal system to monitor performance of all categories of staff.
- v. Staff shall be well motivated and appropriate reward systems such as, Long Service and Outstanding Performance Awards, etc. shall be instituted to motivate staff.
- vi. The University shall continuously review its staff promotion process to make it more transparent, fair and objective.
- vii. The University shall institute welfare support systems, including, housing, subsidized food and soft loans through support to staff cooperative societies.

3.3.6 Health and Safety

The University shall provide a safe environment for its entire staff, students and others living or operating within the University community.

- i. University staff and students shall be trained in the safe use of tools, machinery and equipment to limit the incidence of injuries and accidents at the workplace.
- ii. Emergency response services, such as, the Fire Service, the University medical center, etc. shall be well resourced to respond to emergencies in order to save lives and property.
- iii. The Security Department shall be equipped with the necessary logistics and training to fight crime, control violence and protect the University from armed robbery and burglary.
- iv. The University shall maintain the highest levels of environmental cleanliness and hygiene within and around all its facilities especially in respect of the provision of effective cleaning and waste management arrangements, as well as, uninterrupted supply of clean running water.
- v. The University shall commit itself to the provision of quality and comprehensive healthcare for all its staff and students.
- vi. The University Medical Centre shall be responsible for the prevention and control of outbreak of diseases within the University Community.
- vii. There shall be a comprehensive Health and Safety Policy for the University.
- viii. The University shall require the same high standards of health and safety from private student hostels and staff accommodation as a condition for their accreditation.

3.3.7 Stewardship of Resources and Integrity in Service

- i. The University shall actively promote and maintain environmentally sustainable processes in respect of land, air, water bodies, flora and fauna within its boundaries, as well as, through advocacy and research, at the local, national and international levels.
- ii. All staff shall uphold the highest sense of integrity and responsibility when using any of the university's resources.
- iii. All staff shall work within the period assigned to them.
- iv. The University shall introduce and implement an efficient automated system to track attendance
- v. All staff shall handle all equipment, tools and facilities assigned to them with care and always cultivate the culture of maintenance.
- vi. All staff shall respect all other people including co-workers, clients and guests and shall strive to ensure team work and harmonised living.
- vii. All staff shall avoid sexual harassment, racial/ethnic/religious discrimination, and suppression of minority groups and shall assist people with disabilities as stated in the relevant University Policies.

3.3.8 Students Involvement in Management

- i. Students shall be well represented in all Committees/Boards as stipulated in the Statutes and other policies.
- ii. Students shall be involved in the Quality Assurance process by evaluating courses and lecturers,

non-teaching staff as well as other service providers such as the Library, University Medical Centre, etc.

- iii. Due process shall be followed in all disciplinary matters involving students.
- iv. Counselling services shall be available to staff and all students in all aspects of their academic and social life.

CHAPTER FOUR

QUALITY ASSURANCE MECHANISM

In response to global concerns surrounding the preservation of quality in higher education, universities are increasingly recognizing the need for robust quality assurance mechanisms. The evolving landscape of teaching, research, and administrative practices has prompted institutions to adopt formal, transparent, and credible systems that undergo external verification. In alignment with its mission, the University of Lagos (UNILAG) has proactively prioritized the enhancement of its quality assurance processes and mechanisms.

4.1 Vision:

To make the University of Lagos a leading light in quality service provision and delivery for academic excellence and efficient administration in Nigeria.

4.2 Mission:

To ensure a conducive working environment for quality service delivery, and to identify opportunities for improved access to quality service for all stakeholders.

4.3 Goals

“The overarching goal of quality assurance in University of Lagos is to consistently enhance and uphold the quality of its fundamental activities. This objective is achieved through a deliberate focus on setting clear goals and implementing effective processes key areas of our operation and core competence.”

i. Teaching and Learning (Scholarship):

- a. **Setting Goals:** Universities establish strategic goals aligned with her mission and vision. These goals encompass student learning outcomes, curriculum design, and teaching methodologies.
- b. **Processes and Procedures:** Faculty members design courses, create syllabi, and engage in pedagogical practices. Regular assessments, feedback loops, and continuous improvement efforts are integral to maintaining teaching quality.

ii. Research:

- a. **Setting Goals:** Research institute/centers set ambitious goals related to scholarly output, innovation, and impact. These include publishing in reputable journals, securing research funding, and collaborating with peers.
- b. **Processes and Procedures:** Researchers follow rigorous methodologies, adhere to ethical standards, and contribute to the advancement of knowledge. Peer review, interdisciplinary collaboration, and dissemination of findings are part of the process.

iii. Community Services:

- a. **Setting Goals:** Universities aim to serve their communities through outreach, public engagement, and practical applications of knowledge. Goals may involve partnerships, community development, and addressing societal challenges.

- b. **Processes and Procedures:** Service-oriented activities—such as organizing workshops, providing expertise to local organizations, or participating in policy discussions—contribute to community well-being.
- iv. **Maintenance and Improvement:**
 - a. **Setting Goals:** Universities recognize that quality is not static; it evolves over time. Goals include staying current with best practices, adapting to technological advancements, and responding to changing needs.
 - b. **Processes and Procedures:** Regular reviews, self-assessments, and external evaluations ensure ongoing improvement. Quality assurance mechanisms identify areas for enhancement and facilitate necessary adjustments.

4.4 Objectives of Quality Assurance

UNILAG's commitment to her strategic goals is reflected in its dedication to maintaining high standards and fostering a positive learning environment by:

- i. **Maintaining Degree Integrity:**
 - a. UNILAG Quality assurance ensures that the degrees and certificates awarded by the university maintain their credibility and reflect the highest standards of academic achievement. Rigorous assessment processes safeguard the value of these credentials.
- ii. **Research Integrity:**
 - a. Upholding the highest ethical standards in research is given paramount. Quality assurance oversees research practices among both staff and students, ensuring adherence to local and international norms. This commitment to integrity enhances the university's reputation.
- iii. **Continuous Improvement of Community Services:**
 - a. University of Lagos serve as vital community hubs. Our Quality assurance drives the ongoing enhancement of services provided to stakeholders—whether through outreach programs, partnerships, or knowledge dissemination. The goal is to positively impact society.
- iv. **Capacity Building Workshops:**
 - a. To foster excellence, University of Lagos quality assurance facilitates cutting-edge workshops and training for staff. These workshops empower faculty and administrative personnel with the skills needed to continually improve internal processes and support services.
- v. **Comprehensive Internal Quality Mechanisms:**
 - a. Beyond academics, University of Lagos quality assurance extends its reach to cover all university operations. From administrative functions to student support services, a holistic approach ensures excellence across the board.
- vi. **Culture of Excellence:**
 - a. Quality service delivery is at the core of a university's mission. By promoting a culture of excellence, quality assurance inspires all members of the university community—faculty, staff, and students—to strive for their best.

vii. **Ethical Implementation:**

- a. Every activity and program within the university adhere to ethical principles. University of Lagos Quality assurance ensures that these principles guide decision-making, fostering trust and accountability.

4.5 Scope of the Quality Assurance

Quality Assurance has emerged as a vital tool for university administration both in Nigeria and worldwide. Various segments contribute to determining quality within the University, including students, staff, academic programs, infrastructure, teaching resources, governance, and support services. To align the University of Lagos operations with its strategic goals, the quality assurance mechanisms encompass all these aspects of the university's operations and facilities namely:

- i. All Colleges/Faculties, Institutes, Academic/Administrative Departments, Research Centres and all other specialised and productive units within the university;
- ii. All staff (Senior Members, Senior Staff and Junior Staff), temporary and permanent, who are engaged in teaching, research, administration, professional services, consultancy and all those providing support services to the core functions of the university;
- iii. All registered students;
- iv. Infrastructure including learning resources, sporting facilities, medical facilities etc; and
- v. All governance/institutional structures including Council, Boards and Committees, as well as, social amenities and information dissemination structures.

4.6 Implementation of Responsibilities for major Stakeholders

To ensure efficient implementation of the Quality Assurance framework, all major stakeholders perform certain responsibilities.

Responsibilities of Students

- i. Students must maintain their statuses at all times.
- ii. They must seek to always promote the image and integrity of the University. This, they must do by adhering to academic excellence and integrity.
- iii. They must observe all University rules and regulations, and respect the matriculation oaths they take as part of their admissions. They must follow and use the appropriate channels of communication at all times.

Responsibilities of Staff

- i. Staff must undertake their assigned duties with all diligence, dedication and with the highest sense of integrity. They must adhere to all the conditions that come with their appointments/promotions.
- ii. They must avail themselves and provide service to the University, national and international communities. They must ensure quality service in their respective areas of teaching and research, administrative and professional services.

Responsibilities of University Management

- i. The University Management must provide a conducive atmosphere, free of fear and intimidation, and encourage the interaction of ideas and counter ideas as an academic institution.
- ii. All policies, rules, and regulations must be initiated, communicated, implemented and evaluated with full participation of all staff and students where necessary.
- iii. All policies, rules, and regulations must be applied without fear or favour in a transparent manner.
- iv. There should be a system in place to promote scholarship, creative thinking, innovation and knowledge transfer.
- v. There should be an effective system to monitor performances and reward service, as well as, academic excellence.

CHAPTER FIVE

QUALITY ASSURANCE OF ACADEMIC PROGRAMMES

5.1. Academic Programmes Quality Assurance

UNILAG maintains a tripartite framework to ensure that the quality of her academic Programme meet diversifying needs for the development of high-level manpower of the Nigerian economy, and also compete favorable with academic degrees run among counterparts world-wide. First, the university designs the curricula of her academic Programmes to adhere to the standards set by the Nigerian Universities Commission, NUC, for institutions conducting undergraduate and postgraduate degrees in Nigeria. Second, the university employs boards of studies constituted by her senate to conduct frequent and periodic reviews of its academic Programmes. Finally, the institution allows curriculum input from chartered professional bodies in Nigeria and around the world to help improve the quality of its affiliated academic degrees.

5.1.1 National Universities Commission (NUC) Oversight

The NUC is a parastatal under the Nigerian Federal Ministry of Education that is empowered by the Nigerian constitution to oversee the quality of academic Programmes offered by Nigerian universities. The NUC enhances the quality of academic Programmes offered by Nigerian universities through the Basic Minimum Academic Standard (BMAS). In 2023, the NUC also introduced the CCMAS template as a replacement for the BMAS to design the curricula of science-based or science-related academic Programmes in Nigerian universities. As a result, UNILAG employs both the BMAS and the CCMAS to design the curriculum for its various academic Programmes.

Other oversight roles played by the NUC to UNILAG for the maintenance of quality academic Programming are:

- Institutional re-accreditation of academic Programmes, every 2 years for courses granted interim accreditation or 5 years for courses granted full accreditation.
- Institutional Programme facilities and personnel Audits, and
- Assuring continuous quality assurance of all academic Programmes offered in UNILAG through monitoring by the appendage of the National QA & SERVICOM situated In the university.

5.1.2 Internal Assurance of the Quality of Academic Programmes

The UNILAG Senate, as the University's highest academic authority, regulates the academic quality of degree Programmes through two academic boards; Faculty Boards of Studies (FBS) for undergraduate Programmes and Postgraduate Board of Studies (PSB) for postgraduate Programmes. While, there exist a university-wide Academic Planning Committee (APC) that is in charge of monitoring the various levels of teaching and learning quality assurance and improvement procedures, as well as assisting the Senate in making decisions on academic matters. The two aforementioned academic boards, the FBS and the PSB, are to guarantee that quality assurance and enhancement procedures are in place. Also, these boards are to ensure that the evaluation and review processes for both the undergraduate and postgraduate academic Programmes are sound, and that there is a reasonable degree of consistency in standard of academic Programmes throughout the institution.

5.1.3 Contribution of Professional bodies to Quality Assurance of Academic Programmes

Apart from UNILAG satisfying the accreditation requirements before floating any academic Programme as insisted by NUC, the University also conduct regular and periodic internal review of academic Programme through her undergraduate and postgraduate academic boards, to continuously assess the relevance of the academic Programmes to the Nigerian economic development and manpower need. The institution also allows various chartered and standard professional bodies to improve the robustness of her academic Programmes by contributing to the curricula of each related academic Programme. This is to ensure that UNILAG academic Programmes meets the relevant skills needed in the professional industry.

5.2 Quality Assurance of Courses

5.2.1 Quality Assurance of Courses Syllabi

Each course lecturer submits his or her syllabus for each course he or she teaches to the appropriate head of department at the start of each semester. The head of department reviews the syllabus, comments on it, and changes it as needed before the course lecturer presents it to the class. If necessary, the head of department may seek input from other lecturers.

In the first week of classes, the course lecturer must provide students with a course syllabus that outlines the material to be covered, the basic bibliography and reading assignments for the course, and a list of the required work expected of them, such as papers, quizzes, tests, and final exams. The syllabus must provide the evaluation methodology for determining final course grades. In addition, the course syllabus must describe the expected learning outcomes for the course, as well as the university's policy on attendance and assessment/evaluation of course.

The following information are on page one of each syllabus:

- Course Name
- Course Code
- Semester & Year
- Instructor Details (name, office location, contact info, office hours)
- FI Details (name, office location, contact info, office hours)
- Class Times & Location
- Course Description (a one paragraph overview of the content that matches the UNILAG course catalogue)
- Textbooks and Required Course Materials (the short list).

Academic departments at the UNILAG keep updated documentation for each subject they offer. This course file, in accordance with NUC standards, contains enough information on each course for the teacher or other reviewers who assess Programme effectiveness to determine whether the course is accomplishing its learning objectives and whether adjustments to the course are necessary.

The course files must include the following information as presented per the NUC guidelines:

1. *“Syllabi for the current and previous offerings of the course;*
2. *Copies of all instructor-teaching materials;*

3. *Copies of all assessment instruments;*
4. *Instructor worked answers and marking schemes for all assessment instruments;*
5. *Examples from across the range of student performance of graded responses to all assessment instruments;*
6. *A comprehensive instructor review of the presentation of the course, covering:*
 - *appropriateness of the course learning outcomes;*
 - *extent to which the syllabus was covered;*
 - *extent to which learning outcomes were met (with evidence);*
 - *appropriateness of textbooks and other learning resources;*
 - *appropriateness of assessment instruments in relation to learning outcomes;*
 - *appropriateness of the balance of assessment;*
 - *appropriateness of prerequisites;*
 - *general comments on any problems encountered with the course;*
 - b. Quantitative analysis of student performance during the course presentation;*
 - c. Summary of student feedback on the evaluation of the course."*

UNILAG recognizes the need for electronic course files approach in order to overcome different issues (printing large documents, storing, security, archiving, management and tracking history of changes and improvements) and provide additional advantages of easier access for UNILAG Faculty, Management and external auditors. The QA UNIT also conducts random audits on course-files to ensure the adherence to the policy.

5.2.3 Approval of New Courses

When a new course needs to be approved or an existing course needs to be significantly modified, the head of the relevant department usually presents the course syllabus to the Academic Programmes Committee. The Academic Programmes Committee will review the proposed syllabus and New Course Development Form before recommending whether or not to approve the course.

5.2.4 Course Evaluations

Course evaluations are administered every semester and in every course. Course evaluations are applicable to both new and continuing instructors, both full-time and adjunct. For new instructors, or per the Dean's discretion, a mid- semester student course evaluation will also be given so that there is time for conversation or intervention regarding the quality of the teaching and/or learning environment, as needed.

Course evaluations serve as both a formative evaluation for faculty and continual course improvement, and a summative evaluation for the effective teaching and learning. The head of

department and dean will review summaries of all student course evaluations and provide feedback to faculty as appropriate.

5.3 Assessment Methods for Administrative units

In the assessment of administrative units, multiple outcomes assessment measures are employed. Assessment measures can be classified as direct or indirect based on how they relate to outcomes. While some outcomes may only require one measure to evaluate the unit's effectiveness, in general, it is better to develop and use multiple measures for each outcome. Varying the types of measures applied to an outcome provides a full and a more reliable picture of overall effectiveness.

5.3.1. Direct Measures:

Direct measures examine actual results about the unit accomplishments or measures of knowledge or ability the customer will receive upon being provided with the unit services. These measures may include counts, percentages or averages on unit services. Examples of such measures are:

- Use of a Service (e.g. hits on a website, use of computer technology)
- Graduation and retention rates
- Recruiting results
- Tracking complaints and how they are resolved
- Count of programme participants
- Average waiting/service/processing time
- Number of applications (Students, faculty or staff)
- Number of staff/faculty trained
- Attendance at events

5.3.2. Indirect Measures

When using direct measures for assessment, unit staff are aware of the indicators of interest to ensure the relevant processes are tracked and recorded for assessment process. When indirect measures are used, the administrative unit coordinates with quality assurance unit regarding the questions to be embedded in the conducted surveys to ensure that such surveys provide relevant and evidential data on the outcomes under assessment. Generally, the quality assurance unit in cooperation with Academic and administrative Units administers a series of faculty, staff, students and alumni surveys for purposes of assessment. The administration schedule for the various surveys is provided in Appendix C. This schedule is subject to change based on the needs of the university.

Indirect measures examine clients' attitudes and perceptions relative to the outcome. These measures are typically based on surveys and focus groups. Examples include:

- a) Student Satisfaction Survey
- b) Graduating Student Survey
- c) Faculty Satisfaction Survey
- d) Staff Satisfaction Survey
- e) Alumni Survey

5.3.3 Achievement Targets

Once the assessment method is determined, the achievement targets for each administrative unit outcome should be established. An achievement target identifies standards expected from services provided by the administrative unit. Therefore, setting achievement targets allows the administrators to determine exactly what the expectations for stakeholders should be. It is important to prepare quantitative targets so that it is clear that the outcome was or was not achieved. Moreover, the achievement target on a given assessment measure should be determined before data on that measure is collected.

It is necessary to emphasize that not all outcomes need to be assessed; only those that are the most important. In addition, not all outcomes must be assessed each year. Administrative units can schedule assessment of outcomes over several years, if needed.

5.4 Administrative Supports Units and their Roles

Bursary Unit

1. Promote financial responsibility.
2. Provide quality services.
3. Support the teaching, research, and community service goals of UNILAG.
4. Maintain safe, clean, and accessible facilities.
5. Provide quality auxiliary services.
6. Promote and maintain the fiscal health of UNILAG through rational budgets, financial reports, and purchasing policies.
7. Maximize the satisfaction of faculty, staff, and students.

Library

1. To develop and maintain an understanding of the Library users and their information needs, and to respond to them appropriately.
2. To develop a variety of information resources, services, facilities and provide easy access to them.
3. To collaborate, affiliate and cooperate with organizations worldwide to share resources, and enhance services.

Centre for Information Technology and Systems (CITS)

1. To ensure that every student has access to a computer system and internet connectivity when required to enhance learning.
2. To provide computer facilities and internet connectivity to every academic staff as and when required to facilitate and support teaching and research.
3. To provide computer facilities and internet access to administrative, technical and junior staff as and when required to support teaching, learning, research and administrative activities.
4. To ensure that information technology infrastructure is very reliable, accessible and responsive.
5. To ensure that management information systems are fully integrated, user friendly, timely and accurate to support informed decision-making.

6. To ensure that graduates of the University are recognised as having acquired IT skills sufficient enough to function effectively on the job or other postgraduate assignment.
7. To increase student enrolment and access to higher education through the use of electronic/virtual learning technologies.

Human Resources Management Department (HRMD)

1. To make UNILAG an Employer of Choice through continuous image improvement by providing best HR services.
2. To create an environment where employees are enthusiastic about their jobs all the time.
3. To ensure the compliance of HR policies with state employment laws in order to make UNILAG a workplace that has all the necessary support for productive relationships.
4. To motivate existing qualified staff by inspiring long-term commitment in order to reduce the turnover and increase the retention rate.

Admissions Office

1. Providing the best services for students, faculty members, staff, and the wider community.
2. Computerizing all tasks related to admission, registration, and academic advising.
3. Treating students' academic records with the highest level of integrity through recording data accurately, keeping them, and maintaining utmost confidentiality.

Students Records

1. The Unit is responsible for keeping the academic records, including results of all students from the inception of the University.
2. The Unit serves as the coordinating unit of data collection of students from time to time
3. The issuance of transcripts on request from students.
4. Verification of results as well as academic confidential reports of ex-students on request from employers and institutions.
5. At present, the issuance of academic gowns to students for matriculation, convocation, etc.

Records Office/IRMIS

The Unit is responsible for keeping the academic records of all students since inception of the University. It also issues result to students from time to time. Other functions of the Unit are as follows:

1. Transcripts are issued on request from students. The student applies, for transcript after the payment of the prescribed fees, submits the application to the Records Office. The application must state clearly the applicant's matriculation number, course of study and the address to which the transcript should be forwarded.
2. Employers and institutions often request for Academic Confidential Reports to authenticate the various claims made by our ex-students.

3. Employers and institutions also refer student results to the University for Verification. Such requests are processed as appropriate.
4. The Unit is also in charge of computerization of the University students' records, and transcripts as well as students' affairs.

Certificate & Verification Unit

1. This Unit prepares Certificates of graduates upon completion of academic requirements and approval of Senate.
2. The Unit also verifies certificates of ex-students upon request from private and public organisations. It is important to note that the Unit has lived up to expectation by ensuring certificates are ready as requested by the regulating body and modalities for collection of the certificates are seamless.

Student Affairs Division

The Division of the Vice-Chancellor's Office which deals with the coordination of students' affairs is headed by a professor with the title "Dean of Students' Affairs". He reports to the Vice-Chancellor for the efficient execution of those policies of the University related to student management. The Students' Affairs Division included the following Units: Accommodation Unit/ The services rendered by the accommodation unit of students' division are as follows:

- Regular visitation to halls of residence.
- Regular attending to students of various categories on accommodation complaints/issues
- Regular meetings with the halls of residence management.
- Meeting with the bank officials on issues associated with payment for hostel allocation.
- Organizing annual assessment of halls of residence and award ceremony for the best halls.
- Planning the on-line allocation for bed spaces in the halls of residence for students.
- Monitoring of Hall Weeks.

5.5 Service Delivery Index Parameters

1. Service Delivery weighted 30%

- Standards and Practices / Performance:
 - This parameter evaluates how well an organization adheres to established standards and practices. It encompasses the consistency with which services are delivered, meeting or exceeding predefined benchmarks.
 - High standards ensure that customers receive reliable, predictable, and satisfactory experiences.
- Reception Experience:
 - The reception experience refers to the initial interaction between customers and service providers. It includes factors like courtesy, responsiveness, and professionalism.
 - A positive reception sets the tone for the entire service encounter.

2. Timeliness: weighted 24%

- Standards and Practice / Performance:
 - Timeliness assesses whether services are delivered promptly according to agreed-upon timelines. It considers factors like response time, processing speed, and meeting deadlines.
 - Efficient processes contribute to overall customer satisfaction.
- Customer Friendliness:
 - Friendliness in service delivery involves treating customers with warmth, empathy, and respect. It creates a welcoming atmosphere and fosters positive relationships.

3. Information weighted 18%

- Information:
 - Providing accurate, relevant, and timely information is essential. Customers rely on clear instructions, updates, and guidance.
 - Accessible information enhances transparency and empowers users.
- Customer Feedback:
 - Organizations should actively seek feedback from customers. Listening to their opinions, concerns, and suggestions helps improve services.
 - Feedback loops enable continuous learning and adaptation.

4. Professionalism weighted 16%

- Transparency:
 - Transparency refers to openness in communication. It involves sharing relevant information about processes, costs, and decision-making.
 - Transparent practices build trust and credibility.
- Efficiency:
 - Efficiency relates to resource utilization. Streamlined processes minimize waste, reduce delays, and optimize outcomes.
 - Efficient operations benefit both the organization and its customers.

5. Staff Attitude: Weighted 12%

- Staff attitude significantly impacts service quality. It encompasses:
 - Courtesy: Treating customers courteously and respectfully.
 - Positivity: Maintaining a positive demeanor even in challenging situations.
 - Problem-Solving: Addressing issues proactively and finding solutions.
 - Empathy: Understanding and empathizing with customer needs.
 - Professional Conduct: Upholding ethical standards and professional behavior.

The weighted percentages assigned to each category emphasize their relative importance within the overall assessment. By considering these parameters comprehensively, University of Lagos is able to enhance service quality and create positive experiences for their stakeholders

5.6 UNILAG's Staff Appraisal System

The following instruments were designed for staff appraisals:

- i. The annual progress appraisal forms.
- ii. Instruments by students assess their Lecturers.
- iii. Appointment and Promotion guidelines

Although the first two instruments exist there is no mechanism of administering them and also analysis. In this regard the following is recommended.

1. The University's staff appraisal system needs to be re-designed to not only evaluate but also to support and develop staff capabilities;
2. To promote a culture of self-evaluation and sense of responsibility.
3. Instruments by students to assess their Lecturers be administered and mechanism of analysis, reporting and follow up.
4. There is a need to introduce **peer observation of lecturers** as a means of enhancing the quality of teaching and also as one means of developing the individual's professionalism as a teacher. All full-time academic staff should have their teaching observed by a colleague for at least one teaching session per year. It is important that peer observation is conducted in a spirit of professional development and professionalism. Just as teachers help students learn by changing the way they think, so too can colleagues help one another understand.

5.7 Awards for Excellence

Awards should be created and given to staff who excel in their scholarship. The criteria should have the following ideals:

- i. Interest and enthusiasm in undertaking teaching and promoting student learning.
- ii. Ability to arouse curiosity and to stimulate independent learning and the development of critical thinking skills.
- iii. Ability to organise course material and present it cogently and creatively.
- iv. Command of subject matter including the incorporation of recent developments in the field of study.
- v. Evidence of innovation in the design and delivery of units.
- vi. Evidence of participation in the effective and sympathetic guidance and advising of students.
- vii. Evidence of research which leads to discoveries and is highly acclaimed.
- viii. Provision of appropriate assessment with worthwhile feedback to students on their learning.
- ix. Ability to help students from equity groups, where appropriate, participate and achieve success in their courses.
- x. Professional and systematic approach to teaching development.
- xi. Participation in professional activities and research related to teaching.

Rewards (Carrots)

Carrots for infusing quality assurance framework in UNILAG by all employees shall include (but not limited to):

- 1) Remuneration for best performance
- 2) Promotion
- 3) Financial support to Faculty/School/Institutes/Departments or individuals
- 5) Excellence Awards by Vice-Chancellor, Deans Directors for best practices
- 6) A condition for contract renewal of part time appointment

Punishment (Sticks)

Staff who fail to measure up to the quality assurance standards of UNILAG shall be subject to the following (but not limited to):

- 1) Reprimand
- 2) Suspension
- 3) Removal from office of responsibility
- 4) Criminal Investigation
- 5) Denial of benefits
- 6) Dismissal

The Human Resource Management Directorate in collaboration with the Quality Assurance Directorate shall develop the criteria for awarding staff who excel and penalties for staff who fail to measure up.

5.8 The Work Environment

UNILAG should all strive to provide a safe environment in which all members are able to reach their full academic or other work potential. There is a need not to tolerate any threat or act that interferes with an individual's performance at work or in study, or that creates an intimidating, hostile or demeaning work or study environment because of an individual's race, gender, beliefs or sexual orientation.

UNILAG has sexual harassment policy which created committees at various levels. Members of staff should consider carefully the possible consequences for themselves and for the student before allowing a romantic relationship to develop. The yellow book provides the all the necessary provisions on protecting the integrity of the academic process and to provide an environment in which all students may reach their full academic potential.

Members of staff are enjoined to avoid special relationships between members of staff that may undermine, or be perceived to undermine employment integrity, and may compromise fairness or objectivity, or be perceived to do so.

CHAPTER SIX

ACADEMIC APPEALS AND STUDENT COMPLAINTS ON ACADEMIC MATTERS

6.1 Precepts and General Principles

1. **Effective Procedures for Resolving Student Complaints and Academic Appeals:**
 - Universities should establish clear procedures for handling student complaints and appeals. These mechanisms ensure that students can voice their concerns without fear of reprisal.
 - Privacy and confidentiality are critical—students should trust that their information will be treated with utmost respect.
2. **Rights of Staff Members and Students:**
 - When handling appeals, universities must consider the rights of both staff and students. Fairness and due process are essential.
 - Policies protecting information related to appeals should be in place to safeguard privacy.
3. **Integration with Quality Assurance Framework:**
 - Academic appeals procedures should be an integral part of the university's overall quality assurance framework.
 - Each faculty, institute, or school should have structures specifically dedicated to handling student appeals.
 - Student advisory systems or officials can guide students through the process.
4. **Inclusion of Support Services:**
 - The Dean of Students, health services, and academic units play a role in supporting students during appeals.
 - A holistic academic support system ensures students receive necessary assistance.
5. **Fairness and Legal Considerations:**
 - Universities must ensure that appeal procedures are fair and reasonable. Decisions should align with applicable laws and regulations.
 - Impartiality is crucial during investigations and adjudication.
6. **Timely and Transparent Handling of Complaints and Appeals:**
 - Simple, transparent procedures facilitate efficient resolution.
 - Informal resolution options should be available at all stages, starting at the level where the issue arose.
7. **Accessible Information:**
 - Clear information about complaints and appeals procedures should be published and readily accessible to students and staff.
 - Accuracy and completeness are essential.
8. **Impartial Guidance and Support:**
 - Sources of impartial help, advice, and guidance should be widely advertised within the university.

- Students need access to knowledgeable individuals who can guide them through the process.
- 9. Conflict of Interest Avoidance:**
 - Those involved in investigating or adjudicating complaints and appeals must act impartially.
 - Any potential conflicts of interest should be avoided.
- 10. Accompaniment Rights:**
 - Complainants or appellants should have the right to be accompanied by a person of their choosing throughout the process.
- 11. Internal Procedures Beyond Initial Response:**
 - Documentation should outline further internal procedures available to dissatisfied students after the initial response to a complaint or appeal.
- 12. Implementing Remedial Action:**
 - When a complaint or appeal is upheld, appropriate remedial action should be taken promptly.
- 13. Regular Monitoring and Evaluation:**
 - Effective arrangements for monitoring, evaluating, and reviewing complaints and appeals ensure continuous improvement.
 - The system should adapt based on feedback and outcomes.
- 14. Beyond Examination Malpractice:**
 - The academic appeals system should extend beyond handling examination-related issues. It serves as a mediating and monitoring process.
- 15. Scrutiny of Monitoring and Review Arrangements:**
 - Universities should keep monitoring, evaluation, and review processes under scrutiny, incorporating best practices.
 - Tools for collecting student complaints are valuable for data-driven improvements.

By adhering to these principles, university of Lagos creates an environment where students' voices are heard, fairness prevails, and quality remains paramount

6.2 Scope of the Academic Appeals and Complaints System

That the mechanism to handle appeals be categorised as follows;

- a) staff student relations
- b) Teaching supervision and delivery
- c) Assessment
- d) Procedures of appeals/complaints
- e) Protection of due process
- f) Sanctions
- g) Rewards

h) Monitoring

If a student believes that an academic decision made by the university is incorrect or based on inaccurate information, they have the right to appeal without fear of reprisal. The university takes academic appeals seriously, handling them impartially and confidentially within a reasonable timeframe.

The students are allowed to challenge decisions when necessary, and university quality assurance unit plays a crucial role in ensuring a fair and transparent process.

6.2.1 Academic Appeals

The University's general regulations prescribe two sorts of circumstances in which, or good reason, you may appeal against an academic decision of the University.

- Those in which the University suspends or terminates your registration on the recommendation of your Board of Studies. This may result from examination failure or because a student's academic progress is considered unsatisfactory (e.g. failure to attend classes or to submit work for assessment).
- Those in which the university awards what a student believes is incorrect class or category of degree or other qualification or decides that a student may have not fully satisfied the academic and/or professional requirements for an award.

6.2.2 Grounds for Appeal

These are the grounds on which the University will consider an appeal against an academic decision;

- a) That in reaching its decision the university was unaware of factors which had affected your performance (e.g. family or personal circumstances or ill health), which for valid reasons you had been unable to known earlier.
- b) That there had been mathematical or procedural error in recording or calculating the marks on which a decision was based.
- c) That there had been irregularities or administrative errors in the conduct of an examination or other form(s) of assessment of such a nature as to cause reasonable doubt about the examiner's decision.
- a) That you have reason to believe that one or more of the examiners was prejudiced or biased.

The University considers appeals on grounds other than the above, particularly;

- (a) Those made against the academic judgement, properly exercised, or duly appointed examiners, including external examiners.
- (b) Those made mischievously or frivolously without justifiable ground.
- (c) Those made on the basis of alleged insufficiencies in teaching or supervision or the provision of materials or equipment.
- (d) Those based on ill-health or other circumstances which could and should have been reported to the school at the time of their occurrence
- (e) Where the general regulations preclude appeals in circumstances in which a student has been allowed to be addressed or to re-present a dissertation or thesis.

6.2.3 Procedures for appeals

- a) If a student decides to submit an appeal against an academic decision of the university, he/she should do so within 14 days of formal publication or otherwise receiving notification of the results.
- b) The appeal should be addressed to the Dean of students, setting out in writing the specific grounds on which the appeal is being made. The Dean of students' office will treat any personal information which is received in the course of dealing with students appeal as confidential. Such information will be kept, used and shared where necessary and appropriate with other members of university staff, only for the purposes of investigating and determining the outcome of your appeal.
- c) If you require advice on whether you have proper grounds for an appeal or if you need help to present the grounds of the appeal, you can seek assistance from the students' guild or from the Dean of Students.
- d) In the first instance, the Dean of students will normally refer your appeal to the head of the academic unit for comment and for any further information required to enable it to be considered. On receiving the Faculty/Institute/Schools response, the Dean of students will consult where appropriate with the Deputy-Vice Chancellor Academic and Research to establish whether there are grounds for appeal.
- e) If it is decided that the ground for appeal do not accord with those prescribed in the general regulations, the Dean of students will inform the student that decision and the reasons in writing usually within 15 working days of receiving the initial appeal. The appeal will be dismissed and no further action will be taken.
- f) If it is decided that the grounds for appeal do accord with those prescribed in the general regulations, the Dean of students will take one of the following courses of action, depending on the grounds of the appeal;
 - i. In the case of an appeal involving a mathematical or procedural error in calculating your eligibility for an award, he/she will ordinarily consult with the chair of the Board of Examiners. If an error is found then the examiner's decision will be amended if appropriate, including the pre-classification of an award.
 - ii. In the case of an appeal involving irregularities in the assessment process, circumstances which had not been known at the time a decision was made or allegations of bias, the matter is referred to Appeals Committee.
 - iii. A student who is dissatisfied with the decision of a committee may appeal to the Senate Appeals Committee within 30 days from the date of the letter communicating the decision.
 - iv. The appeal shall be in writing addressed to the Director of Academic Affairs and copied to the Committee stating clearly the grounds of appeal. The Director of Academic Affairs shall acknowledge in writing to the student and Chairperson of Faculty/School/Institute Committee receipt of the appeal.
 - v. A student who pleaded guilty to an offence before the Faculty/School/Institute

Committee shall have a right of appeal only with respect to the penalty.

- vi. The Senate Appeals Committee shall hear the appeal expeditiously. The student appealing shall be notified in writing of the date when the appeal will be heard and should be given an opportunity to appear before the Senate Appeals Committee and be heard.
- g) The Director of Academic Affairs shall officially notify the Faculty Committee that made the decision in the first instance of the date of hearing of the appeal. The Faculty/School/Institute Committee shall have a right of representation.
- h) At the hearing of the appeal, the student shall have an opportunity to be heard and the Faculty/School/Institute Committee shall have a right to respond to the student's presentation.
- i) The Senate Appeals Committee shall have power on cause being shown to allow the student present additional evidence before it.
- j) Where additional witnesses are called, they will be subject to cross-examination by the representative of the Faculty/School/Institute Committee. The Faculty/School/Institute Committee may also adduce additional evidence, which may be responded to by the student.
- k) The Senate Appeals Committee will then deliberate in the absence of the student and Faculty/School/Institute Committee representative preferably on the date of hearing.
- l) The Senate Appeals Committee may confirm, vary or set aside the decision of the Faculty/School/Institute Committee.
- m) The Senate Appeals Committee shall take into account the rules of natural justice.

6.2.4 Appeals Committee

- (a) The appeals committee is composed of members who will not have been directly involved in the university's original decision.
- (b) It will include student members.
- (c) The Appeals Committee has authority to determine the way in which it will consider the appeal before it.

6.3 Code of Practice

- a) A student appealing and other parties involved in the appeal, have access, prior to the meeting of the committee, relevant papers, including written commentaries on the appeal and responses to the appeal.
- b) A student applying will be given adequate notice of the date, time and venue for the meeting and also be invited to attend.
- c) The appellant is entitled to be accompanied by a friend of his/her choosing during the hearing.
- d) The appellant shall be informed in writing of the result of the appeal within 10 working days of the meeting. In case of delay due to need for further investigation notification should be given.
- e) Staff not to sit in judgment of their own cause

CHAPTER SEVEN

ADMINISTRATIVE QUALITY ASSURANCE

7.1 Overview of Administrative Assessment

The focus of institutional effectiveness in academic Programmes is, understandably, on student learning results. However, these initiatives are inextricably linked to the operations and services of administrative and educational support units/centers. Integrated assessment should allow for the regular evaluation and improvement of activities and services in these units.

The assessment process for administrative units is completed annually and follows a scheme similar to that of the Programme learning outcomes assessment process. This process is implemented mainly to support the UNILAG's mission and to abide by the institutional commitment on institutional

Every year, individual units in cooperation with QA UNIT review their mission, goals and assessment strategies; collect and analyze data, and utilize this information to make changes/updates as appropriate. To guide this process, units develop annual assessment plans and reports. These documents are submitted to the "QA UNIT" for review and feedback.

The administrative support services at UNILAG include, Information Technology Services, Library, Administrative and Financial Services, Human Resource Services, and Registration. These areas ensure that facilities, finances, and personnel support the learning environment dedicated to serving the student body and the academic staff and focus on the improvement of the basic operations necessary to the University's infrastructure.

7.2 Administrative Outcomes Assessment Process

The administrative outcomes assessment process is a cyclic sub-process in the University Institutional Effectiveness Process. The process works as follows:

1. Defining unit goals in line with university mission and goals.
2. Driving the unit outcomes.
3. Identifying and designing appropriate assessment tools that measure the unit outcomes.
4. Establishing an achievement target for each assessment measure.
5. Collecting and analyzing the assessment data to determine major findings.
6. Developing and implementing an action plan based on assessment results to improve attainment of expected outcomes.

In the following sub-sections, we will address each of these steps by providing a basic overview of the purpose of the step, listing the specific activities for units associated with the step, and offering guidelines and suggestions for effectively completing the step.

7.2.1. Unit Mission and Goals

The mission is a broad statement of the administrative unit's direction and values. It should reflect how the unit contributes to the education, development, and experiences of students and other stakeholders at the institution. The mission statement should also describe the services provided by the unit. Moreover, the administrative unit mission should support and endorse the University mission and collectively with other units' and Programmes' missions constitute the University Strategic Plan.

The goals of an administrative unit should be aligned with the goals of the institution and provide the basis for assessment and, therefore, should be defined adequately and clearly. Similar to the unit mission, the best starting point to establish the goals is the University Strategic Plan. The UNILAG plan provides goal statements that help administrative units to set their goals. For example, the Human Resources Unit should *continue to recruit and retain a dedicated and culturally diverse faculty whose teaching is informed by research, and embodies learning experiences that enable students to improve academically and personally*) as the basis for setting its goals and deriving the corresponding indicators in the annual assessment activity.

The following are examples of unit goals:

1. Provide high-quality academic Programmes and a learning environment that promotes student success.
2. Provide computer lab resources and instructional support services which meet the needs of the University faculty and students.
3. Enhance the availability and use of print and electronic resources.
4. Support the intellectual, emotional and physical growth of students.
5. Attract and retain highly qualified professional faculty and staff.
6. Expedite access to scholarly resources at the point and place of need.
7. To provide the technological and other tools necessary to support and enhance library Programmes and services.
8. Providing the best services for students, faculty members, staff, and the wider community.
9. Improve the effectiveness and efficiency of the registration office's services and operations.
10. The Registrar's Office will provide accurate class enrollment data.

Finally, unit goals/objectives should be shared with staff and with the university community. Staff performs more effectively when they are given clear goals to help them focus on what's most important and understand how individual responsibilities or tasks fit with the goals of the unit.

7.3 Assessment Methods

In the assessment of administrative units, multiple outcomes assessment measures are employed. Assessment measures can be classified as direct or indirect based on how they relate to outcomes. While some outcomes may only require one measure to evaluate the unit's effectiveness, in general, it is better to develop and use multiple measures for each outcome.

Varying the types of measures applied to an outcome provides a full and a more reliable picture of overall effectiveness.

Direct Measures:

Direct measures examine actual results about the unit accomplishments or measures of knowledge or ability the customer will receive upon being provided with the unit services. These measures may include counts, percentages or averages on unit services. Examples of such measures are:

- (b) Use of a Service (e.g. hits on a website, use of computer technology)
- (c) Graduation and retention rates
- (d) Recruiting results
- (e) Tracking complaints and how they are resolved
- (f) Count of Programme participants
- (g) Average waiting/service/processing time
- (h) Number of applications (Students, faculty or staff)
- (i) Number of staff/faculty trained
- (j) Attendance at events

Indirect Measures

Indirect measures examine clients' attitudes and perceptions relative to the outcome. These measures are typically based on surveys and focus groups. Examples include:

- f) Student Satisfaction Survey
- g) Graduating Student Survey
- h) Faculty Satisfaction Survey
- i) Staff Satisfaction Survey
- j) Alumni Survey

When using direct measures for assessment, unit staff should be aware of the indicators of interest to ensure the relevant processes are tracked and recorded for assessment process. When indirect measures are used, the administrative unit should coordinate with QA UNIT regarding the questions to be embedded in the conducted surveys to ensure that such surveys provide relevant and evidential data on the outcomes under assessment. Generally, the QA UNIT in cooperation with Academic and administrative Units administers a series of faculty, staff, students and alumni surveys for purposes of assessment. The administration schedule for the various surveys is provided in Appendix C. This schedule is subject to change based on the needs of the university.

7.4 Achievement Targets

Once the assessment method is determined, the achievement targets for each administrative unit outcome should be established. An achievement target identifies standards expected from services provided by the administrative unit. Therefore, setting achievement targets allows the administrators to determine exactly what the expectations for stakeholders should be. It is important to prepare quantitative targets so that it is clear that the outcome was or was not achieved. Moreover, the achievement target on a given assessment measure should be determined before data on that measure is collected.

It is necessary to emphasize that not all outcomes need to be assessed; only those that are the most important. In addition, not all outcomes must be assessed each year. Administrative units can schedule assessment of outcomes over several years, if needed.

7.5 Administrative Supports Units and their Roles

Bursary Unit

1. Promote financial responsibility.
2. Provide quality services.
3. Support the teaching, research, and community service goals of UNILAG.
4. Maintain safe, clean, and accessible facilities.
5. Provide quality auxiliary services.
6. Promote and maintain the fiscal health of UNILAG through rational budgets, financial reports, and purchasing policies.
7. Maximize the satisfaction of faculty, staff, and students.

Library

1. To develop and maintain an understanding of the Library users and their information needs, and to respond to them appropriately.
2. To develop a variety of information resources, services, facilities and provide easy access to them.
3. To collaborate, affiliate and cooperate with organizations worldwide to share resources, and enhance services.

Centre for Information Technology and Systems (CITS)

1. To ensure that every student has access to a computer system and internet connectivity when required to enhance learning.
2. To provide computer facilities and internet connectivity to every academic staff as and when required to facilitate and support teaching and research.
3. To provide computer facilities and internet access to administrative, technical and junior staff as and when required to support teaching, learning, research and administrative activities.
4. To ensure that information technology infrastructure is very reliable, accessible and responsive.
5. To ensure that management information systems are fully integrated, user friendly, timely and accurate to support informed decision-making.
6. To ensure that graduates of the University are recognised as having acquired IT skills sufficient enough to function effectively on the job or other postgraduate assignment.
7. To increase student enrolment and access to higher education through the use of electronic/virtual learning technologies.

Human Resources Management Department (HRMD)

1. To make UNILAG an Employer of Choice through continuous image improvement by providing best HR services.
2. To create an environment where employees are enthusiastic about their jobs all the time.
3. To ensure the compliance of HR policies with state employment laws in order to make UNILAG a workplace that has all the necessary support for productive relationships.
4. To motivate existing qualified staff by inspiring long term commitment in order to reduce the turnover and increase the retention rate.

Admissions Office

1. Providing the best services for students, faculty members, staff, and the wider community.
2. Computerizing all tasks related to admission, registration, and academic advising.
3. Treating students' academic records with the highest level of integrity through recording data accurately, keeping them, and maintaining utmost confidentiality.

Students Records

1. The Unit is responsible for keeping the academic records, including results of all students from the inception of the University.
2. The Unit serves as the coordinating unit of data collection of students from time to time
3. The issuance of transcripts on request from students.
4. Verification of results as well as academic confidential reports of ex-students on request from employers and institutions.
5. At present, the issuance of academic gowns to students for matriculation, convocation, etc.

Records Office/IRMIS

The Unit is responsible for keeping the academic records of all students since inception of the University. It also issues result to students from time to time. Other functions of the Unit are as follows:

1. Transcripts are issued on request from students. The student applies, for transcript after the payment of the prescribed fees, submits the application to the Records Office. The application must state clearly the applicant's matriculation number, course of study and the address to which the transcript should be forwarded.
2. Employers and institutions often request for Academic Confidential Reports to authenticate the various claims made by our ex-students.
3. Employers and institutions also refer student results to the University for Verification. Such requests are processed as appropriate.
4. The Unit is also in charge of computerization of the University students' records, and transcripts as well as students' affairs.

Certificate & Verification Unit

1. This Unit prepares Certificates of graduates upon completion of academic requirements and approval of Senate.
2. The Unit also verifies certificates of ex-students upon request from private and public organisations. It is important to note that the Unit has lived up to expectation by ensuring certificates are ready as requested by the regulating body and modalities for collection of the certificates are seamless.

Student Affairs Division

The Division of the Vice-Chancellor's Office which deals with the coordination of students' affairs is headed by a Professor with the title "Dean of Students' Affairs". He reports to the Vice-Chancellor for the efficient execution of those policies of the University related to student management.

The Students' Affairs Division included the following Units: Accommodation Unit

The services rendered by the accommodation unit of students' division are as follows:

1. Regular visitation to halls of residence.

2. Regular attending to students of various categories on accommodation complaints/issues
3. Regular meetings with the halls of residence management.
4. Meeting with the bank officials on issues associated with payment for hostel allocation.
5. Organizing annual assessment of halls of residence and award ceremony for the best halls.
6. Planning the on-line allocation for bed spaces in the halls of residence for students.
7. Monitoring of Hall Weeks.