Bayero University, Kano

QUALITY ASSURANCE POLICY

2024

FOREWORD

The Quality Assurance (QA) policy framework for Bayero University, Kano acknowledges the importance of quality education and research in national development and highlights the University's mission to address Africa's developmental challenges through research, knowledge transfer, and training. It introduces the Bayero University Strategic Plan 2020-2025, developed to actualize its vision.

The document then emphasizes the rationale for revising the QA policy, focusing on ensuring the highest standards in teaching, research, and services. The objectives aim to promote a culture of academic quality improvement, enhance programme relevance, and strengthen internal quality mechanisms.

The scope of the policy covers all stakeholders, including staff, students, departments, and services, while its principles advocate for a quality assurance culture, comprehensive evaluations, and evidence-based decision-making. The policy also aligns with existing university policies and regulations, ensuring a cohesive approach to maintaining academic and administrative standards.

The policy is expected to guide all the relevant quality assurance committees and it is my hope that all the relevant committees will make use of the document by adhering strictly to the provisions as contained in it.

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Vice-Chancellor
September 2024

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1. INTRODUCTION

1.1 Background

Quality education and research is the bedrock of the development of any nation. In the light of this, the Federal Government of Nigeria established Universities and research centres across the country. Bayero University was established as a second-generation University via the Bayero University Act Cap B5 Laws of the Federation of Nigeria 2004. The vision of Bayero University is **to lead in research and education in Africa**. The institutional mission is that **the University is committed to addressing Africa's developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates.** To actualize the vision and mission of the University, a strategic plan was developed; the current edition is **Bayero University Strategic Plan 2020 – 2025**.

The University has also developed a Quality Assurance (QA) policy to ensure the attainment of high-quality service delivery. However, the implementation of the policy was faced with numerous challenges leading to the need for its revision. Engagement with the key stakeholders revealed areas of weaknesses and inadequacies in the existing policy and proffered far-reaching recommendations on the needs for review.

1.2 Rationale of the Policy

The rationale of the policy is to ensure that students and learners in Bayero University experience the highest quality of teaching, learning, research, innovation and community services. This policy supports the realization of the University's Vision, Mission, Core Values and Strategic Plan. Through this policy, the University establishes relevant and appropriate structures, regulations, and guidelines to maintain acceptable standards of service delivery.

1.3 Policy Objectives

The objectives of this policy are:

i. To develop a culture of academic quality improvement among management, staff and students of the University;

ii. To strengthen the standard of programmes and their relevance to the emerging workforce and skill needs; and

iii. To strengthen the internal quality assurance and enhancement mechanisms.

1.4 Scope of the Policy

This policy shall apply to all:

i. Academic, administrative and support staff of the University;

ii. Students, learners and other stakeholders;

iii.   Departments, Faculties, Centers, Schools, Colleges, Institutes, Directorates and other academic/administrative units; and

iv.   Programmes, facilities, environment, health services, research and development, collaborations and linkages as well as other services offered by the University.

1.5 Policy Principles

The Quality Assurance (QA) Policy is based on the following principles:

i.   Development of a quality assurance culture among students, staff and partners of the University;

ii.   Comprehensive coverage in evaluations, feedback, evidence-based decision-making and institutional learning; and

iii.   Internal and external peer review is essential for evidence-based decision-making.

1.6 Policy Alignment

The QA policy shall complement the existing policies, laws and guidelines of the University such as:

i.   The Bayero University Act;

ii.   The University Conditions of Service;

iii.   The General Examinations and Admissions Regulations (GEAR);

iv.   The Benchmark Minimum Academic Standards (BMAS);

v.   The Core Curriculum Minimum Academic Standards (CCMAS);

vi.   The University Communication Policy;

vii.   The University Research Policy;

viii.   The University Gender Policy;

ix.   The University Security Policy;

x.   The University Continuing Professional Development Policy; and

xi.   Other relevant policies, laws and guidelines.

1.7 Definition of Terms

Quality: Quality refers to the satisfaction of clients with the University service delivery; it may also mean excellence in services delivered, programmes, and graduates.

Quality Assurance (QA): This is a process of providing the evidence needed to establish confidence among all stakeholders that educational quality-related activities are being performed effectively and efficiently.

Stakeholder: Stakeholder refers to a person or entity or a group that can be or is affected directly or indirectly by this policy.

The University: means Bayero University, Kano.

Quality Culture: is an attitude supporting a set of shared values that guide how continuous improvements are made to everyday working practices, thus leveraging the levels of quality in the outputs.

2. GOVERNANCE AND MANAGEMENT

Bayero University Kano and all its operational unit have continued to set the pace in quality assurance through the Directorate of Academic Planning (DAP), ensuring that all hands are on deck by creating the Quality Assurance Unit in the year 2013, to address this need in line with the directive of the National Universities Commission (NUC) that all Nigerian Universities should establish a quality assurance unit/directorate to coordinate the implementation of Quality Assurance activities. Through the Unit, the University assuring and safeguarding the quality of teaching and learning (evaluating student-lecturer assessment, the lecture rooms, classroom assessments, the facilities and environmental safety and sanitation, maintenance and much more) and the unit is anchored by a Deputy Director.

2.1 Establishment of the Directorate of Quality Assurance (DQA)

2.1.1 Purpose of the Directorate

There shall be a Directorate of Quality Assurance (DQA) in the University in line with the NUC recommendations. The Directorate shall be headed by a Director, who shall be a senior academic on a rank not lower than a Professor. The Director shall be the academic and administrative head of the Directorate and responsible for the day-to-day of its operations. The Director shall coordinate all quality assurance matters of the University at all levels. The Director shall be appointed by the Vice-Chancellor for an initial term of two (2) years subject to renewal for another term.

The purpose of the Directorate is to instil quality culture and preserve high standards and maintain high-quality education by ensuring efficient internal coordination and control of academic activities and development initiatives in the University. The Directorate will ensure that services delivered by the University meet specified standards necessary for the actualization of the institutional goals and objectives.

2.1.2 Vision of the Directorate

To be the leading institution in the delivery of high-quality teaching, research, and public engagement in Africa.

2.1.3 Mission of the Directorate

The Directorate is committed to meeting the education and skill needs of students, learners and industry through instilling a quality culture, provision of standard programmes and effective system evaluation.

2.1.4 Functions of the Directorate

The Directorate shall perform the following functions:

i. Encouraging a quality culture in the University;

ii. Implementing the QA policy across the University;

iii. Ensuring that relevant policies, procedures, practices and mechanisms are in place and effective;

iv. Coordinating the monitoring, evaluation and learning activities as well as assessing the efficacy of the QA policy;

v. Ensuring that the University meets national and international quality assurance benchmarks and standards;

vi. Developing realistic performance standards in all aspects of the University functions;

vii. Coordinating internal self-evaluation of academic, administrative and support staff services in the University; and

viii. Facilitating the accreditation of academic programmes by regulatory and professional bodies as well as external evaluation of the University.

2.2 Management Structure

The management structure of the Directorate shall include the University Quality Assurance Committee (UQAC); Director, DQA; Deputy Director (Policy Implementation); Deputy Director (Policy Assessment & Outreach); Coordinator (Academic Programmes); Coordinator (Administrative and Support Units); Monitoring and Evaluation (M&E) Officer, Administrative Secretary; Coordinator (Sensitization and Training), Faculty Focal Persons, Unit Focal Persons and Statistician. While Figure 2.1 presents the administrative structure of the Directorate, the job descriptions of members are explained in the following subsections.
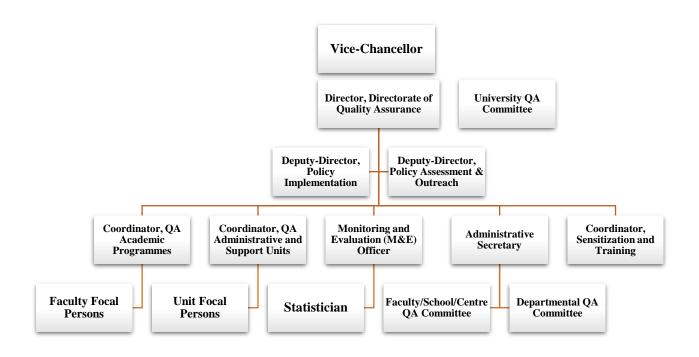
Figure 2.1 - The Management Structure of the Directorate of Quality Assurance

The University Quality Assurance Committee (UQAC): There shall be a University Quality Assurance Committee appointed by the Vice-Chancellor for the initial tenure of two (2) years renewable for another term except the chairperson and secretary. However, the tenure of the student representative shall be one (1) year. The Committee shall exercise supervisory and advisory roles in the operations of the directorate. The Committee shall meet twice a year and report to the Vice-Chancellor. The Committee shall have the Vice-Chancellor as the Chairperson with the following membership:

  i.   Director, Directorate of Academic Planning (DAP)   - Member
 ii.   Two Representatives of the University Senate   - Members
iii.   Two Representatives of Deans of Faculties   - Members
 iv.   Two Representatives of Directors of Research Centre/Institute   - Members
  v.   Dean, Student Affairs Division (SAD)   - Member
 vi.   Dean, School of Postgraduate Studies (SPS)   - Member
vii.   Dean, Dangote Business School (DBS)   - Member
viii. Director, Directorate of Research Innovation & Partnership (DRIP)   - Member
 ix.   Director, Centre of Information Technology (CIT)   - Member
  x.   Director, Directorate of Examinations, Admissions and Records (DEAR)   - Member

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xi.	Director, Centre for Open and Distance e-learning	- Member
xii.	Director, Career Service Centre	- Member
xiii.	A Representative of Non-academic Director	- Member
xiv.	A Representative of Kano State Bureau of Statistics	- Member
xv.	A Representative of University Alumni	- Member
xvi.	A Representative of Student Union Government (SUG)	- Member
xvii.	Director, Directorate of Quality Assurance	- Member/Secretary

Responsibilities of the UQAC:

i. To advise the Directorate of Quality Assurance on how well its operations conform to the needs and expectations of the students, learners and society;

ii. To assist in increasing the relevance and effectiveness of the Directorate's activities;

iii. To provide policy direction to the Directorate toward achieving its vision;

iv. To provide the Directorate (and specifically the Director) with independent and impartial scientific advice on an ongoing basis;

v. To review the Directorate's annual reports and external communication to the stakeholders;

vi. To serve as a consultative body in terms of the provision of quality evaluation resources, expertise and linkages with experts around the globe; and

vii. To provide feedback and ideas to accelerate the Directorate's development.

Director, DQA: The Director is responsible for the leadership, direction, and coordination of the activities of the Directorate and its internal and external stakeholders. The Director is also, responsible for reporting the Directorate's activities to the Vice-Chancellor. The responsibilities of the Director shall include:

i. To preside at all the Directorate Management Committee meetings;

ii. To serve as an official spokesperson of the Directorate, whenever required;

iii. To act as a signatory for the Directorate for all legal and financial purposes;

iv. To supervise the development of relevant guidelines and tools to achieve the goals of the Directorate;

v. To coordinate the day-to-day running of the Directorate;

vi. To supervise the implementation and assessment of the QA policy; and

vii. To transmit the information generated from the monitoring and evaluation (M&E) to the University Management for informed decision-making.

Deputy Director (Policy Implementation): The Deputy Director shall assist the Director in running the affairs of the Directorate and shall have the following responsibilities:

i. To represent the Director and preside at meetings in his absence;

ii. To supervise the responsibilities of Coordinators (QA Academic Programmes, QA Administrative and Support Units and Sensitization and Training) in the effective implementation of the QA policy;

iii. To coordinate and keep track of the QA policy implementation; and

iv. To carry out any other responsibility as may be assigned by the Director.

Deputy Director (Policy Assessment & Outreach): The Deputy Director shall assist the Director in running the affairs of the Directorate and shall have the following responsibilities:

i. To represent the Director and preside at meetings in his absence;

ii. To supervise the responsibilities of the M&E Officer and work with the Administrative Secretary in the effective assessment of the QA policy;

iii. To coordinate and keep track of the QA policy assessment;

iv. To coordinate partnership activities with internal and external stakeholders;

v. To organize relevant training activities on QA;

vi. To coordinate the sensitization and stakeholder engagement activities;

vii. To carry out any other responsibility as may be assigned by the Director.

Coordinator (Academic Programmes): The Coordinator shall work with the Deputy Director (Policy Implementation) and Faculty Focal Persons in the effective implementation of the QA policy and shall have the following responsibilities:

i. To coordinate the implementation of the QA policy in all Faculties/ Schools/ Centres/ Institutes;

ii. To supervise the activities of the Faculty Focal Persons; and

iii. To carry out any other responsibility as may be assigned by the Director or his Deputies.

Coordinator (Administrative and Support Units): The Coordinator shall work with the Deputy Director (Policy Implementation) and Unit Focal Persons in the effective implementation of the QA policy in all administrative and support units of the University. The coordinator shall have the following responsibilities:

i. To coordinate the implementation of the QA policy in all administrative and support units in the University;

ii. To supervise the activities of the Unit Focal Persons; and

iii. To carry out any other responsibility as may be assigned by the Director or his Deputies.

Monitoring and Evaluation (M&E) Officer: The M&E Officer shall work with the Deputy Director (Policy Assessment & Outreach) and Statistician in the effective implementation of the M&E system as well as the assessment of the QA policy. The M&E Officer shall have the following responsibilities:

i. To coordinate the collection and evaluation of feedback from stakeholders;

ii. To coordinate the effective assessment of the QA policy;

iii. To supervise the responsibilities of the Statistician;

iv. To produce reports generated from M&E activities, required for institutional learning and development; and

v. To carry out any other responsibility as may be assigned by the Director or his Deputies.

Administrative Secretary: The Administrative Secretary assists the Director in the day-to-day running of the Directorate and is, primarily, responsible for the effective management and maintenance of all records. The responsibilities of the Administrative Secretary shall include:

i. To ensure that the records of the Directorate are maintained as directed by law and made available when required by authorized persons;

ii. To give proper notification of meetings, develop and distribute agenda before meetings, in consultation with the Director;

iii. To manage written Minutes of Management Committee meetings and distribute to the members in a timely manner;

iv. To assist with the effective implementation of the QA policy;

v. To manage incoming and outgoing correspondence; and

vi. To ensure written handover of all relevant information to the incoming Secretary.

Coordinator (Sensitization and Training): The Coordinator shall work with the two Deputy Directors in the organization of sensitization, training and stakeholder engagement activities. The coordinator shall have the following responsibilities:

i. To organize effective sensitization strategies for different categories of audiences;

ii. To organize training activities on matters relating to QA in higher education;

iii. To organize effective stakeholder engagement activities; and

iv. To carry out any other responsibility as may be assigned by the Director or his Deputies.

Faculty Focal Persons: There shall be Faculty Focal Persons assigned to all Faculties/Schools/Centres/Institutes in the University. A Focal Person may be required to be responsible for up to five units (combination of Faculties, Centres, Schools, and Institutes). The Faculty Focal Person shall work with the coordinator (QA Academic Programmes) and the Faculty Quality Officer in the effective implementation of the QA policy. The Faculty Focal Officer shall have the following responsibilities:

i. To liaise with the Faculty QAC through constant updates to ensure that information is received at the right time;

ii. To support the Faculty QAC in the effective implementation of the QA policy; and

iii. To carry out any other responsibility as may be assigned by the Director, the Deputy Directors, and the coordinators.

Unit Focal Persons: There shall be Unit Focal Persons assigned to all administrative and support units in the University. A Unit Focal Person may be required to be responsible for a number of administrative and support units (such as Registry, Bursary, University Library, Central Stores, University Health Service, Security, etc). The Unit Focal Person shall work with the coordinator (QA Administrative and Support Units) and the Administrative and Support Unit QA Committee in the effective implementation of the QA policy. The Unit Focal Person shall have the following responsibilities:

i. To liaise with the Administrative and Support Unit QAC through constant updates to ensure that information is received at the right time;

ii. To support the Administrative and Support Unit QAC in the effective implementation of the QA policy; and

iii. To carry out any other responsibility as may be assigned by the Director, the Deputy Directors, or the coordinators.

Statistician: There shall be a Statistician who shall work with the coordinators (QA Academic Programme and QA Administrative and Support Unit) and the M&E Officer in the effective implementation of the M&E system and assessment of the QA policy. The Statistician shall have the following responsibilities:

i. To analyze the data collected from the M&E process;

ii. To carry out an effective assessment of the QA policy;

iii. To produce reports relevant to the needs of specific stakeholders; and

iv. To carry out any other responsibility as may be assigned by the Director, the Deputy Directors, the Coordinators, or the M&E officer.

Faculty/School/Centre Quality Assurance Committee (FQAC): There shall be a Faculty/School/Center/Institute Quality Assurance Committee (FQAC). The FQAC is responsible to the Faculty Board for quality assurance and enhancement in the faculty. The chairperson and technical representative shall be appointed by the Faculty Board upon nomination by the Dean/Director for the initial tenure of two (2) years renewable for another term. However, the tenure of the student representative shall be one (1) year. The Committee shall meet quarterly. The FQAC shall be made up of the following members.

   i. A senior academic to be nominated by the Dean/Director   - Chairperson
  ii. Chairperson of each Departmental Quality Assurance Committee   - Member
 iii. A Representative of Technical staff (where applicable)   - Member
  iv. A Representative of Faculty-Based Student Association   - Member
   v. Faculty Administrative Officer   - Member/ Secretary

Responsibilities of the FQAC:
   i. To promote a quality culture within the Faculty/School/Centre/Institute;
  ii. To supervise the implementation of the University's QA policy in the faculty;
 iii. To facilitate the collection of feedback and monitor quality standards and practices;
  iv. To facilitate accreditation activities in the faculty;
   v. To prepare annual Faculty quality assurance report and transmit to the Director, DQA; and
  vi. To attend to specific issues as recommended by the University Quality Assurance Committee from time to time.

Departmental Quality Assurance Committee (DQAC): There shall be a Departmental Quality Assurance Committee. The DQAC is responsible to the Departmental Board for quality assurance and enhancement in the Department. The DQAC reports to the FQAC. The Chairperson, and representatives of academic and technical staff shall be appointed by the Departmental Board upon nomination by the Head for the initial tenure of two (2) years renewable for another term. However, the tenure of the student representative shall be one (1) year. The Committee shall meet monthly. The DQAC shall be made up of the following members.

   i. A senior academic to be nominated by the HoD   - Chairperson
  ii. Three (3) representatives of academic staff   - Members
 iii. A Representative of technical staff (where applicable)   - Member

iv. A Representative of the Departmental-Based Student Association   - Member

v. Departmental Administrative Secretary   -Member/Secretary

Responsibilities of the DQAC:

i. To promote a quality culture in the Department;

ii. To supervise the implementation of the University's QA policy in the Department;

iii. To facilitate the collection of feedback and monitor quality standards and practices;

iv. To facilitate accreditation activities in the Department;

v. To facilitate effective sensitization, training and stakeholder engagement activities

vi. To prepare the annual Departmental quality assurance report and transmit to the Chairperson, FQAC for onward submission to the Director, DQA; and

vii. To attend to specific issues as recommended by the FQAC, DQA and UQAC from time to time.

Administrative and Support Unit Quality Assurance Committee (AQAC): There shall be an Administrative and Support Unit Quality Assurance Committee. The AQAC is responsible to the Administrative and Support Unit for quality assurance and enhancement in the units (such as Registry, Bursary, University Library, Central Stores, University Health Service, Security, etc). The AQAC reports to the UQAC. The Chairperson to be appointed by the Vice-Chancellor upon nomination by the Registrar for the initial tenure of two (2) years renewable for another term. The Committee shall meet monthly. The AQAC shall be made up of the following members.

i. A senior administrative officer not below the rank of Deputy-Registrar - Chairperson

ii. A Representative of Registry   - Members

iii. A Representative of Bursary   - Member

iv. A Representative of University Library   - Member

v. A Representative of University Health Services   - Member

vi. A Representative of Security Division   - Member

vii. Two Representatives of VC's Office   - Members

viii. A Representative of Internal Audit   - Member

ix. A Representative of Sport Directorate   - Member

x. A Representative of DQA   -
Member/Secretary

Responsibilities of the AQAC:

   i.   To promote a quality culture in the Administrative and Support Unit;

  ii.   To supervise the implementation of the University's QA policy in the Administrative and Support Unit;

 iii.   To facilitate the collection of feedback and monitor quality standards and practices;

 iv.   To facilitate accreditation activities in the Administrative and Support Unit;

  v.   To facilitate effective sensitization, training and stakeholder engagement activities

 vi.   To prepare the annual Administrative and Support Unit quality assurance report and transmit to the Director, DQA; and

 vii.   To attend to specific issues as recommended by the DQA and UQAC from time to time.

3. POLICY STATEMENT

3.1 Approval and Review of Academic Programmes

a) Bayero University is committed to developing programmes that meet the needs of students, learners, and are capable of addressing contemporary and emerging realities.

b) The University is committed to maintaining up-to-date programme curricula.

3.2 Staff Recruitment, Retention and Evaluation

a) Recruitment of high-quality staff in the University is made in accordance with the University's Conditions of Service, giving special consideration to diversity and inclusion.

b) Bayero University is committed to creating an enabling environment that provides opportunities for staff to grow and achieve excellence in their professional endeavour.

c) The University shall maintain high-quality and future-ready staff through timely, fair and just evaluation of their technical and professional competencies.

3.3 Student Admission and Graduation

a) The University impartially admits prospective undergraduate students who satisfy O/A-level requirements and have the potential to contribute to the socioeconomic development of Nigeria. The potential postgraduate students, who have demonstrated evidence of acceptable performance at the undergraduate level and are capable of designing a satisfactory research project shall be admitted.

b) Bayero University graduate students who have been found worthy both in character and learning after satisfying the minimum requirements for graduation.

3.4 Teaching, Learning and Assessment

a) The University believes in the effectiveness of innovative and technology-driven teaching strategies that are student-centered towards attaining students' educational achievements.

b) The University shall deploy the necessary material and human resources to ensure students and learners achieve the intended learning outcomes defined for their respective programmes.

c) The University is committed to fair and just assessment to monitor student perceptions of teaching, the efficiency of content delivery and student performance.

3.5 Facility and Student Support

a) Bayero University is determined to effectively provide and manage adequate teaching and learning facilities creating a conducive environment for quality service delivery.

b) The University promotes a supportive and inclusive environment that encourages student success and holistic development through the provision of effective student support services.

3.6 Public Information

Bayero University commits itself to the dissemination of relevant information accurately and timely to various stakeholders to enhance transparency, engagement, and reputation. Reporting to the relevant stakeholders shall be through the University's weekly online magazine, Television and Radio stations, webpage, and social media or as may be appropriate.

3.7 Research and Development

The University shall provide adequate support to strengthen the research, innovation and entrepreneurship ecosystem necessary to attain the institutional vision and mission. It shall strengthen the capacity of both staff and students for cutting-edge research, innovation and knowledge transfer for the public good.

3.8 Capacity Building and Continuing Professional Development

The University is committed to building the capacity of its staff and students to empower them to respond to contemporary development challenges. It believes that continuing professional development shall contribute to sustaining excellence and achieving institutional vision and mission.

3.9. Work Place Safety, Health and Security

The University is committed to the provision of a safe working environment, and appropriate policies and procedures that ensure the health and safety of both staff and students. All

laboratories, workshops, stores and studios are mandated to develop acceptable Standard Operational Procedures in line with the requirements of relevant regulatory bodies. Bayero University believes that effective teaching and learning depends on the emotional, psychological, and social well-being of both staff and students.

4. POLICY IMPLEMENTATION

4.1 Approval and Review of Academic Programmes

4.1.1 Programme Curriculum Design and Review

The University shall design and review programme curriculum through a systematic process to ensure quality, relevance, and compliance with institutional standards and accrediting bodies. This is to ensure quality graduates with the requisite knowledge and competencies as explained below:

a) **Curriculum Design:** The procedure for curriculum design shall include:

   i. Conduct a thorough analysis of the needs and expectations of various stakeholders;

   ii. Articulate the overarching objectives and specific learning outcomes of the programme;

   iii. Develop a framework outlining the structure and sequencing of courses/modules;

   iv. Collaborate with subject matter experts to design individual courses/modules;

   v. Incorporate opportunities for hands-on learning, internships, research projects, etc;

   vi. Integrate multimedia materials and technology-enabled resources;

   vii. Develop a robust assessment plan including various methods to measure student learning outcomes;

   viii. Ensure flexibility and adaptability to changes in the field;

   ix. Provide professional development opportunities for teaching staff; and

   x. Foster collaboration and communication among stakeholders.

b) **Curriculum Review:** The University shall review programme curriculum after every five (5) years or as may be recommended by regulatory agencies or accreditation bodies. The review process shall involve:

   i. Conducting a preliminary review with a view to identifying strengths, weaknesses, and areas for enhancement;

   ii. Collecting feedback from stakeholders using various means including surveys, or round table discussions;

   iii. Addressing the feedback leading to the production of a revised programme;

   iv. Validating the revised programme with the participation of key stakeholders; and

   v. Preparing comprehensive documentation (reviewed curriculum, minutes of Departmental, Faculty, PG Board and ADC as well as the approval by the NUC).

4.1.2 Mounting of New Academic Programmes

Mounting a new academic programme requires careful planning and adherence to institutional policies and regulatory requirements. To mount a new academic programme, the concerned Department/Faculty/Center/Institute shall:

i. Conduct a thorough analysis to identify the need and demand for the programme, considering market trends and societal needs;

ii. Conduct a feasibility study to assess the resources required for the programme's launch and sustainability;

iii. Prepare a comprehensive proposal aligned with institutional goals and academic standards;

iv. Submit the proposal for internal review and approval by the Departmental Board, Faculty Board, SPS Board, ADC and Senate; and

v. Develop the curriculum, ensuring alignment with industry needs and accreditation requirements.

Furthermore, the University shall:

i. Develop an admission strategy to attract prospective students;

ii. Allocate necessary resources and secure funding to support programme implementation;

iii. Recruit qualified staff and provide training and development opportunities;

iv. Prepare infrastructure and facilities to support programme delivery;

v. Seek the NUC's and professional or accreditation bodies' approval, ensuring compliance with standards;

vi. Launch the programme, monitor implementation, and address challenges; and

vii. Implement mechanisms for ongoing evaluation and improvement.

4.1.3 Guidelines for Approval of New Programme

Approval of new programmes is sought through an application form developed by the Academic Development Committee (ADC). The requirements for approval are based on the adherence to the established guidelines that ensure alignment with the institutional standards and regulatory requirements outlined below:

i. Programme rationale and objectives.

ii. Market analysis and needs assessment.

iii. Compliance with the proposal development template.

iv. Alignment with institutional mission and strategic goals.

v. Compliance with the review and approval process.

vi.   Plan for external accreditation and regulatory compliance.

vii.   Evidence of adequate staff qualifications and resources.

viii.   Adherence to the student admission criteria.

ix.   Assessment and evaluation plan.

x.   Timeline and implementation plan.

xi.   Communication and stakeholder engagement.

xii.   Documentation and reporting plan.

The Directorate of Quality Assurance (DQA) shall maintain a guideline for the introduction of new academic programmes in the University. The guideline is to serve as a framework for the identification, development, approval and introduction of new academic programmes. All academic units shall be expected to adhere to the guidelines.

4.1.4 External Evaluation of Programmes

External evaluation of programmes is essential for assessing their quality, relevance, and effectiveness impartially. Besides the major evaluation role of the NUC and other professional bodies, the DQA shall ensure an effective external evaluation process that entails the following:

i.   Identification of qualified and impartial evaluators with expertise in programme evaluation and accreditation standards;

ii.   Defining clear evaluation criteria covering curriculum design, teaching quality, learning outcomes, and alignment with standards;

iii.   Providing evaluators with relevant documentation and data related to the programme;

iv.   Arranging site visits for evaluators to observe programme operations and interact with stakeholders where necessary;

v.   Conducting interviews with staff, students, alumni, and employers to gather feedback;

vi.   Analyzing quantitative and qualitative data to assess programme effectiveness and identify areas for improvement.

vii.   Comparing the programme against benchmarks, industry needs, and peer institutions.

viii.   Preparing a comprehensive evaluation report summarizing findings, conclusions, and recommendations;

ix.   Soliciting feedback from stakeholders and collaborating on action plans for improvement;

x.   Establishing mechanisms for monitoring and follow-up to track the implementation of recommendations; and

xi.   Integrating evaluation findings into quality assurance and continuous improvement processes.

4.2 Staff Recruitment, Retention and Evaluation

The University considers managing effective staff recruitment, retention, and evaluation as crucial for maintaining a qualified, skilled and motivated workforce towards meeting the core functions of teaching, research and community service. in academic institutions:

a) **Staff Recruitment:** Recruitment of staff shall be made in accordance with the University's Conditions of Service. To ensure the recruitment of high-quality staff, the University adheres to the following:

   i.   Developing detailed job descriptions and advertising demand-driven job openings widely to attract prospective workers;

   ii.   Engaging in networking activities and ensuring a user-friendly application process;

   iii. Ensuring diversity and inclusion in hiring panels and offering competitive salaries and benefits;

   iv.   Highlighting opportunities for professional growth and career advancement leading to the strengthening of the professional and technical competencies of its staff members;

   v.   Inculcating the University culture in the newly recruited staff through induction, orientation, and mentoring; and

   vi.   Complying with the guidelines for staff appointment and promotion available on the University webpage.

b) **Staff Retention:** Bayero University is committed to developing a critical mass of high-quality staff. This is achieved through the provision of programmes that motivate staff such as timely promotion, academic fellowships, sabbatical leave and conference attendance. Other measures to retain staff include:

   i.   Providing welfare for staff including allocation of housing, loans (furniture, housing, car, refurbishing, computer) and subsidy on electricity and water bills;

   ii.   Fostering a positive work environment and promoting work-life balance;

   iii. Providing opportunities for career advancement and skill development; and

   iv.   Recognizing and rewarding employee contributions and maintaining transparent communication.

c) **Staff Evaluation:** Bayero University is committed to fair and just evaluation of its staff to ensure improvements and continued quality service delivery. The DQA shall:

i.   Set clear performance expectations using objective criteria for evaluation and conduct regular performance reviews;

ii. Incorporate feedback from peers and both internal and external stakeholders;

iii. Collaborate with staff to develop personalized professional development plans; and

iv. Recognize and reward exceptional performance and provide support to staff who require improvement.

4.3 Student Admission and Graduation

Managing student admission and graduation processes effectively is crucial for ensuring student success and satisfaction throughout their academic journey. The University shall ensure strict compliance with the best practices at the admission and graduation stages as outlined below:

a) **Student Admission:** The undergraduate admission process is administered by the University Admissions Committee while the Postgraduate admission is handled by the Board of School of Postgraduate Studies (SPS). However, at the Dangote Business School (DBS), admission is handled by the Board of the School. The admission guidelines provide that the Directorate of Examinations, Admissions and Records (DEAR), SPS and DBS shall:

   i.   Establish clear and transparent admission criteria aligned with institutional goals;

   ii. Streamline the application process and provide support to applicants;

   iii. Conduct a holistic review of each applicant, considering academic achievements and personal qualities;

   iv. Embrace diversity and inclusion in the admission process;

   v.   Support applicants with special needs;

   vi. Communicate admission decisions clearly and offer orientation and transition support to admitted students.

b) **Student Graduation:** Undergraduate students are graduated in accordance with the provisions of the University General Admissions and Examinations Regulations (GEAR) produced by DEAR. The Postgraduate students' graduation is in line with the provisions of the SPS and DBS Postgraduate Handbooks as the case may be. Bayero University shall ensure that the following provisions are in place:

   i.   Outlining degree requirements and ensuring students fulfill all academic and administrative requirements;

ii. Organizing memorable convocation ceremonies to celebrate student achievements;

iii. Fostering ongoing engagement with alumni and providing support for their transition to post-graduation life; and

iv. Evaluating the graduation process regularly and soliciting feedback for continuous improvement.

4.4 Teaching, Learning and Assessment

The University shall have an effective QA framework for managing teaching, learning, and assessment which is crucial for creating engaging, student-centred learning environments and promoting academic excellence.

a) **Teaching:** To deploy robust teaching strategies that are of best practice, the University shall:

i. Deploy a Learning Management System (LMS) for effective teaching and learning;

ii. Provide staff with professional development opportunities and encourage innovative teaching methods;

iii. Create a supportive and inclusive classroom environment;

iv. Integrate educational technology to enhance teaching effectiveness;

v. Solicit feedback from students and encourage self-reflection for continuous improvement; and

vi. Foster interdisciplinary collaboration among staff members.

b) **Learning:** To enhance effective learning in accordance with the best practice, the University shall:

i. Treat students and learners fairly and with courtesy and respect;

ii. Provide students and learners with handbooks detailing useful information about their courses and programmes;

iii. Provide students and learners with reasonable access to academic and other support staff for individual consultation;

iv. Adopt a student-centred approach that prioritizes active engagement and inquiry-based learning;

v. Differentiate instruction to accommodate diverse learning needs;

vi. Incorporate experiential learning opportunities to provide hands-on experiences;

vii. Promote collaborative learning experiences and active learning strategies; and

viii. Provide timely feedback to students on their progress and performance.

c) **Assessment**: To ensure effective assessment of teaching and learning, the University shall:

    i. Ensure assessment methods are aligned with learning objectives and programme outcomes;

    ii. Use a variety of assessment methods to accommodate different learning styles;

    iii. Design authentic assessment tasks that mirror real-world challenges;

    iv. Provide ongoing formative feedback to guide student progress;

    v. Develop clear assessment criteria and use rubrics for consistency and fairness; and

    vi. Use assessment data to inform instructional decisions and curriculum improvement.

4.5 Facility and Student Support

Bayero University considers effective provision and management of facility and student support services vital for fostering a supportive and inclusive environment that promotes student success and holistic development:

a) **Facility Management:** The University is determined to the provision of adequate facilities and a conducive environment to reinforce quality teaching and learning. The University shall:

    i. Conduct regular assessments to identify maintenance needs, safety concerns, and opportunities for improvement;

    ii. Ensure proper functions of all major lecture halls, theatres and their facilities;

    iii. Monitor the appropriate use of teaching equipment by departments and units;

    iv. Implement proactive maintenance schedules and incorporate technology infrastructure into facilities;

    v. Ensure safety and accessibility for all members of the university community including people with special needs;

    vi. Integrate sustainability principles into facility management practices and optimize the use of physical space; and

    vii. Engage with the university community to gather feedback and prioritize improvement projects.

b) **Student Support Services:** Bayero University is student-friendly by providing wide support services with relevant inclusive concerns. The University shall:

    i. Provide academic advising, counselling, and wellness programmes to support students' academic and emotional well-being;

ii. Offer tutoring, mentoring, career counselling, financial aid assistance, and health and wellness initiatives;

iii. Promote diversity, equity, and inclusion through cultural competency programmes and support services for students with disabilities;

iv. Provide opportunities for student involvement, leadership development, and community engagement; and

v. Offer orientation programmes and transition support services for new students to promote a sense of belonging.

4.6 Public Information

The University shall manage and disseminate public information accurately and timely, to various stakeholders to enhance transparency, engagement, and reputation. Using the emerging media including the University Television and Radio stations, webpage, and social media among others, information gets to all the relevant stakeholders. That is achieved through:

i. Developing a comprehensive communication plan aligned with institutional objectives;

ii. Maintaining transparency through accessible information via multiple channels;

iii. Establishing feedback mechanisms to address stakeholder inquiries and concerns;

iv. Engaging stakeholders through regular communication and events;

v. Utilizing technology platforms for real-time communication and updates;

vi. Cultivating positive media relationships by providing timely information;

vii. Maintaining consistency in messaging and branding across channels;

viii. Organizing public events and community outreach activities;

ix. Collaborating with the industry for coordinated messaging and fundraising; and

x. Ensuring compliance with the University Communication Policy, relevant policies, laws, guidelines and ethical standards.

4.7 Research and Development

The University considers Research and development (R&D) critical for advancing knowledge and addressing complex challenges. It is committed to fostering a vibrant research, innovation and entrepreneurship ecosystem by:

i. Defining research priorities aligned with the University's mission and societal needs;

ii. Strengthening the capacity of staff and students for cutting-edge research and innovation;

iii. Allocating resources for research infrastructure and facilities;

iv. Providing support for staff engaged in research through funding opportunities and recognition;

v. Promoting interdisciplinary collaboration to address societal challenges;

vi. Facilitating access to external funding and research partnerships;

vii. Ensuring adherence to ethical standards and regulatory requirements;

viii. Supporting technology transfer and commercialization efforts;

ix. Offering research-focused graduate programmes and training opportunities;

x. Collaborating with industry, government, and community stakeholders;

xi. Disseminating research findings and assessing their impact;

xii. Fostering international collaboration and cross-cultural understanding; and

xiii. Evaluating research effectiveness through various metrics.

4.8 Capacity Building and Continuing Professional Development

Capacity building and continuing professional development are crucial for staff, units and the University to meet challenges effectively. The University shall:

i. Assess the skills and training needs of individuals and teams;

ii. Align training initiatives with the University's goals and priorities;

iii. Design customized programmes tailored to specific needs;

iv. Offer a mix of formal training sessions and practical experiences;

v. Focus on building technical, professional, and leadership skills;

vi. Implement leadership development programmes and mentorship;

vii. Promote cross-training, re-training and step-down training to enhance the capacity of staff across the University;

viii. Foster a culture of innovation and life-long learning;

ix. Recognize and reward employee participation in training; and

x. Evaluate the effectiveness of training programmes and gather feedback.

4.9 Work Place Safety, Health and Security

The safety, health and security of staff, students and learners are a requirement for the quality of the services delivered by the University. Therefore, Bayero University shall:

i. Ensure that all workplaces such as classrooms, lecture theatres, offices, student hostels, laboratories, to mention but a few, meet the minimum safety standards specified by the Nigerian Policy on Occupational Safety;

ii. Ensure that laboratories where hazardous materials are handled secure appropriate safety certifications;

iii. Maintain a clean and healthy environment conducive to teaching and learning;

iv. Ensure that maximum security of life and property is provided on all the campuses of the University; and

v. Encourage the Centre for Occupational Health and Safety, University Health Services, and the Institutional Safety Committees to collaborate with the appropriate national agencies in the implementation of relevant policies in the University.

5: MONITORING, EVALUATION AND LEARNING

5.1 Monitoring and Evaluation Plan

The M&E plan is a table that includes the definition of the data; its sources; methods and timing of collection; people responsible and the intended audience and use. The M&E plan should be finalized during the policy implementation planning stage. The M&E plan is hereby attached (Table 5.1).

5.2 Capacity Building Strategies

To plan for capacity building, it is important to identify the existence of M&E expertise among the implementing units. The experience and readiness of other stakeholders to support the M&E function should also be ascertained. Data collection and analysis should be undertaken with the very people to whom these processes and decisions most relate. Therefore, participation of all the Faculties/Schools/Centres/Institutes and all administrative and support units of the University is required. In this regard, an M&E Team should be constituted with representation from all key stakeholders and members adequately trained based on the needs established.

5.3 Data Collection and Analysis Plan

Data shall be collected using the case study, direct observation, and document review methods. The suitable tools for these methods are a mini-survey, questionnaire, and rapid appraisal. Key considerations include data format, data availability, data organization, data security and legalities, information technology, data quality control, responsibility and accountability of data management.

Data analysis is the process of converting collected (raw) data into usable information and it shall involve:

i. Looking for trends, clusters, or other relationships between different types of data;

ii. Assessing performance against plans and targets, forming conclusions; and

iii. Anticipating problems and identifying solutions and best practices for decision-making and organizational learning.

Analysis of output indicators shall be done to determine whether activities are occurring according to schedule and budget. This type of analysis should be done regularly to identify any deviations from targets. Analysis of outcome indicators shall be done to determine the intermediate and long-term impacts or changes. This type of analysis is used for a wider audience, project managers, partners, and stakeholders.

While the frequency of data analysis will depend on the frequency of data collection and the informational needs of users, analysis paralysis shall be avoided. Data analysis shall be undertaken by those who collect the data in collaboration with stakeholders at all levels to ensure the acceptance and credibility of M&E.

5.4 Reporting and Dissemination Plan

Depending on the audience, purpose, content, frequency, and format a report may be internal or external. To ensure good reporting, the following criteria shall be considered:

i.   Relevant and useful;
ii.   Avoid excessive, unnecessary reporting;
iii.   Timely;
iv.   Complete;
v.   Reliable;
vi.   Simple and user-friendly;
vii.   Consistent; and
viii. Cost-effective.

Information generated shall be disseminated using any of the following media:

i.   Print materials;
ii.   Internet communication;
iii.   Radio communication; and
iv.   Television and filmed presentations.

5.5 Plan for Human and Material Resources

The human and material resources are key to the success of policy implementation. The M&E needs shall be clearly itemized using the activity planning table and the budget estimated. The items shall include:

i.   List of all M&E tasks and their associated costs;
ii.   Big-ticket items such as baseline surveys, evaluations, etc;
iii.   Human resources: staffing, including full-time staff, external consultants, capacity building and other related expenses; and

iv. Capital expenses: office equipment and supplies, travel and accommodation, publishing and distributing M&E documents, etc.

Budget justification - a narrative justifying each line item can help guard against unexpected budget cuts should be provided.

Table 5.1: Monitoring, Evaluation, and Learning Plan

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
Purpose: **S**tudents and learners in Bayero University experienced the highest quality of teaching, learning, research, innovation and community services	Number of students and learners satisfied with the quality of teaching provided by December 2029; Number of students and learners satisfied with the quality of research and innovation services provided by December 2029; Number of			DQA Annual Reports; University website	Annually	Director, DQA	Print materials, Internet communication, Radio communication, Television and filmed presentations.

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
	stakeholders satisfied with the quality of community services provided by December 2029;						
Output 1: Culture of academic quality improvement among management, staff and students of the University developed	Human and material investment made in the Directorate by December 2024; Number of staff and students trained and stakeholders reached by			DQA Annual Reports; University website	Annually	Director, DQA	Print materials, Internet communication, Radio communication, Television and film presentations.

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
	December 2025						
Strategy 1.1: Establish and empower the Directorate of Quality Assurance	Human and material investment made in the Directorate by December 2024	0		DQA Annual Reports;	Quarterly	Director, DQA	Print materials
Strategy 1.2: Sensitize staff, students and stakeholders the need for quality culture	Number of students, staff and stakeholders reached by December 2024	0		DQA Annual Reports;	Quarterly	Deputy Director, QA Policy Implementation	Print materials
Strategy 1.3: Develop capacity of staff and students on	Number of staff and students trained by June 2025	0		DQA Annual Reports;	Quarterly	Deputy Director, QA Policy Implementation	Print materials

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
quality assurance subject matter							
Strategy 1.4: establish collaboration with institutions known for excellence in quality culture	Number of MoUs signed with collaborating institutions by December 2025; Number of institutions visited by December 2026			DQA Annual Reports;	Annually	Director DQA	Print materials
Strategy 1.5: encourage staff to participate in conferences, internship and	Number of staff participated in such events by December 2025	0		DQA Annual Reports;	Annually	Director DQA	Print materials

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
scholarly meetings							
Output 2: Standard of programme and their relevance to the emerging workforce and skill needs strengthened	Number of programmes of acceptable standards that meet the needs of emerging workforce and skill needs by December 2026			DQA Annual Reports; University website	Annually	Director, DQA	Print materials, Internet communication, Radio communication, Television and filmed presentations.
Strategy 2.1: Appraise and review the existing programmes curricula	Number of programme curricula appraised and/or reviewed by December 2025			DQA Annual Reports;	Quarterly	Deputy Director, QA Policy Implementation	

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
Strategy 2.2: Improve facilities and student support services	Volume of investment committed to facilities and student support services improvement			DQA Annual Reports;	Quarterly	Deputy Director, QA Policy Implementation	Print materials
Strategy 2.3: Deploy innovations in teaching, learning and assessment	Specifications of LMS and innovative technologies deployed by December 2026			DQA Annual Reports;	Quarterly	Deputy Director, QA Policy Implementation	Print materials
Strategy 2.4: Develop guidelines for the introduction of	Guideline published by December 2026			DQA Annual Reports;	Quarterly	Deputy Director, QA Policy Implementation	Print materials

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
new programmes							
Strategy 2.5: Mount new academic programmes	Number of new academic programmes introduced by December 2027			DQA Annual Reports;	Quarterly	Deputy Director, QA Policy Implementation	Print materials
Strategy 2.6: Secure internal and external evaluation of academic programmes	Number of programmes with external accreditation by December 2028			DQA Annual Reports;	Quarterly	Deputy Director, QA Policy Assessment	Print materials
Strategy 2.7: Disseminate QA information to stakeholders	Number of stakeholders reached by December 2028			DQA Annual Reports;	Quarterly	Coordinator, Sensitization and Training	Print materials,

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
Output 3: Internal quality assurance and enhancement mechanisms strengthened				DQA Annual Reports; University website	Annually	Director, DQA	Print materials, Internet communication, Radio communication, Television and filmed presentations.
Strategy 3.1: Student admission and graduation processes improved	Number of curricula revised by December 2028;			DQA Annual Reports;	Quarterly	Coordinator, Academic Programmes	Print materials
Strategy 3.2: Staff recruitment,	% increase in staff retention by December 2029;			DQA Annual Reports;	Quarterly	Coordinator, Academic Programmes	Print materials

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
retention and assessment improved	Number of staff satisfied with the assessment						
Strategy 3.3: Productivity of research and development activities improved	Number of intellectual properties registered by December 2029			DQA Annual Reports;	Quarterly	Director, DRIP	Print materials
Strategy 3.4: Re-train staff on advanced quality assurance subject matter	Number of staff trained on advanced QA by December 2029			DQA Annual Reports;	Quarterly	Coordinator, Sensitization and Training	Print materials
Strategy 3.5: Work place safety	Number of accidents at work places			DQA Annual Reports;	Quarterly	Director, University Health Services	Print materials

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
improved	reduced by December 2029; % reduction in fatal injuries sustained by staff and students by December 2029						
Strategy 3.6: Health and security of staff and students improved	% reduction in material and man-hour loss by December 2029			DQA Annual Reports;	Quarterly	Director, University Health Services	Print materials
Strategy 3.7: Disseminate QA information to key	Number of stakeholders reached by December 2029			DQA Annual Reports;	Quarterly	Deputy Director, QA Policy Assessment	Print materials

LEVEL	INDICATOR	BASELINE (Value at 2024)	TARGET (Value at 2029)	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
stakeholders							

6. POLICY APPROVAL AND REVIEW

6.1 Policy Approval

The policy shall come into force the day it is approved by the University Management Committee (UMC) upon the recommendations of the Vice-Chancellor.

6.2 Policy Review

This Quality Assurance Policy shall be reviewed every five (5) years or as may be directed by the Vice-Chancellor to meet emerging realities.