

International Quality Review for ACE Impact: Gap Analysis Stage

Institution:	UNIVERSITY OF LAGOS
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Date submitted to QAA:	June, 2023

About Gap Analysis

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

Instructions

- Consider each of the European Standards below and in each case, enter information into the relevant columns, adding more rows as necessary
- **Current situation:** explain the policies, procedures, systems and approaches that are in place that contribute to the achievement of the standard.
- **Evidence:** What evidence do you have that can demonstrate the standard is met? This can include documents, statistical evidence or links to web pages. You do not have to provide all documentary evidence at this stage. There should be a maximum of 25 pieces of evidence for each standard; that evidence must be targeted to the Standard and its guideline; must be clearly labelled numerically, beginning 001, 002, and so on.
- **Gap Analysis:** Now reflect on the standard and the evidence you have cited and determine what gaps exist and what actions are needed to address the gaps so that the standard can be fully met.
- **QAA Assessment:** This section will be completed by the two QAA assessors who are working with you. They will evaluate your assessment and their commentary will either verify the institutions assessment or suggest amendments or additions.

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

Technical requirements for submitting this report with supporting documentation

This report and supporting documentation must be uploaded to QAA's secure electronic site. The precise date for doing these will be confirmed in writing. We will explain by letter how the institutional submission should be uploaded.

The table below shows the key technical points to consider when compiling and uploading this report and supporting documentation to QAA's secure electronic site.

Overall presentation	<p>This gap analysis report and supporting evidence should be supplied in a coherent structure:</p> <ul style="list-style-type: none"> • all files together, with no subfolders or zipped files • documents clearly labelled numerically, beginning 001, 002, 003 and so on • ensure that each document has a unique reference number - do not number the same document with different numbers and submit it multiple times.
File-naming convention	<p>Only use alphanumeric characters (a-z and 0-9); for spaces use the underscore (_) and the hyphen (-). Do not use full stops and any other punctuation marks or symbols, as these will not upload successfully.</p>
File types to avoid	<p>Do not upload:</p> <ul style="list-style-type: none"> • shortcut files (also known as .lnk and .url files) • temporary files beginning with a tilde (~) • administrative files such as thumbs.db and .DS_Store.
<p>For technical assistance with uploading files, please contact your QAA Officer or the QAA service desk on +44 2829 331111, or email onedesk@m5servicedesk.ac.uk The service desk operates from Monday to Friday between 9.00 and 17.00 UK time.</p>	

Brief overview of the University

[Please briefly describe your university: for example, mission, vision, strategic objectives, range of subjects/degrees offered, level of study e.g. undergraduate, postgraduate, number of students, key partner organisations, accreditations and any unique characteristics the University may have]

The University of Lagos, Nigeria (UNILAG) is a foremost English-language, national Universities Commission accredited public tertiary institution founded in 1962. It has three campuses; the main campus in Akoka (with a uniquely scenic Lagos, lagoon view), the School of Radiography in Yaba, and College of Medicine, in Idi-Araba, Surulere. The University takes pride in its rich and diverse students, parents, faculty and staff, members of the council, alumni, and friends of the university, and generous sponsors from more than 50 countries. Our graduates are part of a global network of leaders, creators, artist, innovators and academics contributing to sustainable human experiences. UNILAG offers degree and sub-degree academic programs across twelve Faculties, a College and five Institutes, namely, Arts, Basic Medical Sciences, Management Sciences, Clinical Sciences, Dental Sciences, Education, Engineering, Environmental Sciences, Law, Pharmacy, Science, and Social Sciences. The Institutes are; the Distance Learning Institute (DLI), Confucius Institute, Institute of Maritime Studies, Institute of Continuing Education, and Institute for African & Diaspora Studies.

UNILAG is driving creativity through research Centres for; Human Rights, African Regional Integration & Borderland Studies, Entrepreneurship & Skills Acquisition. Others are two African Research Universities Alliance (ARUA) Centres (Biodiversity Conservation and Human Resources Development), one African Centre of Excellence (ACE), and Centres for Autism & Neuro Development Disorders, Human & Zoonotic Virology, Malaria Diagnosis, and Economic Policy Analysis & Research.

Our faculty and management are together building on a legacy of academic excellence aided with state of the arts facilities to leapfrog Research and Innovation thereby creating solutions to human and national challenges. Our teaching, research, innovations and collaboration are effectively galvanized to produce only top-rated graduates. Some research achievements are; Googles Global Impact support that led to development of the Barcode of Wildlife; WHO supported innovative diagnostics on malaria rapid tests (RTDs); molecular genetics of cleft lip and palate (CLP) in population of African descent; and management of Ebola epidemic which saw minimal impact in Nigeria in 2014. Among UNILAG's notable alumni include: (i). Prof. Yemi Osinbajo, Vice President Nigeria, (2015-2023), (ii), Mr. Ousainou Darboe, Vice President Gambia (2017), (iii) Prof. Omowunmi Sadik, inventor, Binghamton University, USA, (iv), Mr. Dele Olojede, Journalist and 1st African born winner of the Pulitzer Prize, and (v) Dr. J. U. Ugwu, former Nigerian Permanent Representative at the United Nations to mention a few.

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.

Vision: To be a Top Class Institution for the pursuit of excellence in knowledge, character and service to humanity

The university has an all encompassing strategic objectives which can be extracted from the UNILAG (2012 – 2037) Strategic Plan Document (**a001**). Those objectives have been delineated under six (6) key focus areas which are now listed below;

The universities **focus areas** and **strategic objectives** are as listed hereunder.

i. Academic Matters

Objective 1: To have a core of enthusiastic and diligent students with very good background and in appropriate numbers

Objective 2: To emphasize world class Postgraduate programmes

Objective 3: To ensure a smooth and uninterrupted academic calendar

Objective 4: To create a conducive learning environment through provision of adequate learning infrastructure

Objective 5: To have good quality staff and well-trained research and teaching personnel

Objective 6: To provide appropriate and adequate environment for teaching and research

Objective 7: To provide programmes that are relevant and proffer solution to contemporary societal needs and expectations

Objective 8: To provide high quality modern library services responsive to the curricular and research needs of the University programmes

ii. Student Matters

Objective 1: To establish and maintain an exemplary Division of Student Affairs

Objective 2: To provide high quality welfare services and a conducive learning environment for students

Objective 3: To attract and retain high calibre/good quality local and international students

Objective 4: To promote self-reliance entrepreneurship and exemplary leadership skills and capacity

iii. Human Resources Management

Objective 1: To have a core of ICT compliant staff with appropriate values and work ethics

Objective 2: To Adequately Evaluate, Appraise and Equip All Staff with the Capacity to Perform Optimally

Objective 3: To Improve Staff Welfare and Ensure Better Living Conditions

iv. Physical Infrastructure

Objective 1: To Provide Adequate and Well-Equipped Building Infrastructures for Use as Classrooms, Offices, Laboratories, Lecture Theatres, Libraries, Hostels and Staff Quarters.

Objective 2: To Improve the Quality of Existing Vacant Land/Sites and Exploit the Location Advantages and Peculiar Asset Potentials for Investment and Optimal Fund Generation

Objective 3: To provide a well maintained road network that will ensure smooth vehicular movement within the campuses of the University

Objective 4: To Provide universal access to information technology for all staff & students

Objective 5: To ensure adequate electricity supply to each of the university campuses

Objective 6: To have adequate high quality and efficient water production and distribution services

Objective 7: To have efficient sewer line network and sewage treatment services

Objective 8: To have an efficient solid waste service delivery, employing modern and standard practices

Objective 9: To ensure availability of heating gas in the university in an efficient modern fashion

v. Environment

Objective 1: To provide and maintain an academic- sensitive and conducive environment that is aesthetically appealing all year round

Objective 2: To ensure protection of the natural and environmental resources especially the wetlands and the greenery on the university campus

Objective 3: To encourage tourism development as a potential revenue source for the university

vi. Health, Safety and Security

Objective 1: To provide adequate health facilities to the University community

Objective 2: Maintaining a high level of food and environmental hygiene on campus

Objective 3: Provision of adequate security services for the University community

Objective 4: To have a safety-conscious community with an appropriate fire fighting facility

Objective 5: Promotion of regular interaction with the law enforcement, traffic and other security agencies

vii. Finance

Objective 1: To mobilize adequate financial resources to meet the needs of the university

Objective 2: To evolve approaches to strategic allocation of funds

Range of subjects/degrees offered: The Undergraduate subjects, programmes and degrees offered across the twelve (12) Faculties are domiciled in various Departments and the Distance Learning Institute are provided on the website (a002) https://unilag.edu.ng/?page_id=1741

The Postgraduate subjects, programmes and degrees ... (a003). https://unilag.edu.ng/?page_id=2552

Level of study: i. Sub-degree - Diploma in Social Development Administration (SDA) and also Human Kinetics and Health Education (HKE)

iii. Undergraduate degree – MBBS, B.Sc. B.Ed.

iv. Postgraduate degree – Postgraduate Diploma (PGD), Masters (M.Sc., M.Phil.,) Doctoral (Ph.D.)

NOTE: The University also provides a wide range of short and long term professional development training courses at the Certificate level –e.g. programmes run by the Centre for Information Technology & Systems (CITS), HRDC etc.

Number of students: (Summary statistics is presented below while full breakdown is attached)

Students Distribution by gender – 2021/22 Academic Session

PROGRAMME	Male	Female	TOTAL
UNDERGRADUATE:			
FULL-TIME REGULAR UNDERGRADUATE	17,239	17,613	34,852
INSTITUTE OF CONTINUING EDUCATION (ICE)	1,108	2,337	3,445
Sub Total	18,347	19,950	38,297
POSTGRADUATE:			
DIPLOMA (PGD)	235	346	581
MASTERS	3,115	2,982	6,097
MPHIL./PH.D.	216	157	373
Sub Total	3,566	3,485	7,051
Grand Total	21,913	23,435	45,348

The university offers the Distance Learning programme which is of the blended mode of learning; online and face-to-face. The enrolment on the programme during the 2021/ 2022 session.

PROGRAMME	Male	Female	TOTAL
UNDERGRADUATE	8,166	8,262	16,428

Key partner organisations: UNILAG has established strong and enduring partnerships with professional institutions and others across many strata of the public and private sectors. We have mutually beneficial linkages with many international institutions some of which are listed as an attachment (**a004**) and https://unilag.edu.ng/?page_id=11619

Accreditations: The National Universities Commission (NUC) is the body of the Federal Ministry of Education in Nigeria mandated to grant approvals and undertake accreditation of academic programmes of all public and private universities in Nigeria. Programmes are accredited every five years using a team of academic experts and NUC staff. Oversight functions cover curriculum, teaching environment, class size, facilities, assessments, practical experiences, and inputs by professional bodies (where appropriate), etc. The accreditation guidelines underscore review of the curriculum taught for each course benchmarked against the NUC Basic Minimum Academic Standard (BMAS), which has now been revised to the Core Curriculum Minimum Academic Standard (CCMAS).

Several professional bodies also review the industrial/ professional components of the curriculum to ensure quality and student success to strengthen the professional content of specific academic programmes, Some of the twenty-five (25) professional bodies who accredit the University's programmes are: (**a005**):

- i. Medical and Dental Council of Nigeria (MDCN)
- ii. Council for Regulation of Engineering in Nigeria (COREN)
- iii. Pharmacist Council of Nigeria (PCN)
- iv. Council of Legal Education (CLE)
- v. Architects Registration Council of Nigeria (ARCON)
- vi. Medical Laboratory Council of Nigeria (MLSCN)
- vii. Institute of Chartered Accountants of Nigeria (ICAN) etc.

Unique characteristics the University: The University of Lagos has three campuses; the main campus at Akoka, College of Medicine and Allied courses are domiciled at Idi-Araba, while the School of Radiography is at the Yaba campus. The main campus is beautifully bordered by the Lagos lagoon. We have several wetlands within and around the Akoka campus.

UNIVERSITY GOVERNANCE

Visitor and Principal Officers

The Visitor to the University is the President of the Federal Republic of Nigeria. The University is constituted by the Chancellor, Pro-Chancellor, Vice-Chancellor, Deputy Vice-Chancellors (3 in number currently), Registrar (who is also the Secretary to Council), University Librarian and Bursar.

University Council

Pro-Chancellor, Vice-Chancellor, Deputy Vice-Chancellors, four members appointed by the Federal Government, four persons appointed by Senate (one of which is Provost of College of Medicine), two persons appointed by the Congregation, one person appointed by the Convocation, representative of the Federal Ministry of Education, and Registrar (Secretary to Council).

Senate of the University

The Senate of the University has responsibility to control and organise the academic activities of the University, admission and discipline of students. The Senate is chaired by the Vice-Chancellor, Deputy VCs, Registrar (Secretary), Provost College of Medicine, Professors, Elected members by Congregation, Directors of (Academic Planning, Centre for General Studies, Centre for Information Technology & Systems, Distance Learning Institute, Foundation Programme, Institute of Continuing Education, Quality Assurance and Servicom and Procurement

Standing Boards/Committees of the Council and Senate

The University of Lagos runs on a committee system. The committee system helps to ensure that the community is largely administering and governing and all individual members of the community participate in its management either directly or indirectly through elected representatives.

Standing Committees of Council

Finance and General Purposes Committee

Appointments and Promotions Board

Administrative and Technical Staff Committee

Junior Staff Appointment and Promotions Committee

Human Resources Development Board

Staff Home Ownership Scheme

Standing Committees of Senate

Development Committee

Provost & Deans Committee

Business Committee of Senate

Student Welfare Board

Academic Planning Committee

Ceremonies Committee

University Management Committees

Centre for Information & Technology Systems

Central Time-table Committee

Senate Honours Committee

Staff Welfare Advisory Board

Security Advisory committee

Halls of Residence Management Board

University Medical Centre Management Board

Housing Committee

Board of Survey

Technical Advisory Committee of National Centre for Energy Efficiency & Conservation (NCEEC)

UNILAG Property Management & Development Board

Tenders Board

Endowment Board

Sports Council

UNILAG Transport and Traffic Committee

Distance Learning Institute Management Board

Procurement Planning Committee

Court of Governors, College of Medicine (CMUL)

University Budget Implementation Monitoring Committee

Staff School Board of Governors

Counselling Centre Management Committee

UNILAG Administration Support Units

The university core functions of Teaching, Research and Community services are supported by input from units that are managed by quality non-teaching staff, technical staff and technologist. Some of those major administrative units include the; Registry, Bursary, Human resources Management Department, Division of Students Affairs, Counselling unit, Security unit, Fire Service, Works & Physical Planning department, Medical Centre, Sports Center, UNILAG Consults, Academic Staff University Union, SSANU, NAAT, NASU

Student Governance & Representation

UNILAG students run a vibrant student representation body at the Faculty/ Institutes, the various academic Departments, the several hostels of residence and clubs/ societies. Their activities are coordinated by the Division of Students Affairs under the Dean and two Deputy Deans. Every student social group is supported by a Staff Advisers. The ten (10) elective positions in the Faculty and Department leadership structures are: President, Vice President, Secretary General, Assistant Secretary General, Public Relations Officer, Social Secretary, Welfare Secretary, Sports Secretary, Treasurer and Financial Secretary.

In terms of inclusivity in university administration, our students have statutory representation on the following boards/ committee; Student Disciplinary Board #1, Student Welfare Board #1, Academic Planning Committee #2, Sports Council #1, Security Advisory Committee #2.

Regulations Governing the Conduct of Examinations

UNILAG has a detailed regulation on Examinations that extensively covers; Appointment of examiners (Internal & External), Duties of External Examiners, Functions of Panels & Boards, Question papers, Scheduling of Examinations, Instruction to Candidates, General conduct of Written Examination, Examiners Meeting, Determination of Examination Results, Approved Scoring & Grading System, Examination Misconduct & Student Discipline, Disciplinary Action, Instruction to Candidates, Misconduct Penalty

Standard 1.1 ESG: Policy for Quality Assurance

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

Current situation (what policies, procedures and systems are in place to meet this standard?)

- b001:** The Quality Assurance & SERVICOM is a sub-unit of University of Lagos responsible for the Internal Quality Assurance System (IQAS). The Quality Assurance Policy is available for download on the university website. The framework broadly addresses Quality Assurance & Service Charter
- b002:** The Quality Assurance unit. has a dedicated website to disseminate information and educating the public and stakeholders on the processes, procedures, and remediation strategies for resolving service experiences at the University of Lagos.
- b003:** Quality Assurance unit has handy information leaflets provided across the campus to ensure stakeholders get the right service.
- b004:** Complaints and enquiries on various aspects of quality of service can be processed through dedicated e-mails and phone numbers in the public domain.
- b005:** Student representatives are integral to the operations of the Quality Assurance and SERVICOM Unit. The student representation underscores the premium the university places on the key objective of monitoring and evaluating the university's core activities of teaching and learning to enhance students' satisfaction and success.
- b006:** Quality Assurance and SERVICOM has a representative in each Department who have been charged to constitute a Departmental Committee. This initiative is to institutionalise and strengthen the mechanism for compliance with standards and the guarantee to quality service.

Evidence that can assist in verifying standard is met. (Please supply hyperlinks where possible)

- b001:** The pdf. document link on the university website.
https://unilag.edu.ng/wp-content/uploads/UNILAG_QualityAssurancePolicy-1.pdf
- b002:** dedicated website (<http://gas.unilag.edu.ng/>) disseminating, informing, and educating the public and stakeholders on the processes, procedures, and remediation strategies for resolving service experiences at the University of Lagos.
- b003:** QAA information leaflets circulated to ensure stakeholders get the right service <http://gas.unilag.edu.ng/wp-content/uploads/2021/03/03-02-2021-leaflet.pdf> [link does not work]

b004: Complaints and enquiries through dedicated e-mails and phone numbers in the public domain communicationunit@unilag.edu.ng +23412802439

For comments, observations, complaints, feedback, inquiries and other Information:

- Secretary: sec-qaservicom@unilag.edu.ng Phone no: 08186715389
- Main campus Desk officers: info-qaservicom@unilag.edu.ng | Phone No: 09134800253, 09129994617
- CMUL Desk Officer: cmul-qaservicom@unilag.edu.ng Phone no. 09057795405
- Deputy Directors: dd-qaservicom@unilag.edu.ng Phone no. 09056851794
- Director: dir-qaservicom@unilag.edu.ng Phone no:08148689883
- Website: <https://qas.unilag.edu.ng> | <https://unilag.edu.ng>
- E-mail: dquality@unilag.edu.ng
- Social media platforms: *Qas Unilag* | TW: *QAS.UNILAG* | Inst: *qas.unilag* | LinkedIn: *QAS.Unilag*

b005: Tuesday, March 28, 2023, a one-day training for students of the university at the Senate Chamber for Quality Assurance Student Vanguard.

Notice the blind student with a cane on the front row of the picture after the training session. <https://unilag.edu.ng/?p=20487>

b006: The inauguration of Quality Assurance and SERVICOM Committees for all academic departments of the institution. <https://unilag.edu.ng/?p=16418>

Gap – What actions need to be taken to ensure this standard is met?

1. Guidelines for implementation of the Quality Assurance Policy should be institutionalised at all levels

Further information for this standard

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

The university will improve in our **accountability** and **services** we offer to our stakeholders by aligning our systems and processes with relevant guidelines and protocols of the **Nigerian Independent Corrupt Practices & Other Related Offences Commission (ICPC)**. The Quality Assurance & Servicom Unit of the University through the Management should undertake this initiative.

<https://icpc.gov.ng/2012/07/23/icpc-to-conduct-system-review-of-nigerian-universities/>

QAA Assessment

The University's Quality Assurance Unit has a dedicated website. On the QAU website it described the Internal Quality Assurance Systems, including: the internal quality assurance policy; the monitoring system; periodic review and programme evaluation; specific quality assurance processes that cover assessment, staff, and learning resources; and a Quality Assurance Handbook. However, there were no links on the website to the policies and procedures and so are not publicly available which does not meet the expectations of ESG 1.1. In meetings with Senior staff they acknowledged this was an area that was being worked on to migrate from paper to the digital. In preparation for the review the QAA team **recommends** that University should ensure that all the key quality assurance documents are available on the website and publicly available.

When a review team visit for a full review, **they will expect to be able to see** a comprehensive set of QA policies that cover the student journey, including admissions; assessment; course design; external expertise; student engagement; monitoring and evaluation; and complaints and appeals. Without access to these quality assurance documents it is difficult to assess fully if the University has a comprehensive quality assurance system that supports the development of a quality culture as described in the University's quality assurance policy.

The internal quality assurance policy also highlights the University's academic governance structure that provides oversight and approval of decisions in relation to the management of academic quality and standards. The University has Quality Assurance committees at the University, Faculty and Department levels but the evidence provided with the GAP analysis did not include terms of reference so there was limited information about how the QAU and QAC operate to ensure effective delivery off the quality assurance policy. For the full review, the **QAA team recommend** that the University submits a comprehensive range of evidence to demonstrate how its governance arrangements work including terms of reference and examples of minutes and supporting papers from key committees.

The GAP analysis identifies more work to be done to ensure this standard is met including making sure that guidelines for implementation of the Quality Assurance Policy are institutionalised at all levels. In meeting with Senior staff it was acknowledged that this work is on-going to ensure staff at all levels of the University are familiar with the QA policies. The **QAA team would encourage** the University to make this a priority in advance of a full review.

Standard 1.2 ESG: Design and approval of programmes

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

Current situation (what policies, procedures and systems are in place to meet this standard?)

- c001:** Application Proposal from Department guided by the Self Sufficiency Test Document for Department intending to host new academic programme(s)
- c002:** Completion of “New Programme Template for Departments” to be considered by the University Academic Planning Committee (APC) for recommendation to the University Senate for approval
- c003:** Professional bodies are to be contacted by the Department for evaluation of industry relevance of new programme
- c004:** New Programme is reviewed for SDG relevance and content.
- c005:** New Programme processed to secure Senate approval
- c006:** After Senate approval, Department to complete “National Universities Commission (NUC) Application Form for the Establishment of New Programmes” to be considered by the NUC
- c007:** Submissions would be evaluated by NUC in line with the “Basic Minimum Academic Standards (BMAS) documents for all Nigerian Universities Academic programmes to ascertain conformity with course content and other requirements
- c008:** NUC Resource Verification Visit by selected course-appropriate Professors/ experts to intending programme-host departments in order to establish conformity to all necessary requirements to run intended academic programme(s);
- c009:** If new academic programme is approved, it is processed for listing in Joint Admissions and Matriculation Board (JAMB) brochure/prospectus to be made available to candidates for the yearly admissions application.
- c010:** Academic Programmes are broken down into courses run by semesters to enable smooth student progression
- c011:** Minimum and maximum units and workload allowable per semester as well as units for required for graduation are clearly specified and duly complied
- c012:** All proposed programmes must state placement opportunities where the graduates have job prospects.
- c013:** Statement of Course content with synopsis and Learning Outcomes
- c014:** Details are provided on the qualification obtainable at the conclusion of academic programme

<p>c015: Qualification obtainable at end of a programme as stated by NUC document to show alignment with UNILAG programme</p> <p>c016: NUC Resource Verification visit confirmation letter to the university</p>
<p>Gap – What actions need to be taken to ensure this standard is met?</p>
<p>c001: Self Sufficiency Test Document</p> <p>c002: UNILAG New Programme Template for Departments</p> <p>c003: Professional bodies to support academic content where appropriate (provided @ a005)</p> <p>c004: New programme reviewed for SDG content</p> <p>c005: New Programme processed for and secure Senate approval</p> <p>c006: NUC Application Form for Establishment of New Programmes in Nigerian Universities</p> <p>c007: Approved NUC Basic Minimum Academic Standard (BMAS) document for Social Sciences</p> <p>c008: Sample NUC Letter of Visit Notification (1 provided); NUC teams to accredit three (3) programmes in the Faculty of Management Sciences https://unilag.edu.ng/?p=5419 ; NUC teams to accredit eleven (11) academic programmes in the Faculty of Management Sciences; Adult Education, Biochemistry, Bio-medical Engineering, Business Administration (MBA & M.Sc.), Religious Studies, Social work, Economics, Chemical Engineering, Petroleum & Gas Engineering, Fisheries and Statistics. https://unilag.edu.ng/?p=11298</p> <p>c009: JAMB Brochure with Admission Requirements</p> <p>c010: Sample New Programme Proposal (Pages 9-15)</p> <p>c011: Sample New Programme Proposal (Pages 25-26)</p> <p>c012: Sample New Programme Proposal (Page 4)</p> <p>c013: Sample New Programme Proposal (Pages 16-25)</p> <p>c014: Sample New Programme Proposal (Page 2)</p> <p>c015: Sample New Programme Proposal (Pages 2)</p> <p>c016: NUC Resource verification confirmation letter</p>
<p>1: Increasing input of the industry in the co-creation of industry relevant curriculum to ensure our graduates are future ready</p> <p>2: Students to be more involved in the development of curriculum content.</p>

Further information for this standard

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

QAA Assessment

The University has a pre-approval stage for prospective new programmes [c0001]. This includes mapping each new programme proposal to a set of criteria to check whether they meet the minimum threshold before going forward for formal approval. New programmes are then subject to the formal approval process where the programme team has to specify purpose of programme, aims and objectives, rationale, admissions criteria, staffing, learning resources, course content and description. The example from Geography department [c0005] demonstrated that the template had been completed covering all the areas identified in the template in detail. This document then goes forward for approval by Senate and then to National Universities Commission (NUC) for accreditation. However, the template document was missing some of the ESG requirements for programme approval. For example, a definitive course document will typically include basic course information (such as course title, qualification type, modes of delivery, PSRB recognition etc) plus programme overview, aims, Intended Learning Outcomes, programme options (module choice), assessment methods, work experience and placement opportunities, graduate attributes, programme structure, mapping of assessment tasks by module. The **QAA team recommend** that the University ensures that its definitive course documentation meets the requirements of the ESG Standard 2.1 before applying for a full review by QAA.

From the evidence provided it was not clear what role was played by external expertise or students in the development and approval of the programmes. The GAP analysis identifies two areas for development the first increasing input of the industry in the co-creation of industry relevant curriculum and more student involvement in the development of curriculum content. However, in meetings with senior staff and academic staff it was stressed that external expertise and student involvement are part of the programme approval process. This suggests discrepancy between the GAP analysis and the meeting that there may be some inconsistency across the University and the QAA team consider that increasing the consistency of external input will be important to demonstrating that this standard is met at a future review visit.

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

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

Current situation (what policies, procedures and systems are in place to meet this standard?)

- d001:** UNILAG encourages student-centred learning and teaching by encouraging class participation. See students class participation
- d002:** UNILAG accommodates flexible learning paths, course units taken per semester are flexible to accommodate individual student interest, hence it is possible for 2 students in the same academic programme and in the same year of study to take different courses and even carry different academic load (units) (**Course form 1**)
- d003:** UNILAG responds to the diversity of students and their needs e.g. need of physically impaired students are prioritised and enhanced service provision is coordinated by the Division of Students Affairs and the Counselling Unit
- d004:** Use of different modes of learning delivery to encourage students:
 - PPT, Video
 - Audio Radio lectures
 - Synchronous and asynchronous online teaching and assessment
 - Field trips to various locations, facilities, sites etc.
 - Chat groups such as WhatsApp
 - University, Faculty, Department Seminars and Lectures with students and occasional public attendance
 - Workshops with student participation
- d005:** UNILAG uses a variety of pedagogical methods to deliver learning such as; collaborative, lectures (in auditorium), tutorials, laboratory
The university also encourages the lecturers through several platforms of training and capacity development.
- d006:** Encourages a sense of autonomy in the learner through individual class assignments and research projects
- d007:** Course lecturers ensure adequate guidance and support. Course synopsis comes with work plan, learning outcomes and additional resources to facilitate student learning and success
- d008:** UNILAG promotes learner-teacher mutual respect and mentorship using Course Advisers for each Departmental class level and Staff Advisers for student clubs and associations, Departmental/Faculty student associations, etc. Staff designated for the roles and the schedules are stated in the Departmental brochures containing schedule of roles.
- d009:** UNILAG has the procedure to deal with students' complaints through the Counselling Unit (phone number available, stickers flyers, website)

- d010:** The University Library is dedicated to supporting students through the student-centred learning mode. There are books, journals, open reading area, private carrels, computer room, etc.
- d011:** The University Library conducts trainings and awareness programs of the library facilities/ resources through various platform such as library website and its social handles.
- d012:** The University Library provides support to staff and members of the University community through appointments with librarians.
- d013:** At the Distance Learning Institute, undergraduate programme learning delivery is supported using several modes; audio and video cassettes, CDs and DVDs, online distribution of content and information, video podcasting. Additionally, telephone conversation, video conferencing, SMSs and MMSs are deployed. Also, social networks such as Blogs, Wiki's Twitter, Face-book, YouTube, etc. E-mails and chats are also used where it is applicable.
- d014:** The UNILAG Radio (Nigeria's first campus radio station) is also utilized by the Distance Learning Institute to broadcast lectures to distance learners within the coverage of its transmission.
- d015:** Assessments are both formative and summative in nature. Students are assessed by individual tasks, group tasks, multiple choice type, essay type and other means of assessment of skills and competencies. Course Grades encompasses – tutor or computer marked assessment weighted between (30 – 40 %) of the total marks obtainable while the final assessment ranges between (60 – 70 %) of the total marks obtainable.
- d016:** UNILAG accommodates flexible learning paths, Same cohort. The second student is represented here for the evidence (**Course form 2**)

Evidence that can assist in verifying standard is met. (Please supply hyperlinks where possible)

- d001:** UNILAG supports student centred learning (picture **class participation 1**)
- d002:** Flexible learning path (**Course form 1**)
- d003:** UNILAG provides some categories of support for students through Office of the Dean of Students Affairs Division. For example;
- Provision of learning resources for visually impaired students at the Main Library or laptop loan to indigent students by the Library.
 - UNILAG Supports JAMB on assessment for visually impaired UTME candidates <https://unilag.edu.ng/?p=13152>
 - Seminars for academic excellence are organised by Faculties as well as campaigns against Depression, Suicide and Addiction <https://unilag.edu.ng/?p=5103>
- d004:** Different modes of learning delivery:
- PPT, Video: <https://drive.google.com/file/d/1l6kavYloYksEUN3b9WP63eapViJ8btXQ/view>
 - Audio 2 Radio lectures: <https://wettransfer.com/downloads/9dba8edfec8bfa7131e027d57805501c20230528192621/46fc81>
 - Synchronous and asynchronous online teaching and assessment

- Field trips e.g. Department of Marine Sciences Field Trip to Ghana <https://unilag.edu.ng/?s=class+field+trip>
- Informal topics discussion
- Chat groups such as WhatsApp <https://chat.whatsapp.com/GzPYL3MHMv86bXKvLq2PIY>
- Seminars and Lectures Series; <https://unilag.edu.ng/?p=20072>, Academic excellence schedule by Faculties and campaign against Depression & Suicide <https://unilag.edu.ng/?p=5103>, Inaugural lecture <https://www.tvcnews.tv/2023/04/unilag-holds-15th-inaugural-lecture/> Workshops with student participation (Department of Zoology <https://unilag.edu.ng/?p=12117>)

- d005:** Pedagogical methods to deliver learning; collaborative, lectures (in auditorium), tutorials, laboratory class, independent work, assessments, research project. For example, the workshop for lecturers on Partnerships for Blended and Enhanced Learning in West Africa. <https://unilag.edu.ng/?p=20994>
- d006:** Encourages learner sense of autonomy through individual class assignments and research projects. The Entrepreneurship and Skills Development Centre (ESDC) regularly trains UNILAG students and other stakeholders. <https://unilag.edu.ng/?p=20906>
- d007:** Course synopsis comes with work plan, learning outcomes and additional resources to facilitate student learning and success.
- d008:** Promoting learner-teacher mutual respect and mentorship with Course Advisers and Staff Advisers for student coordination. These are provided in the Departmental schedules of roles.
- d009:** Procedure to deal with students' complaints through the Counselling Unit is via several platforms; phone, stickers, flyers, website.
Phone: 08113786226, 09016696232, 08023598737 and 08055902301
Email: counselling@unilag.edu.ng, unilagcounsellor@yahoo.com, unilagcounselling@gmail.com
Website: counselling.unilag.edu.ng
- d010:** University library supports student-centred learning mode with print and non-print books, print and electronic journals, Open Educational Resources (OER) Open Reading Areas, Reading Carrels, Writers Room, E-library etc. (<https://library.unilag.edu.ng/>)
- d011:** The University library conducts awareness programs through platform such as the website and its social handles.
<https://www.youtube.com/channel/UCmKa7PfQJTutSTdv1ApYjPw>
<https://www.facebook.com/unilag.lib.96>
<https://twitter.com/unilaglibrary>
- d012:** University library provides support to staff, students and members of the University community through appointments with librarians. (<https://library.unilag.edu.ng/>). Book appointments.
- d013:** At the Distance Learning Institute undergraduate programme learning delivery is supported using several modes; audio and video cassettes, CDs and DVDs, online distribution of content and information, video podcasting. Additionally, telephone conversation, video conferencing, SMSs and MMSs are deployed. Also, social network such as Blogs, Wiki's Twitter, Face-book, YouTube etc. e-mails and

chats where it is applicable. <https://www.youtube.com/c/unilagdistancelearning>,
<https://dlilms.unilag.edu.ng/course/index.php?categoryid=8>

WhatsApp class invite: <https://chat.whatsapp.com/GzPYL3MHMv86bXKvLq2PIY>
<https://drive.google.com/file/d/1sjvY32OdE-PcJPtgEMInkUnCU8NBrS4f/view>

Youtube: FSC 104 lecture

<https://mail.google.com/mail/u/0/#search/osaibu%40unilag.edu.ng/QgrcJHsHImSWQxvdTgHwIsmZhqldSQxpLHI?projector=1>

d014: The UNILAG radio is also utilized by the Institute to broadcast lectures to distance learners within the coverage of its transmission.

DLI UNILAG Radio two lectures <https://we.tl/t-jtnt4wlcCn>

d015: Assessments are both formative and summative in nature. We assess students by individual tasks, group tasks, multiple choice type, essay type and other means of assessment of skills and competencies. Course Grades encompasses – tutor or computer marked assessment weighted. between (30 – 40 %) of the total marks obtainable while the final assessment ranges between (60 – 70 %) of the total marks obtainable.

d016: Flexible learning path second student same cohort

Gap – What actions need to be taken to ensure this standard is met?

1. Continuous training of students on the use of library resources and facilities by the library team
2. Continuous retraining of academic staff to improve capacity for delivery of enhanced and blended learning
3. Continuous retraining of student counsellors to ensure

Further information for this standard

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

QAA Assessment

Approach

Teaching and Learning is a central component of the University 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.”

A number of examples of different teaching and learning modes are set out in the evidence and many of these indicate that active learning is taking place whereby students are engaged in project work, laboratory practice and research. Meetings with students and staff confirmed that a wide range of teaching and learning approaches are utilised beyond standard lectures and seminars. Students gave examples of laboratory work, project work, work-based learning and internships.

There are high level mentions of teaching and learning under the Academic Matters suite of objectives and under the heading of Student Matters objectives one is “to promote self-reliance entrepreneurship and exemplary leadership skills and capacity” amongst students.

Whilst Senate is the senior level committee responsible for academic matters it is not clear where the oversight of teaching and learning takes place. The ESG 1.3 expects a “Strategic approach to learning and teaching understood by staff and students...” The evidence submitted with the gap analysis does not indicate what the strategic approach is or where it is set out. Following discussions with senior staff, teaching staff and students it was clear that there was a shared commitment to student centred learning but that the direction of travel, as a university, was not clear.

The evidence refers to student centred learning, which is illustrated with photographs of students engaged in learning that appears to show they are active in their learning but there is little indication of any written guidance that might indicate what is meant by student-centred learning and which may help to inform teaching staff and students about what is expected. There are examples of flexible learning paths whereby students can choose a selection of modules to meet their own individual needs and whilst this is a useful approach to individualising what students learn it does not impact on the individualisation of pedagogy. In discussing this with staff and students the team learned that students are able to individualise their learning through project work, enquiry-based learning and addressing real world problems in work-based settings. In a review situation **it will be important to** articulate how the actual learning experience is individualised, in addition to how the structure of the programme is individualised.

The processes for providing feedback to students on their progress and attainment are not clear. Reference is made to Course Advisers and Staff advisers under d008 but there is no link and no evidence. Students informed the team that feedback on their progress is available. Grades are available on-line and they can access staff for individual support and feedback. Students said that staff were accessible for help should they need it. However the arrangements for ensuring all students get feedback on their progress remained unclear, even after meetings with staff and

students. The **QAA team recommend** the University to make clear the structural arrangements for providing feedback on progress and how students are made aware of these.

The evidence supplied in the gap analysis indicates that there are several different modes used in the assessment of students. There is also an example of a Departmental Handbook where students are informed about assessment rules and regulations. Course workplans indicated the weightings for the various assessments required in a course. Assessments are both formative and summative. In meetings with staff the team learned that the provision of feedback is continuous and is compulsory. How students received the feedback varies according to the nature of the assessment. Students confirmed that this was so and also indicated that feedback was received promptly.

The University has a means of making complaints that is advertised through various channels in the University (d009). The Quality Assurance web pages have more detail about making complaints and the team learned that complaints related to academic issues tended to be managed through the Quality Assurance team and complaints of a more general nature would be handled through Student Affairs. However, it would be helpful to **make clear** if this is encapsulated in an overarching policy that applies to all. Similarly, the University **are advised to make clear** the policy and process for appeals against academic decisions needs to be made clear to staff and students.

The direction of travel in respect of embedding a philosophy of student-centred learning was made clear to the review team in meetings with staff and students. The senior team articulated this well but it was also acknowledged by the University that there is still work underway in this respect. The direction of travel and the key milestones to be achieved in respect of student-centred learning, teaching and assessment, **should be more formally expressed** through the development of a strategy and/or plan for teaching, learning and assessment.

Standard 1.4: Student admission, progression, recognition and certification

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

Current situation (what policies, procedures and systems are in place to meet this standard?)

Pre-defined and published regulations covering all phases of the student "life cycle,"

e001: Academic programmes offered and approved by the Senate of the University whose information can be found in various sections the UNILAG website or hyperlinks are as follows:

Undergraduate - Full Time Academic Programmes through the JAMB Unified Tertiary Matriculation Examination (UTME) and Direct Entry (DE);

Postgraduate - Full Time and Part time (Diploma, Masters of Science, Masters of Philosophy, Doctoral);

Distance Learning Institute (DLI) (Undergraduate open and distance learning programmes);

Institute of Continuing Education (ICE) (Undergraduate part-time programmes);

Diploma programmes - Full Time Diploma programmes in Social Development and Administration (SDA) and Human Kinetics and Health Education (HKHE);

Postgraduate – Full and Part time programmes of the University of Lagos Business School

e002: Admissions into the various programmes offered by the University of Lagos can be processed through various online platforms. Information is regularly disseminated into the public space during the admission exercise.

e003: Student progression such as grades in Continuous Assessments (CA's), Semester grades, Outstanding courses, Cumulative units obtained, etc. can be followed on the student portal.

e004: Undergraduate and Postgraduate students are conferred recognition and celebrated for their accomplishments with abridged news reports and pictures published on the UNILAG website and also featured in the Campus news. Outstanding accomplishments also feature in the Convocation Brochure. The University has endowed academic merit awards of individual prizes which are presented during the University convocation events. For example, courses such as Cost accounting, Land law etc. *The Office of Advancement engages in advancement activities to generate and coordinates endowment of prizes.*

e005: Student profile, results and completion can be extracted from the Premier platform. Those who have completed will show finished.

e006: Student certification is automated. At completion when students' results have been fully processed and having satisfied the minimum units to graduate, the results software will graduate the students using the date when the final result was considered and approved by the Senate.

- e007:** New students are inducted at commencement of their academic programme during the Matriculation ceremony. Additionally, professional bodies like Medical, etc. also induct new graduates into their profession at the completion. UNILAG Alumni association also induct the graduates into the alumni body during the convocation ceremony.
- e008:** The Premier Platform (ERP) used for student registration is a veritable tool to collect data, track and act on student progression.
- e009:** UNILAG Sport Centre and facilities are used by some students, e.g. HKHE students as the practicals field and also used by other students who are sports and games enthusiasts in non-formal learning for leisure and wellness.
- e010:** Mobility is offered as part of the design of some programmes, e.g. French, Russian and Chinese. Mobility through diverse programmes including Erasmus exchange allow for student exchange. Academic mobility opportunities and programmes are coordinated by the DVC A&R, IRPP under different MOUs.
- e011:** Graduation represents the culmination of the students' period of study **Convocation**
- e012:** Students at undergraduate and postgraduate have access to **handbooks or faculty prospectus** that clearly explain the qualification they will obtain at the completion of their academic programmes.
- e013:** Students can apply on the Website to obtain copies of their transcripts (Official and non-official) either during progress of their programme or at the completion.
- e014:** Procedures and guidelines to pursue general student academic issues such as: Correction/amendment of results with errors, deferment of semester or academic session(s), extension of studentship, penalties for all forms of academic misconducts. are clearly provided in the Manual of Students' Academic Matters
- e015:** Procedures and guidelines for students who wish to lodge complaints and request for review of results.
- e016:** Students compete on campus, nationally and internationally in different academic endeavours. They are awarded recognition when they distinguish themselves.

Evidence that can assist in verifying standard is met. (Please supply hyperlinks where possible)

e001: Academic programmes offered by UNILAG can be found in various sections the university website; <https://unilag.edu.ng/>

e002: Candidates can start their admission application various academic programmes using the following links.

- **Undergraduate Admissions into Full Time Academic Programmes**

Admission into FULL-TIME undergraduate programmes is ONLY through the Unified Tertiary Matriculation Examination (UTME) and Direct Entry (DE) <https://portal.jamb.gov.ng/>

- **Postgraduate Admissions Full Time and Part time**

Applications commence from the Admission dropdown menu on the UNILAG Website https://unilag.edu.ng/?page_id=2552

Diplomas and Masters by Course Work

[https://applications.unilag.edu.ng/\(S\(upojogfmz4daqpd014zefl3c\)\)/default.aspx?ApplicationType=Postgraduate](https://applications.unilag.edu.ng/(S(upojogfmz4daqpd014zefl3c))/default.aspx?ApplicationType=Postgraduate)

M.Phil/ Ph.D. Programme

[https://applications.unilag.edu.ng/\(S\(ndwinirmgijz3dsxnfdn0zkw\)\)/default.aspx?ApplicationType=Postgraduate](https://applications.unilag.edu.ng/(S(ndwinirmgijz3dsxnfdn0zkw))/default.aspx?ApplicationType=Postgraduate)

- **Distance Learning Institute (DLI)**

Admission can be processed from; <https://dli.unilag.edu.ng/admissions/>

- **Institute of Continuing Education (ICE)**

Admissions into the ICE programmes can start from; <https://ice.unilag.edu.ng/>

The guidelines and eligibility for the ICE programme are specified from the downloadable document at;

https://ice.unilag.edu.ng/resources/ICE_advert_2022_2023.pdf

- **University of Lagos Business School**

Admission into their programmes can commence from the Website; <https://ulbs.unilag.edu.ng/>

Thereafter login into

[https://applications.unilag.edu.ng/\(S\(fqwzf2clcdmo01rf2swqpvzm\)\)/default.aspx?ApplicationType=ULBS](https://applications.unilag.edu.ng/(S(fqwzf2clcdmo01rf2swqpvzm))/default.aspx?ApplicationType=ULBS)

- **Human Resources development Center (HRDC) Diploma programmes**

Full Time in Social Development And Administration (SDA) and The Human Kinetics And Health Education (HKHE) and other Part Time Programmes through the Human Resources development Center (HRDC). Application can commence from either the UNILAG Website;

<https://unilag.edu.ng/> or www.hrdc.unilag.edu.ng

- Information shared on the website in respect of UNILAG 2022/ 2023 admission <https://unilag.edu.ng/?p=14588>; Information on the progress and specifically extension of the deadline for the benefit of applicants during 2022/ 2023 PG admissions

<https://unilag.edu.ng/?p=14043>

<p>e003: Student progression such as; Continuous Assessments (CA's), Semester grades, Outstanding courses, Cumulative units obtained etc. from the student portal. They can login to their portal through https://unilag.edu.ng/?page_id=1742; Student Profile page 1 of 5</p> <p>e004: Undergraduate and Postgraduate recognitions; 1. news and picture on the UNILAG website, 2. Featured in the Campus news, 3. Outstanding accomplishments in the Convocation brochure, 4. Endowed Awards for Individual prizes presented during convocation. For example, courses such as Cost accounting, Land law etc, 5. Office of Advancement coordinates Endowment prizes. Student Profile page 2-3,5 of 5; Eco-Marathon link to the UNILAG wining team of 34 students https://unilag.edu.ng/?p=7260</p> <p>e005: Student completion, results extracted from Student portal shows finished</p> <p>e006: Student certification is automated once the results software has graduated the student after final result has been considered and approved by the Senate. Student Completion Degree Certificate Processing page 4 of 5</p> <p>e007: New students are inducted during Matriculation ceremony https://unilag.edu.ng/?p=12035. Additionally, Professional bodies like Medical, Law etc. also inducts new graduates as well as the UNILAG Alumni association. Pharmacy Graduates 2018 induction https://unilag.edu.ng/?p=4565; College of Medicine induction of 2018 class medical and dental Graduates https://unilag.edu.ng/?p=5742</p> <p>e008: Premier platform student registration showing courses per semester and progression</p> <p>e009: Non-formal learning for example using UNILAG Sport centre facilities by sport and games enthusiast. UNILAG hosted Nigerian Universities games in 2022. For example, Table tennis matches during the games.</p> <p>e010: Mobility in some programmes (French, Chinese) DVC A&R, IRPP MOU.</p> <p>e011: Graduation showing the culmination of the students' period of study at the Convocation ceremony. https://unilag.edu.ng/?p=18221; Pre-Convocation world press conference to announce guidelines for the 3-4 days exercise. https://unilag.edu.ng/?p=17985</p> <p>e012: Students handbooks or faculty prospectus that clearly explain the qualification at the completion of academic programmes</p> <p>e013: Students can apply on the Website to obtain copies of their transcripts (Official and non-official) either during progress of their programme or at the completion. https://records.unilag.edu.ng/(S(atz0m1iapq5s3ilt1a3afiq))/</p> <p>e014: Procedures and guidelines to pursue General Students Academic issues such as; Amendments of results, Deferment of Semester or Academic session, Extension of Studentship, Penalties etc. are clearly provided in the Manual of Students' Academic Matters. Also dropdown to the academic affairs office and information on the five (5) units that assist to maintain academic excellence. https://unilag.edu.ng/?page_id=1933</p> <p>e015: Procedures and guidelines to get redress on results complaints starts either at the Departmental level or through the Counselling unit.</p> <p>e016: Students are awarded recognition when they are outstanding.</p>
<p>Gap – What actions need to be taken to ensure this standard is met?</p>

Further information for this standard

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

QAA Assessment**Approach**

The University publishes its admissions requirements on its webpages. There is a link to the Admissions section of the website on the Home page of the main University Website. The Admissions pages include information on the criteria for admissions and the process and timescales expected. Applications can be made through a number of different channels including. Undergraduate full-time applications are made through the Unified Tertiary Matriculation Examination (UTME) and Direct Entry (DE) Portal.

Part-time and postgraduate applications are made via an on-line application process available through the Admissions section of the website. The team reviewed the Admissions section of the website and noted that a number of hyperlinks did not work.

It was unclear from the University gap analysis what the arrangements are for setting admissions strategy and for the oversight of recruitment and admissions planning and the setting of admission criteria. In exploring this further during the virtual visit the team learned that each programme at the University has its own requirements on points-based system. Those with the highest aggregates will be admitted. The criteria are based on 1) merit, 2) diversity and 3) educationally less developed areas.

Students met by the team confirmed that they had all the information they needed in advance of arriving at the University. The admissions process is clear to students who confirmed that they felt the decisions were made on the basis of publicly available criteria.

Students can monitor their own progress by accessing their grades through the Student Portal and staff use The Premier Platform (ERP) used for student registration to collect data, and to track and act on student progression. Certification is automated with certificates produced on the basis of grades input into the system.

For the review University should ensure it provides reports used at faculty and University level to demonstrate how analysis of data is used by the University to support student progression and retention.

Standard 1.5 ESG: Teaching staff

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

Current situation (what policies, procedures and systems are in place to meet this standard?)

- f001:** Vacancies shall normally be advertised with briefs for the precise qualifications and any other particulars required, i.e. specify the exact nature and duties of the post(s).
- f002:** Advertisement shall be by The Registry locally and where necessary abroad, in media that would effectively reach a large number of eligible applicants both internally and externally normally not later than a month following notification by the respective departments/unit(s) and approval for such advertisement by the Vice-Chancellor.
- f003:** Processing Of Applications shall be done by a Panel.
- f004:** The shortlist of candidates shall be returned to the Registry or the College Secretary's Office not later than two (2) weeks after the receipt of the applications by the Faculty/College.

- f005:** The Registrar or the Head, Human Resource office shall request shortlisted candidates to submit within one month five bound copies each of their publications as defined in section 2 (c) (iv) and (v) of this Regulation.
- f006:** After the approval of the shortlisting report by the Appointments and Promotions Board, Only shortlisted candidates shall be informed by the Registry or the College Secretary's Office as soon as possible (after the conclusion of the shortlists). The publication shall thereafter be endorsed to the Vetting Committee for further processing.
- f007:** Any candidate not shortlisted shall have a right of appeal to the Appointments and Promotions Board through the Vice-Chancellor. All applications (adverts) not processed within 6 months shall be considered as lapsed.
- f008:** Vetting of Publications by an expert from a list of qualified assessors chosen by the Vice-Chancellor after consultation with the relevant Provost or Dean before referring such publications to assessors for evaluation. Assessment is based on approved guidelines and scoring system.
- f009:** Appointment Criteria for each Posts and Qualification are stated; a. Professorship and Associate Professorship: b. Senior Lectureship and Senior Research Fellowship: c. Lectureship Grade I and Research Fellow Grade I: d. Lectureship Grade II and Research Fellow Grade 11: e. Assistant Lectureship and Junior Research Fellowship: f. Graduate Assistantships.
- f010:** Interview Panel shall be constituted as soon as reports are received from at least two of the three assessors of every candidate for the post using an approved composition of an Interviewing Panel.
- f011:** Appointments And Promotions Board are the responsibility of Council on the recommendation of Senate.
- f012:** UNILAG provides teachers with a supportive environment that allows them to carry out their work effectively.

- f013:** UNILAG staff conditions of employment offers opportunities to promote professional development.
- f014:** UNILAG staff have opportunity that encourages scholarly activity to strengthen the link between education and research
- f015:** UNILAG process encourages innovation in teaching methods and new technologies.

Evidence that can assist in verifying standard is met. (Please supply hyperlinks where possible)

f001: Vacancies shall normally be advertised with briefs for the precise qualifications and any other particulars required for the position:

(<https://unilag.edu.ng/?p=4877> or recruitment.unilag.edu.ng;
[https://recruitment.unilag.edu.ng/\(S\(kokgyozttb5w0wazsfp1zmys\)\)/default.aspx](https://recruitment.unilag.edu.ng/(S(kokgyozttb5w0wazsfp1zmys))/default.aspx))

f002: Advertisement shall be by the Registry shall normally advertise locally and where necessary abroad, in media that would effectively reach a large number of eligible applicants both internally and externally not later than a month following notification by the respective departments/unit(s) and approval for such advertisement by the Vice-Chancellor. Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (Guidelines for Appointments and Promotions of Academic Staff Chapter II page 3). **(f002 page 3)**

f003: Processing of Applications shall be done by a Panel. Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (Guidelines for Appointments and Promotions of Academic Staff Chapter II section 2.2, page 4). **(f002 page 4)**

f004: The shortlist of candidates shall be returned to the Registry or the College Secretary's Office not later than two (2) weeks after the receipt of the applications by the Faculty/College. Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (Guidelines for Appointments and Promotions of Academic Staff Chapter II section 2.2, page 4). **(f002 page 4)**

f005: The Registrar or the Head, Human Resource office shall request shortlisted candidates to submit within one month five bound copies each of their publications as defined in Chapter II (2.2), (2.3) and (2.4) of this Regulation. **(f005 page 12)**

f006: After the approval of the shortlisting report by the Appointments and Promotions Board, Only shortlisted candidates shall be informed by the Registry or the College Secretary's Office as soon as possible (after the conclusion of the shortlists). The publication shall thereafter be endorsed to the Vetting Committee for further processing. Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (Guidelines for Appointments and Promotions of Academic Staff Chapter II page 3, section 2.1 (a), (b) and (c). **(f002 page 3)**

f007: Any candidate not shortlisted shall have a right of appeal to the Appointments and Promotions Board through the Vice-Chancellor. All

applications (adverts) not processed within 6 months shall be considered as lapsed Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (Guidelines for Appointments and Promotions of Academic Staff Part a Chapter II page 24 (k) and part b, Chapter II page 5, section 2.2 (viii). **(f002 page 24 and 5)**

f008: Vetting of Publications by an expert from a list of qualified assessors chosen by the Vice Chancellor after consultation with the relevant Provost or Dean before referring such publications to assessors for evaluation. Assessment is based on approved guidelines and scoring system. Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (Guidelines for Appointments and Promotions of Academic Staff Chapter V, page 13, section and 5(c). **(f002 page 13)**

f009: Appointment criteria and scoring for each grade level are statutory stated; a. Professorship and Associate Professorship: b. Senior Lectureship and Senior Research Fellowship: c. Lectureship Grade I and Research Fellow Grade I: d. Lectureship Grade II and Research Fellow Grade 11: e. Assistant Lectureship and Junior Research Fellowship: f. Graduate Assistantship are given within two (2) years to conclude the programme
(<https://unilag.edu.ng/?p=4877> ,
[https://recruitment.unilag.edu.ng/\(S\(kokgyozttb5w0wazsfp1zmys\)\)/default.aspx](https://recruitment.unilag.edu.ng/(S(kokgyozttb5w0wazsfp1zmys))/default.aspx)) and the Regulation. **(f009 page 6 – 8)**

f010: Interview Panel shall be constituted as soon as reports are received from at least two of the three assessors of every candidate for the post using an approved composition of an Interviewing Panel. Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (Guidelines for Appointments and Promotions of Academic Staff Chapter IV, page 9, section 4 (d), (h) and page 11 section 3 (a), (b) and (c) **(f002 page 9 and 11)**

f011: Appointments And Promotions Board are the responsibility of Council on the recommendation of Senate. Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (Guidelines for Appointments and Promotions of Academic Staff Chapter IV, page 9, section 4 (a), (b) (c) and (d). **(f002 page 9), (f009 page 9 – 10 report publication vetting; Vetting committee notice of meeting f009 page 13).**

f012: UNILAG provides teachers with a supportive environment that allows them to carry out their work effectively through Staff Quarters, Salary Advance, Special Advance for Rent etc (<https://chsd.unilag.edu.ng/>) Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (part A, Chapter VI, page 43, 47 and 48, Chapter VII page 49. **(f002 page 43, 47, 48 and 49)**

f013: UNILAG staff conditions of employment offers opportunities to promote professional and career development. Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (part A, Chapter II page 14, (f) & Chapter III, page 33 section 2 (d & e). **(f002 page 14)**

and 33). Appraisal forms for Senior and Junior staff are available from the website by logging to the staff dashboard.

<https://unilag.edu.ng/?s=aper+form>

f014: UNILAG staff have opportunity that encourages scholarly activity to strengthen the link between education and research by grating Research

Leave and training Leave Regulations Governing the Conditions of Service of Senior Staff, May 1, 2016 (part A, Chapter X page 64 section 9) (**f002 page 64**)

f015: UNILAG process encourages innovation in teaching methods and new technologies by providing research grants and training opportunities.

<https://research.unilag.edu.ng/>

https://research.unilag.edu.ng/wp-content/uploads/2022/08/RESEARCH_INNOVATION-POLICY.pdf

<https://unilag.edu.ng/?s=grants>

<https://unilag.edu.ng/?p=20149>

Gap – What actions need to be taken to ensure this standard is met?

Further information for this standard

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

QAA Assessment

Approach

The University has a strategic objective that expresses its intention to “have good quality staff and well-trained research and teaching personnel.”

The gap analysis sets out and evidences a detailed process for the appointment of new academic staff. The process of selecting and appointing staff is criteria driven with the appointment criteria and scoring set out for the range of staffing levels. Short-listed staff are interviewed by a panel. There is a right of appeal for unsuccessful candidates via the Appointments and Promotions Board through the Vice-Chancellor.

The performance of academic and non-academic staff is monitored through an annual staff appraisal system, the pro forma for this is accessed through the relevant web page which also reminds staff of the timescale for completion of the process. The Human Resource Management Directorate maintains oversight of the process and completed forms and reports. Students also rate the teaching quality of academic staff (j0007).

There are details procedures to allow for academic staff promotion and for the award of professorial titles. Support for staff to maintain their and develop their subject knowledge and teaching skills is made available and there is a promotion scheme which allows staff to enhance their career development. Opportunities exist for the granting of research leave. The team learned that the University's support for on-going and professional development is well received by staff.

The recruitment, appointment and orientation of academic staff was clearly understood by the staff met during the gap analysis visit. Staff at the meeting talked through the support they received from the University, including training, support on conducting research, studying further degrees, and etc. The **University will be asked to demonstrate** in detail how individual needs are identified and followed with training and support at the review stage. You will also need to explain how the University knows its approach is effective.

Standard 1.6 ESG: Learning resources and student support

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

Current situation (what policies, procedures and systems are in place to meet this standard?)

UNILAG provides a range of accessible learning resources to support student success such as;

g001: Physical resources such as libraries; Main Library, College of Medicine Library, Faculty library with supporting librarians

g002: Subscription of fee-based core electronic resources databases by the library

g003: Study facilities like Reading rooms in every student hostels

g004: IT infrastructure in the library (CBT room DLI, CITS), Computer Labs (Mathematics, Computer Science), Design lab to support engineering analysis and simulation at the Faculty of Engineering, Video recording studio (DLI, IADS)

g005: Support in the form of tutors, e-tutors for online learning, Counsellors (counselling unit), Staff advisers for associations, Course advisers for each academic level in academic programmes. Additional students' learning support is available at the university's learning management system: <https://vlearn.unilag.edu.ng/> The Distance Learning Institute offers online counselling services through the DLI website and LMS for learners who may not be able to access face to face counselling

- g006:** Students with disabilities. E.g. visually impaired are supported by the Library. Dedicated Counsellors provide support and other learners support facilities are also deployed.
- g007:** Support for international students by the International Relations Partnerships & Prospects (IRPP)
- g008:** Physically impaired and disability accessible ramps around different locations on campus.
- g009:** Flexible modes of learning and teaching, are taken into account
- g010:** Students are informed about the services available to them through Division of students Affairs
- g011:** Support and administrative staff have opportunities to develop their competences to assist students achieve success.
- g012:** Students informally learn at the UNILAG Sports Complex where they can participate in different sporting activities.
- g013:** Counselling services, Work study support, Designated Counselling centres and help lines to individual counsellors are provided to ensure a conducive academic environment for students.

Evidence that can assist in verifying standard is met. (Please supply hyperlinks where possible)

UNILAG provides a range of accessible learning resources to assist student to succeed, such as;

- g001:** Physical resources such as libraries; Main Library, College of Medicine Library, Faculty library with supporting librarians (main library <https://library.unilag.edu.ng/>); (Faculty libraries https://library.unilag.edu.ng/?page_id=930)
- g002:** UNILAG Subscribed electronic resources databases can be accessed through (https://library.unilag.edu.ng/?page_id=2117)
- g003:** Study facilities like Reading rooms in every student hostels
- g004:** IT infrastructure in the library (CBT room DLI, CITS), Computer Labs (Mathematics, Computer Science), Innovation and Design Labs (Engineering Faculty Labs, FabLab , NITDA/NitHub, ITMO), Video recording studio (DLI, IADS) (ITMO <https://unilag.edu.ng/?p=21659>); (Design lab <https://unilag.edu.ng/?p=16839>)
- g005:** Support in the form of tutors, e-tutors for online learning, Counsellors (counselling unit), Staff advisers for associations, Course advisers for each academic level in academic programmes <http://dlisupport.unilag.edu.ng/>
<https://dli.unilag.edu.ng/>
<https://dli.unilag.edu.ng/wp-content/uploads/2021/03/WhatsApp-Image-2021-03-02-at-10.06.22.jpeg>
Additional students' learning support is available at the university's learning management system: <https://vlearn.unilag.edu.ng/>
- g006:** Students with disabilities/visually impaired are supported by the Library. UNILAG has dedicated counsellors <http://dlisupport.unilag.edu.ng/counseling/> ; <https://unilag.edu.ng/?p=7861>
- g007:** Support for international students IRPP https://unilag.edu.ng/?page_id=11619
- g008:** Wheelchair Accessible Ramps are around different locations on campus

g009: Flexible modes of learning and teaching, are taken into account (**same as d002 & d016**)

g010: Division of Students Affairs e-Counselling Services <https://unilag.edu.ng/?p=7861>
counselling@unilag.edu.ng or unilagcounselling@gmail.com

g011: Support and administrative staff have opportunities to develop their competencies to assist students achieve success.
<https://unilag.edu.ng/?p=20149>

g012: Students informally learning at Sports Complex (Here playing Scrabble and Table tennis)

g013: Counselling services and work study programme help to reduce disparities and enhance conduciveness of academic environment for students.

Gap – What actions need to be taken to ensure this standard is met?

1. Provide more resources to enhance equal opportunities for students that are physically challenged
2. Improve on our educational resources

Further information for this standard

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

QAA Assessment

Approach

The University has 22 objectives at strategic level that relate to learning resources, student support and the physical environment. This demonstrates the University's commitment to ensuring the best possible learning environment for students. Discussions with the senior team, staff and students the team were able to affirm this strategic commitment

To manage this wide-ranging strategic initiative there are 20 related committees and boards. It was not evident from the gap analysis how these various committees work together. The **University will be asked to demonstrate** how the provision of these services is given effective oversight and is managed and monitored.

The views of students are obtained through student surveys such as module evaluations and opportunity provide feedback on the adequacy of learning resources such as teaching accommodation, library facilities, IT provision is provided. Students were appreciative of the facilities and resources available but there is a view that more teaching space would be welcome, particularly for undergraduate studies where cohorts are large.

At the review stage the University will **need to demonstrate** its strategic approach to the development of learning resources and student support and how their effectiveness is routinely monitored, particularly in the light of the University's developing philosophy of student-centred learning.

Standard 1.7 ESG: Information management

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

Current situation (what policies, procedures and systems are in place to meet this standard?)

- h001:** UNILAG uses the Premier platform to collect data on all students from stage of student application to the University through the student life cycle to graduation (all registration and entry of personal details to collect data)
- h002:** Data collected on the Premier platform can be queried to obtain specific information and analytics about study programmes and other activities.
- h003:** Research data are collected by the Research Management Office through google forms and other online mode
- h004:** Profile of the student are also collected at the Hostel for the purposes of coordination, visitation, safety and security etc.
- h005:** Student progression/ success data analysed by QA and the Academic Planning Unit
- h006:** Student drop-out rates collected by SPGS which deploys the Premier platform.
- h007:** Students' satisfaction with their programmes collected by QA using Google form.
- h008:** Memo by DSA for students to collect and analyse data on commodities pricing around Akoka, Yaba, FCE, Iwaya and Pako.
- h009:** Information, Advice and Guidance (IAG) unit in Distance Learning Institute is charged with providing accessible, personalized, up-to-date, effective, timely information, advice and guidance on the programmes, facilities and services available to current and prospective learners and other interested individuals
- h010:** Academic Planning Office collects all data and disseminates same to Management for planning, to NUC, etc.
- h011:** Office of Advancement collects data on alumni and institutional development partners

h012: Senate collects data on student performance at the PG School level

h013: DSA's Office collects data on commuter students

Evidence that can assist in verifying standard is met. (Please supply hyperlinks where possible)

h001: UNILAG uses Premier Platform (ERP) on which students undertake course registration and provide of personal details for data collection

h002: Data collected on the Premier platform can be queried to obtain specific information and analytics about study programmes and other activities

h003: Research data are collected by the Research Management Office through google forms and other online mode

<https://research.unilag.edu.ng/>

h004: Profile data of every student in university student residence is also collected at the Hostel for the purposes of coordination, visitation, safety and security etc.

h005: Student progression/ success data collected and analysed by QA and the Academic Planning Unit

h006: Student drop-out rates collected by SPGS which deploys the Premier platform

h007: Students' satisfaction with their programmes collected by QA using Google form

h008: Memo by DSA for students to collect and analyse data on commodities pricing around Akoka, Yaba, FCE, Iwaya and Pako

h009: Information, Advice and Guidance (IAG) unit in Distance Learning Institute is charged with providing accessible, personalized, up to date, effective, timely information, advice and guidance on the programmes, facilities and services available to current and prospective learners and other interested individuals **(DLI Policy Guidelines page 36)**

h010: Academic Planning Office collects all data and disseminates same to Management for planning, to NUC, etc.

h011: Office of Advancement collects data on alumni https://unilag.edu.ng/?page_id=2561

h012: Senate collects data on student performance at the PG School level

h013: DSA's Office collects data on commuter students

Gap – What actions need to be taken to ensure this standard is met?

Further information for this standard

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

QAA Assessment

Approach

The University has a student record system that records information about individual student registrations and more general data about graduation and overall student numbers and student distribution by faculty, year, gender, level and mode of study. The University also collects data of student performance across courses by grade outcomes.

Student progression/success data is collected and analysed by the QA Unit and the Academic Planning Unit; however it is unclear from the evidence and from exploring the University's website what role the QA Unit and Academic Planning Unit play in monitoring student retention, progression and achievement and how the data is used to support the effective management of their programmes and the student experience. In meeting with senior management and academic staff it was asserted that student data is used at the different levels of the university and where problems are identified such as in the case of poor student progression a working group is established to analyse the data and investigate the problem leading to the development of an action plan to address any issues. However, there does not seem to be a policy written down about the University's approach to the collection and analysis of data or how information/data is acted on at different levels so the QAA team were unable to evaluate how effective the approach is. Providing evidence about the effectiveness of the University's approach to the use of information and data will be important to demonstrating that the Standard has been met.

The Quality Assurance Unit collects information about student satisfaction. At the review stage the University will have to demonstrate how information and data are collected, analysed, considered and acted upon. In preparation for the review the **QAA team recommends** that the University collates a range of evidence to demonstrate the use of data including minutes from quality committees at department, faculty and university level, review report and associated action plans. This would include a range of quantitative and qualitative measures and indicators that reflect the expectations of the ESG standards.

Standard 1.8 ESG: Public information

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

Current situation (what policies, procedures and systems are in place to meet this standard?)

- i001:** UNILAG publishes information about our activities, including programmes to prospective and current students as well as for graduates, other stakeholders and the public on the Website, Campus News Flash
- i002:** UNILAG provide information about programmes they offer and the qualifications they award
- i003:** Teaching, learning and assessment procedures used provided in the Faculty Handbook, Student Handbook
- i004:** Reports by various units like the Research Management Office, ESDC, Office of Advancement, etc.
- i005:** Division of Students affairs has a handbook for information to students
- i006:** UNILAG Radio and UNILAG TV are channels for information dissemination to students, staff and community
- i007:** This is a fast short messaging platform information dissemination to students

Evidence that can assist in verifying standard is met. (Please supply hyperlinks where possible)

- i001:** UNILAG information to the public in a readily available format on the Website (provide link), Campus news flash, social media handles **YouTube, Facebook, Twitter accounts** <https://www.facebook.com/OfficialUniversityOfLagos/> ; <https://twitter.com/unilagnigeria?lang=en>
- i002:** UNILAG provide information about programmes they offer and the qualifications they award https://admissions.unilag.edu.ng/admission_requirements.html
- i003:** Teaching, learning and assessment procedures used provided in the Student Handbook for the Department of Education; Department of Social Sciences (Economics & Public Administration); [Department of Management Sciences \(2021 – 2024\) https://dli.unilag.edu.ng/student-handbook-2021-2024/](https://dli.unilag.edu.ng/student-handbook-2021-2024/)
- i004:** Reports by various units like the Research Management Office, <https://unilag-esdc.com/>
- i005:** Division of Students affairs has a handbook for information to students
- i006:** UNILAG Radio and UNILAG TV are channels for information dissemination (academic and social) to students, staff and community <https://unilag.edu.ng/?p=10569>

<https://guardian.ng/features/unilag-tv-launched-set-to-revolutionise-campus-broadcasting/>

i007: LAGMOBILE This is a fast short messaging platform information dissemination to students on recent news, events and school updates.

<https://unilag.edu.ng/?p=5081>

Gap – What actions need to be taken to ensure this standard is met?

Further information for this standard

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

QAA Assessment

Approach

The gap analysis provides examples of the range of published information provided by the University. This includes information about the courses offered, admissions processes, the qualifications awarded, information to students and staff in the form of handbooks, reports, UNILAG Radio and UNILAG TV and short messaging services. Use is also made of social media such as Facebook and twitter. What was not evident in the gap analysis is the arrangements for the management oversight of this wide range of communication modes and materials. How does the University ensure that what is produced in its name is trustworthy, accurate and reliable? Are there any policies and/or procedures for ensuring the veracity of published information? This would need to be addressed in the self-evaluation required for the Review Stage of the accreditation process. The University recognises that the University website should be a key source of trusted information. At the time of undertaking the gap analysis there were a number of blank or out of date pages including; [information for prospective students](#); the School of Foundation Studies refers to applications for 2021-22; the Undergraduate Pages refer to exam timetables for 2021-22. Before the review, the **QAA Team recommend** the University ensures that all areas of the website are up to date, accurate and trustworthy and that there are clear processes for ensuring this.

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

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

Current situation (what policies, procedures and systems are in place to meet this standard?)

- j001:** Programme Accreditation by NUC
- j002:** Periodic curriculum review by the University to align curriculum with latest knowledge to ensure the programme content is up to date and adequately addresses changing needs of society
- j003:** Periodic assessment visits by professional bodies to relevant departments
- j004:** Internal Quality Control mechanism regularly deployed by the "SERVICOM and Quality Assurance Unit of the University.
- j005:** University management periodically directs the Director Academic Planning, the DVC A&R to collect, review and analyse data on student performance summary from the CITS per course to determine effectiveness of the teaching methods. The reports are presented at the Senate for consideration.
- j006:** External examiners moderate students' examination through moderation of examination questions set by Faculty as well as continuous assessment and examination scripts to provide recommendations on the adequacy and effectiveness of faculty activities as well as university procedures
- J007:** Staff evaluation by students to encourage improvement in delivery of learning and student satisfaction
- J008:** NUC Accreditation Result for Academic Programme
- J009:** Additional guidelines for examinations include;
Examination results are reviewed and moderated (if necessary) by the Faculty Board of Examiners
Student results are processed from the Department through the Faculty/Centre/Institute to Senate for quality assurance and approval.
Business Committee of Senate (BCOS) /SPPG Academic Board reviews every result to ensure compliance with University regulations throughout the assessment period.
Scheme of Examination and Examiners are prepared at the Department level and processed through the Faculty for quality assurance ahead of submission for approval by University Senate.

Evidence that can assist in verifying standard is met. (Please supply hyperlinks where possible)

j001: NUC Accreditation of a Programme

j002: Curriculum Review Document

j003: Sample letter of Notification of visit from a Professional body

j004: University SERVICOM and Quality Assurance Policy

https://unilag.edu.ng/wp-content/uploads/UNILAG_QualityAssurancePolicy-1.pdf

j005: Sample CITS course performance report presented at the Senate for review and recommendations

j006: Sample external examiners report on review of student's scripts and effectiveness of procedures for assessment. Ph.D. Examiners report to Senate by Postgraduate School

J007: Staff evaluation by students to encourage improvement in delivery of learning and student satisfaction

J008: NUC Accreditation Result for Academic Programme

J009: Additional guidelines for examinations include;

- Examination results are reviewed and moderated (if necessary) by the Faculty Board of Examiners
- Student results are processed from the Department through the Faculty/Centre/Institute to Senate for quality assurance and approval.
- Business Committee of Senate (BCOS) /SPPG Academic Board reviews every result to ensure compliance with University regulations throughout the assessment period.
- Scheme of Examination and Examiners are prepared at the Department level and processed through the Faculty for quality assurance ahead of submission for approval by University Senate **(DETAILS IN THE UNIVERSITY CALENDAR)**

Gap – What actions need to be taken to ensure this standard is met?

Further information for this standard

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

QAA Assessment

The University's Quality Assurance Policy refers to internal QA mechanisms such as periodic review, monitoring systems and a quality handbook mechanism but there were no links to the policies and procedures that support these processes. The QAA team believe the University should consider developing an independent internal approach to review of a programme, rather than just relying on the self-evaluation in response to the external review requirements by the NUC. The QAA **team recommend** that the University should develop some guidance for internal use, supporting staff and students to ensure consistency and a better understanding of the process.

There is evidence that the University undertakes periodic review of programmes such as the University-wide report on curriculum and programmes [j002]. The review started in 2014 concluded in 2016 and included a number of general and specific recommendations. The response to these recommendations highlighted a lack of understanding at departmental level about the expectations to address the recommendations from the review. At the visit senior staff explained that there is an established periodic review process that leads to changes in programmes with the outcomes approved by Academic Planning Committee. However, the team were unable to confirm that all the recommendations from the review had been addressed. By the time the review team visit **the University will need to demonstrate** through documentary evidence how actions have been taken forward consistently and led to improvements to the academic programmes.

There was evidence of accreditation visits by professional bodies [j003] but many of the dates for reaccreditation had expired so it was unclear whether programmes accreditation was still valid or whether it had expired. Regular monitoring of all programmes is essential if the University is to have confidence that the academic programmes remain fit for purpose. It is **important that at the review visit** programmes due for accreditation are part of a planned approach with clear timelines.

There was also evidence presented on the monitoring of teaching through student feedback [j007]. However, it was unclear what happens with this information once collected and whether there are formal plans in response to the outcomes of monitoring and evaluation and monitored as part of the University's academic governance arrangements. Again, this is an area where the review team will want to see evidence of the effectiveness of the process to ensure that it works in practice.

In summary, at the review stage the **University will need to demonstrate** a periodic review procedure which includes involvement of various stakeholders including students, staff, external stakeholders. The University will also need to be able to demonstrate it has a process in place to ensure that annual monitoring is effective, including collecting feedback from students, staff and other stakeholders, consideration of information and data at different levels, act upon the feedback (programme review report, action plans) for closing the loop and feeding back to staff and students about the changes made.

Standard 1.10 ESG: Cyclical external quality assurance

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

Current situation (what policies, procedures and systems are in place to meet this standard?)
<p>k001: NUC Programme Accreditation every 5 years for all programmes with full accreditation status;</p> <p>k002: NUC Programme Accreditation every 2 years for all programmes with interim accreditation status</p> <p>k003: UNILAG has aligned with methods and procedures of external quality assurance proponents such as the Quality Assurance Unit at the National Universities Commission (NUC) to offer the institution new perspectives.</p> <p>k004: Deficiencies are reported during each Accreditation exercise if there are any and must be addressed before the next exercise</p>
Evidence that can assist in verifying standard is met. (Please supply hyperlinks where possible)
<p>k001: NUC Programme Accreditation every 5 years for all programmes with full accreditation status</p> <p>k002: NUC Programme Accreditation every 2 years for all programmes with interim accreditation status</p> <p>k003: UNILAG has aligned with methods and procedures of the Quality Assurance unit at the National Universities Commission NUC (Link to QA unit of NUC) https://www.nuc.edu.ng/tag/quality-assurance/</p> <p>k004: Sample NUC Accreditation Report stating deficiencies that should be addressed before the next exercise.</p>
Gap – What actions need to be taken to ensure this standard is met?
Further information for this standard [Please include information not mentioned above that may impact on achievement of this standard. For instance, are there other standards that you are expected to meet? Are there any legal or regulatory constraints on the achievement of this standard?]
QAA Assessment
Approach

The University states that its programmes are subject to external accreditation by the National Universities Commission (NUC). Accreditation by NUC occurs every 5 or 2 years depending on the accreditation status of the programmes. Programme accreditation is designed to ensure BASIC Minimum Academic Standard (BMSA) are achieved for each programme. The evidence submitted included an example of an accreditation report [k004] which identified a number of weaknesses in the programmes, some of which related to the ESG standards, such as weaknesses in the staff development programme, minutes from internal quality assurance unit not being documented and shared more widely and external examiner processes not being followed. However, there was no evidence provided of the actions taken by the University to address the issues identified. At the meeting with senior staff the QAA team were told that action plans are developed in response to external reviews. It is important for the **University to be able to demonstrate** clearly that its response to external reviews is effective when the review team visit to give confidence that that the University can respond effectively where weaknesses are identified.

At the review stage **the University will need to demonstrate** that it has made effective use of the lessons learned by external quality assurance assessment through action plans and follow-up. By demonstrating it has responded to external assessment this will help support improvements in the management of academic programmes and act as a catalyst for improving the overall culture of quality. In addition, at the IQR review stage, the University will be asked to provide information about accreditation activities within the last three years by external agencies or professional bodies.

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

Please provide a summary assessment of your analysis of your ability to meet the 10 Part 1 European Standards and Guidelines (2015).

We have reviewed our procedures, policies and systems against the 10 Part 1 European Standards and Guidelines. While most of our processes and systems have been validated over the years in line with our national standards of the Nigerian National Universities Commission (NUC). It is evident that there are indeed areas that require our attention and resources for us to improve our service delivery in terms of a greater international outlook and institutional impact.

Specifically, we affirm that going forward we will endeavour to;

- (i) provide opportunities for greater student participation in our institutional system development initiatives based on clear policy guidelines
- (ii) strengthen our institutional capacity to collect and process all forms of data for quality analytics that will qualitatively enhance our service delivery
- (iii) we will also strengthen our procedures with some relevant government agencies through partnerships for improved impact.

QAA Assessment

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

In its submission the University's evidence base was limited and did not fully substantiate its claims for the effective management of academic quality and standards. However, in meetings with staff and students it was clear that the University has policies and processes in place supported by a clear academic governance structure at the departmental faculty and university level. At the review visit it will be important for the University to demonstrate through documentary evidence how it meets the ESG standards.

Therefore, as the University moves forward and prepares for its forthcoming external review it should consider an approach that is more explicit in explaining how the ESG standards are met and includes an evaluation of the University's current position. To achieve this, the starting point would be a section in the submission document explaining concisely how the University meets the standard. This should be a straightforward explanation covering the relevant QA policies and processes, followed by evidence demonstrating how the standard is being met in practice. Following this can then be a self-reflective analysis outlining the strengths and weaknesses of the approach. It is important to include evidence of effective practice and processes. Evidence may take the form of action plans, records from key committees, such as the QAC, that demonstrate

how the University has responded to challenges or taken forward areas for enhancement. In addition, where the University has identified gaps in its processes and policies it may want to consider a plan to demonstrate the steps being taken to ensure the gap is being addressed.

In summary, for a full review it is important that the University adopts a more formal approach that uses documentary evidence to support its claims against each of the ESG standards. Preparation for the review stage should be viewed as an opportunity to *critically evaluate the degree to which the University likely to meet the ten [Part 1 European standards and guidelines](#)*. When preparing for a review the University should use the detailed guidance from each of the Standards to focus the submission to enable the review to check that the standards have been met. The University needs to show how it complies with the ESG by mapping out the University's current approaches in line with the ESG guidelines to develop self-evaluation documentation, which sets out in detail what the University has done in meeting each standard.

Gap Analysis Stage Outcome

[To be completed by QAA]

- Your institution is ready to progress to review straight away
- Your institution is ready to progress to review subject to further work or capacity building
- Your institution is unlikely to be ready to progress to review within the lifetime of ACE Impact