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**Annual Quality Assurance Report (AQAR)**  
**Based on Quality Assurance and Accreditation Standards**  
**(December 2022)**

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**Review Dates: January 2022-December 2022**

**Contents**

# Introduction to the Annual Quality Assurance Report

## Purpose

The purpose of this Annual Quality Assurance Report is to:

1. Evaluate UNIBEN's adherence to quality assurance standards and the National Universities Commission (NUC) standards and policies.
2. Assess the efficacy of UNIBEN's improvement processes and methods for quality assurance.
3. Identify proposals and required actions to improve the teaching, learning and research processes in UNIBEN.

A key aim of the AQAR is to verify that UNIBEN is operating with institutional integrity - that it is fulfilling its vision and mission for its staff and students.

**Preparation.** To prepare for the Quality Assurance Review, the UNIBEN community engaged in an in-depth self-assessment of each of the standards discussed in this report. Assessments comprised both online evaluations for staff, students and alumni, and Annual Self Evaluation of *all* units in the University. Preparation for the report also involved assessment of policies, regulations, reports, and informal interviews. These were done with the aim of evaluating how UNIBEN's systems and processes contribute to student performance and school effectiveness.

**The Report Compilation Process.** The Directorate of Quality Assurance collated and reviewed evaluations of informal interviews, responses to the interviews, online evaluations and the ASEDS. Questions bordered on Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communications and Relationships; Commitment to Continuous Improvement.

**Using the Report - Responding to the Required Actions.** UNIBEN will use the findings of the report to guide its improvement efforts. The specified units are accountable for addressing the required actions identified in the report. The DQA is available to assist the administration in addressing the required actions. At prescribed intervals, the DQA should receive a progress report detailing the actions and progress the responsible units have made on the Directorate's proposals.

## Summary of Findings

The UNIBEN QA team analysed policies, regulations reports and evaluations in relation to the eleven quality assurance and accreditation standards below:

1. Mission, goals and objectives
2. Governance and administration
3. Management of quality assurance improvement
4. Learning and teaching
5. Student administration and support services
6. Learning resources
7. Facilities and equipment

8. Financial planning and management
9. Employment processes
10. Research
11. Relationship with community

This report focuses on systems within UNIBEN and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The QA team used the standards to guide its review of the University, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the quality practices and characteristics of UNIBEN.

Through its examination of the University's adherence to the standards, the QA team identified the following commendations and required actions.

## **Commendations**

The Quality Assurance Review Team commends UNIBEN administration for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

### **Mision, Goals and Objectives**

- The University administration enthusiastically embraces the University's mission, goal and objectives and shows an ongoing commitment to it. Allocation of resources within UNIBEN largely reflects the stated vision and purpose of the school.

### **Governance and Administration**

- There is clear understanding among the stakeholders of general policies and specific procedures.
- UNIBEN meets high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in its teaching, research and service functions and takes action to ensure that these standards are met by staff and students.

### **Learning, Teaching and Research**

- There is a common theme showing a commitment to clear communication and high expectations for students.
- Student assessments are directly connected to curriculum and provide teachers with valuable data. Assessments are both formative and summative.
- The school is investing in data collection and analysis to inform strategic planning.

### **Facilities, Equipment and Support Systems**

- The administration is committing effort to the development of teaching staff excellence through ongoing professional development.
- The departmental system that is in place provides staff with collegial support

### **Stakeholder Communications and Relationships**

- The Public Relations Office of the University ensures that all communications are clear and of high quality.
- Academic staff share the findings of their research and development online, at conferences, meetings, and hearings, as well as through printed documents.

### **Commitment to Continuous Improvement**

- There is evidence that professional development is encouraged and is related to a strategic plan for staff development.
- Discussions with academic and non-academic staff provide evidence of broad commitment to the continued plan for evolution of UNIBEN's mission, goals and objectives.

## **Required Actions (Opportunities)**

In addition to the commendations, the QA team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving overall teaching, learning and research effectiveness. The DQA would follow up on this review. Details of these actions are contained in Annex I.

### **Mission, Goals and Objectives**

- The vision and purpose statements should be visible throughout the school.
- Vision and mission statements should be clearly stated on the website and on most printed materials.

### **Governance and Administration**

- The University administration should allocate resources needed to support innovation and improvement in curricular design.
- Students should be more involved in decision making

### **Learning, Teaching and Research**

- The curriculum needs to be closely controlled, aligned with local and international standards, with inputs from relevant industries
- Modular design of curriculum should be flexible enough to meet unique student needs.
- The curriculum development unit of the Academic Planning Directorate should be involved closely with initial development as well as course review at departmental levels. Communication lines between curriculum developers and school contact staff should be clearly defined.
- Development of uniform (adaptable) regulations on presentations and reporting for postgraduate programmes
- Clear goals should be set to improve data utilisation

- Hiring more data analysts (as interns from Faculty of Computer Science) will address the goal of streamlining and increasing the effectiveness of the use of data.

### **Facilities and Equipment(Support Systems)**

- Incorporate student support services as an integral component of instructional delivery.

### **Stakeholder Communications and Relationships**

- Reinforce the importance of academic and professional mentorship role in the success of students
- Improve sensitisation of academic staff on the use of google scholar, research gate, academia.edu orcid etcfor online visibility

### **Commitment to Continuous Improvement**

- Staff should be encouraged to avail themselves of professional development opportunities.
- The University's Strategic Plan should contain well-defined metrics, that guide the direction of each division of the school.

## **Next Steps**

The administration should:

1. Communicate action plans (in Appendix I) to responsible units and submission of progress reports to the Directorate of Quality Assurance for evaluation within the stipulated time.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the University
3. Use the report to guide and strengthen the University's efforts to improve teaching, learning and research effectiveness

## **Review of Quality Assurance Standards for UNIBEN**

It is fundamental for internal and external accreditation for UNIBEN to demonstrate that it meets the eleven quality assurance and accreditation standards. The findings of the UNIBEN QA team regarding the standards are summarized on the following pages.

### **Standard 1: Mission, Goals and Objectives**

UNIBEN's mission statement clearly and appropriately defines its principal purposes and priorities and is significantly influential in guiding planning and action within the institution. The quality assurance system of the University needs to be more incorporated into its strategy to efficiently support its development.

### **1.1 Appropriateness of the Mission**

The mission statement is appropriate for UNIBEN in the community in which it is operating.

### **1.2 Usefulness of the Mission Statement**

The mission statement is useful in guiding planning and decision making in the University.

### **1.3 Development and Review of the Mission**

UNIBEN can benefit from periodic revision of its mission statement. The institution management secures the resources necessary for the implementation and further development of its strategy and generates new resources.

#### **1.4 Use Made of the Mission**

The mission should consistently form the basis for planning and major policy decisions within the institution.

#### **1.5 Relationship between Mission, Goals and Objectives**

The mission has been used as a basis for the establishment of goals and objectives for development of the institutional and organizational units within it.

#### **Evidence and Performance Indicators**

Evidence about the quality of the mission was obtained from examination of the mission statement itself, interviews with staff and students to find out how well it is identified and supported, and consideration of other reports and statements to see the extent to which the mission is used as a basis for decisions.

Indicators used include responses to questions on surveys to see how well the mission is identified and supported, and reference to policies that refer to the mission among criteria for the decisions made.

### **Standard 2: Governance and Administration**

The Governing Council of the University provides effective leadership in the interests of the institution, through policy development and processes for accountability. Senior administrators lead the activities of the institution effectively within a clearly defined governance structure. Their activities are consistent with high standards of integrity and ethical practice. UNIBEN must however, ensure that planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability and an appropriate balance between coordinated institutional planning and local initiative.

#### **2.1 Governing Body**

The University Council operates effectively in the interests of the institution as a whole and the communities it serves.

#### **2.2 Leadership**

The institution's administrators provide effective and responsible leadership for the development and improvement of the institution.

#### **2.3 Planning Processes**

Planning processes are significantly being managed to achieve the mission and goals through cooperative action across the institution. Planning however needs to combine coordinated strategic preparation with flexibility to adapt to results achieved and changing circumstances.

## **2.4 Integrity**

The institution strives to meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in its teaching, research and service functions and also takes action to ensure that these standards are met by staff and students. These standards must be maintained in all of the institution's dealings with its students and teaching and other staff, and its relationships with external agencies including both government and



non-governmental organizations.

## **2.5 Internal Policies and Regulations**

The institution has a comprehensive and widely accessible set of policies and regulations establishing the terms of reference and operating procedures for major committees, administrative units, and positions within the institution.

## **2.6 Organizational Climate**

The institution needs to focus on implementing systems to maintain a positive organizational environment; one that is defined and characterized by a sense of involvement in decision making, capacity to take the initiative and pursue career goals, and a belief among teaching and other staff that their own contributions should be more evident.

## **2.7 Associated Companies and Controlled Entities**

UNIBEN needs to control subsidiary corporations for matters such as service provision, publications, or development of intellectual property. The institution must maintain effective policy oversight, accountability, and risk management processes.

This requirement includes any arrangement wherein UNIBEN contracts out to another organization the provision of services to students or future students. In such cases UNIBEN must establish supervisory and reporting requirements that ensure that all relevant standards are met and that those concerned will be held responsible for the results.

## ***Evidence and Performance Indicators***

Evidence about the quality of governance and administration were obtained from terms of reference for the Council and major committees, and samples of documents relating to decisions by these bodies. Evidence was also available to indicate that the governing body has evaluated its own effectiveness and taken appropriate action to improve its performance. Evidence, including performance assessments and survey results, were available to assess the quality of administration. Evidence about the quality of

policy and regulations, risk assessment investigations or oversight of controlled entities were obtained by examination of relevant documents and discussions with teaching and other staff who were expected to be aware of their contents. Organizational climate was assessed by survey results or discussion with teaching and other staff and students.

### **Standard 3: Management of Quality Assurance and Improvement**

UNIBEN has a policy for quality assurance that is made public and forms part of its strategic management. The policy was developed and implemented through appropriate structures and processes, while involving external participants.

The quality assurance processes involve all sections of the University but needs to be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality includes inputs, processes and outcomes with a particular focus on outcomes. Policies and processes are the main pillars of the institutional quality assurance system that would form a cycle for continuous improvement and contribute to the accountability of the University. Processes are currently being established to ensure that teaching and other staff and students



are committed to improvement and regularly evaluate their own performance. Quality is also being assessed by reference to evidence and includes consideration of specific performance indicators and challenging external benchmarks.

### **3.1 Institutional Commitment to Quality Improvement**

UNIBEN is committed to maintaining and improving quality through effective leadership and active involvement of teaching and other staff. The Institution currently has a quality management system which is comprehensive and is working to be subject to systematic monitoring.

### **3.2 Scope of Quality Assurance Processes**

Quality assurance activities that are necessary to ensure good quality apply to all functions carried out in the institution and involve teaching and other staff in all parts of the institution in performance evaluations and planning for improvement. At all levels, all representative groups of the institution are involved in developing the quality assurance system and in its implementation, in particular students, mid-level faculty staff, professors, and administrative and technical staff.

### **3.3 Administration of Quality Assurance Processes**

The administration should periodically analyse the relevance of its quality assurance system and make the necessary adjustments.

### **3.4 Use of Performance Indicators and Benchmarks**

Specific indicators have been identified for monitoring performance and appropriate comparative benchmarks selected for evaluation of the achievement of goals and objectives and for the quality of major institutional functions.

### **3.4 Independent Verification of Evaluations**

Evaluations of performance must be based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence is independently verified.

### **3.5 Cyclical external quality assurance**

Quality assurance is based on UNIBEN's responsibility for the quality of its programmes and other delivery; the external quality assurance by the Nigerian Universities Commission (NUC) and other professional bodies recognizes and supports the institutional responsibility for quality assurance. UNIBEN monitors and periodically reviews its programmes to ensure that it achieves its objectives and responds to the needs of students and society. These reviews lead to continuous improvement of the programmes. Any action planned or taken as a result is

communicated to all those concerned.

### ***Evidence and Performance Indicators***

Evidence about the quality assurance processes was by looking at the extent of involvement in quality assurance processes across the University and the adequacy of responses made to evaluations that were made. The outcomes of those processes were assessed by examining trend data to see whether there has been progressive improvement in the planning and administration of the institution and the learning outcomes achieved by students.

Evidence about the processes followed were obtained from surveys or discussions with staff or students and the quality of reports on performance by units such as the Academic Planning, including whether they are evidence-based and appropriately benchmarked in relation to external standards.

## **Standard 4: Learning and Teaching**

UNIBEN needs to strengthen its system for ensuring that all programmes meet high standards of learning and teaching through initial approvals, monitoring of performance, and provision of institution-wide support services. In all programmes student learning outcomes must be clearly specified, consistent with NUC framework and (for professional programmes) requirements for employment or professional practice. Standards of learning need to be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff need to use teaching strategies suitable for different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programmes must be evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.

### **4.1 Institutional Oversight of Quality of Learning and Teaching**

UNIBEN needs to strengthen its systems for ensuring that high standards of learning and teaching are achieved in all programs offered, and for supporting their improvement. Institutional processes must be in place to monitor and report on the extent to which the requirements included in the standard for learning and teaching are met for all the programs across the University. Appropriate action must be taken by the University to deal with problems and support improvements through general institutional strategies or support for initiatives within units where they are needed.

#### **4.2 Student Learning Outcomes**

Intended student learning outcomes need to be in tandem with the NUC Framework, and with generally accepted standards for the field of study concerned, including requirements for any professions for which students are being prepared. Programmes must be planned in a way that ensures that all courses contribute to programme learning outcomes in a coordinated way.

#### **4.3 Program Development Processes**

Programmes are planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the programme.

#### **4.4 Programme Evaluation and Review Processes**

The quality of all courses and of programs need to be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically.

#### **4.5 Student Assessment**

Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.



#### **4.6 Educational Assistance for Students**

UNIBEN is currently enhancing its systems for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and provision of assistance when needed by individuals.

#### **4.7 Quality of Teaching**

To improve the quality of teaching, UNIBEN must begin to deploy appropriate strategies for different categories of learning outcomes.

#### **4.8 Qualifications and Experience of Teaching Staff**

From its Policy Framework on teaching, learning and assessment, UNIBEN reckons that the teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competences and skills. Also, that the diversifying student population and stronger focus on learning outcomes require student-centered learning and teaching and the role of the teacher is, therefore, also changing. The administration therefore has the primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment - sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognize the importance of teaching; - offers opportunities for and promotes the professional development of teaching staff; - encourages scholarly activity to strengthen the link between education and research; - encourages innovation in teaching methods and the use of new technologies.

#### **4.9 Field Experience Activities**

In programmes that include field experience activities, the field experience activities are usually planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff considered as members of teaching teams, but appropriate evaluation and course improvement strategies need to be carried out. (Field experience includes any work based activity such as internships, cooperative training, practicums, clinical placements or other activities in a work or clinical setting under the supervision of staff employed in that work or professional setting)

#### **4.10 Partnership Arrangements with Other Institutions**

Cooperation agreements and network partnerships which UNIBEN is engaged in correspond with the strategic concept of the University and clearly help it to implement its strategic objectives. They have a positive effect on research, teaching and the generation of benefits for its shareholders. The University uses its connections with other institutions to use future chances and minimize risks.

#### ***Evidence and Performance Indicators***

Evidence about the quality of learning and teaching was obtained from ratings by students, graduates and employers of the quality of programmes, statistics on course and programme completions and employment outcomes, ratios of students to teaching staff, and statistics on teaching staff qualifications. Important sources of evidence also included independent expert advice on the appropriateness of teaching strategies and assessments for the different domains of learning in the NUC Framework. Evidence was also available from checking marking of samples of students' work and independent assessments of the standards of test questions and students' responses.

#### **Standard 5: Student Administration and Support Services**

Student admissions, the assessment of student performance and the awarding of their degrees are essential components of the student "life cycle". UNIBEN is consistent about the application of pre-defined and published regulations covering all phases of the "life cycle". Access policies, admission processes and criteria are currently implemented consistently and in a transparent manner.

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.

The role of support services is of particular importance in facilitating the mobility of students within and across the University. The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centered learning and flexible modes of learning and teaching, should be

taken more into account when allocating, planning and providing the learning resources and student support.

However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Students' rights and responsibilities in UNIBEN are clearly defined and understood, with transparent and fair procedures available for discipline and appeals. However, mechanisms for academic advice, counselling and support services need to be more accessible and responsive to student needs. Support services for students goes beyond formal academic requirements and include extra-curricular provisions for religious, cultural, sporting and other activities relevant to the needs of the student body.

### **5.1 Student Admissions**

Student admission processes are reliable, efficient and simple for students to use. To achieve excellence and with a view to fairness, responsibility and development in completing its tasks and depending on its particular characteristics the UNIBEN takes account of the issues of equal opportunities and gender equality

### **5.2 Student Records**

Student records are maintained in a secure and confidential location, but automated processes are required for generation of statistical data needed by the University for performance indicators, external reporting requirements, and generation of reports on student progress and achievements. The confidentiality of individual student information should also be protected.

### **5.3 Student Management**

Policies and regulations are established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals. The University systematically derives its program portfolio (disciplines, types of programmes, didactic approach etc.) from its strategic objectives. It offers its students a comprehensive set of services and support and infrastructure.

#### **5.4 Planning and Evaluation of Student Services**

There are established processes for the planning, administrative oversight and evaluation of student services and activities.

#### **5.5 Medical and Counselling Services**

Medical and counselling services appropriate for the needs of the student population are provided by individuals fully qualified for their responsibilities, with confidentiality maintained but effective follow up processes should be deployed for students in need. Also, an upgrade of health services infrastructure is required.

#### **5.6 Extra-curricular Activities for Students**

Adequate provision is made for extra curricula activities for students.

#### ***Evidence and Performance Indicators***

Evidence about the quality of student administration and support services was obtained from surveys of students about the quality and responsiveness of services provided,

usage rates for services, response times for communicating decisions on admissions and results and the frequency and results of discipline procedures. Performance indicators were based directly on this information, but additional evidence included such things as visits to facilities and discussions with students and staff.

## **Standard 6: Learning Resources**

Learning resources including libraries and provisions for access to electronic and other reference material are currently inadequate to meet the requirements of UNIBEN's programmes. Libraries (especially programme libraries) and associated IT facilities need to be more accessible at the times required to support independent learning, with assistance provided in finding material required. Facilities are provided for individual and group study in an environment conducive to effective investigations and research; but these services must be improved in response to systematic feedback from teaching staff and students.

### **6.1 Planning and Evaluation**

Policies and procedures are in place to ensure that resource materials and services needed to support student learning are adequate and appropriate for the programs offered at the institution, regularly evaluated, and kept up to date as required.

### **6.2 Organization**

The libraries need to be managed more efficiently to provide required services in a secure environment conducive to effective study.

### **6.3 Support for Users**

Adequate support must be provided to assist students and teaching staff to make effective use of library services and resources.

### **6.4 Resources and Facilities**

Resources and facilities are inadequate for the learning and research requirements of the institution.

### ***Evidence and Performance Indicators***

Evidence about the quality of learning resource provision and performance indicators derived from this evidence were obtained from user satisfaction surveys, success rates for students in accessing course reference material, documents describing processes for identifying and responding to course requirements, and details of times when facilities are available for use by students and teaching staff. There was little information about comparisons of level of provision through books, periodicals and web-based resources with comparable institutions offering similar programmes. An appropriate performance indicator would have been whether that level of



provision was equalled or exceeded.

## **Standard 7: Facilities and Equipment**

In UNIBEN, facilities are either designed or adapted to meet the requirements for teaching and learning in the programmes offered by the University. However, use of facilities needs to be periodically monitored, and user surveys used to assist in planning for improvement. Adequate provision needs to be made for classrooms and laboratories, use of computer technology and research equipment by teaching staff and students, and appropriate provision made for associated services such as food services, extracurricular activities, and where relevant, student accommodation.

### **7.1 Policy and Planning**

UNIBEN needs to effectively implement master plans for development and management of facilities and equipment to meet the needs of the institution. This planning must be carried out in consultation with stakeholders and be responsive to their requirements.

### **7.2 Quality and Adequacy of Facilities and Equipment**

Surveys reveal that several facilities and equipment are constantly dwindling in quality with no effective strategies to evaluate their adequacy, their quality, and services associated with them.

### **7.3 Management and Administration of Facilities and Equipment**

Management and administration of facilities, equipment and associated services are not efficient, and this is affecting maximum effective utilization of the facilities.

### **7.4 Information Technology**

Computing equipment and software and related support services need to be increased and improved for the University's needs and managed in ways that ensure secure, efficient and effective utilization.

## **7.5 Student Residences**

Students' residential accommodation in UNIBEN can be healthier and more secure with all the facilities and services necessary for students studying at the institution in place.

### ***Evidence and Performance Indicators***

Evidence about the quality of provision of facilities and equipment was obtained from planning documents, user satisfaction surveys, comparisons of provision with comparable institutions offering similar programmes and direct observations.

Condition assessments and maintenance schedules which should have provided information about the quality and maintenance of facilities and major equipment were unavailable. Also, regulations and codes of practice relating to the use of facilities and expensive equipment were not available to provide evidence of sound management practices and security arrangements. Performance indicators included such things as ratings on surveys of user satisfaction, comparisons of provision in relation to other institutions.

## **Standard 8: Financial Planning and Management**

There is no evidence that financial resources in the University are adequate for the programmes and services offered and this is affecting the institutional priorities. However, there are systems in place for budgeting and for financial delegations and accountability, providing flexibility for managers at different levels in the institution combined with institutional oversight and risk management.

### **8.1 Financial Planning / Financial Management**

Financial planning processes are responsive to institutional goals and priorities, maintain viable revenue/expenditure relationships and take account of long term and short-term funding implications.

### **8.2 Auditing and Risk assessment**

Risk assessment and auditing processes provide for effective risk analysis and thorough independent verification of financial processes and reports in keeping with applicable accounting standards.

#### ***Evidence and Performance Indicators***

Evidence about the quality of financial planning and management was obtained from interviews with staff, as the Annual Self Evaluation Document (ASED) was unavailable at the time of writing this report.

## **Standard 9: Employment Processes**

Professional development strategies need to be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff should be periodically evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes are available for the resolution of conflicts and disputes involving

teaching or other staff.

### **9.1 Policy and Administration**

UNIBEN has clearly defined staffing and employment policies. The policies include a desired staffing profile and other matters including employment and promotion policies and procedures, workloads, performance evaluations, professional development, delegations of responsibilities and procedures for reporting on performance in relation to these matters.

### **9.2 Recruitment**

Recruitment processes are designed to ensure that capable and appropriately qualified teaching and other staffs are available for all teaching and administrative functions, administered fairly, and that new faculty and staffs are thoroughly prepared for their responsibilities.

### **9.3 Personal and Career Development**

Processes for personal and professional development for all teaching and other staff are yet to be either articulated or implemented in UNIBEN. This is crucial to encourage and support improvements in performance and recognize outstanding achievements.

### **9.4 Discipline, Complaints and Dispute Resolution**

Procedures for management of disputes are efficient and fair to all parties involved.

### ***Evidence and Performance Indicators***

Evidence about quality of employment processes were obtained from documents setting out employment and promotion processes and criteria, descriptions of orientation programmes for new faculty and staff, and procedures for performance evaluation and support for improvement.

## **Standard 10: Research**

UNIBEN has a plausible research portfolio, which is embedded in its overall strategy. There are systematic linkages between research activities, teaching and knowledge transfer. The University however needs to identify new fields of research and take them into account in the further development of its research strategy. It should take up scientific trends as well as research demands in its environment.

UNIBEN should develop a research strategy consistent with its nature and its mission. All teaching staff need to be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in postgraduate programmes or supervising research students must be actively involved in research in their field. Adequate facilities and equipment need to be available to support the research activities of teaching staff and postgraduate students to meet these requirements. Teaching staff should be encouraged to pursue research interests and to publish the results of that research. Their research contributions should be recognized and reflected in evaluation and promotion criteria. The research output of the University should be often monitored and reported and benchmarked against that of other similar institutions.

### **10.1 Institutional Research Policies**

A comprehensive research development plan is required based on UNIBEN's mission that includes performance targets, support and development strategies and administrative arrangements that encourage widespread involvement across the institution. It should have mechanisms for ensuring that ethical standards are maintained in the conduct and reporting on research.

### **10.2 Teaching Staff and Student Involvement in Research**

Expectations for involvement in research and scholarly activities by teaching staff should be made clear and provide for widespread participation. More encouragement and support should be provided to encourage research activity by junior teaching staff and postgraduate students.

### **10.3 Research Facilities and Equipment**

Adequate facilities and equipment appropriate for research in the fields of study offered in the institution need to be available for use by teaching staff and postgraduate students. Clear policies should be established for ownership and care of specialized facilities and equipment obtained through research grants or cooperation with industry.

#### ***Evidence and Performance Indicators***

Evaluations of the quality of research include a review of the research strategies available at the School of Postgraduate Studies and other supporting documents including details of the extent and quality of research output in all colleges and departments and research centers. Staff and student surveys also provided evidence about the adequacy of provisions for research facilities and equipment.

Performance indicators for research are based on statistics on the number of research publications per faculty member in reputable journals, the proportions of research-active faculty and numbers of research citations. UNIBEN may include indicators of the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.

### **Standard 11: Relationships with the Community**

UNIBEN recognises contributing to the community as an important institutional responsibility. Facilities and services are made available to assist with community developments. Teaching and other staff are encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms. However, community perceptions of the University needs to be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.

For the purposes of this standard contributions to the community should include services and activities to assist individuals, organizations or communities outside the institution i.e. they would not include such things as financial assistance or extracurricular activities for enrolled students or the provision of academic programs leading to qualifications but could include participation in research or development projects, and community education programs provided without cost.

#### **11.1 Institutional Policies on Community Relationships**

UNIBEN's commitment to service to the community needs to be clearly specified, clear in its nature and scope, supported by policies to encourage involvement, and regular reports should be prepared on activities that take place.

#### **11.2 Interactions with the Community**

Relationships should be established with the community to provide services, drawing on the skills and resources available in the University, and community expertise should be drawn upon when appropriate in strengthening the institution and its programs.

### **11.3 Institutional Reputation**

UNIBEN's reputation in the community must be monitored and enhanced through delivery of reliable and accurate information about its activities.

#### ***Evidence and Performance Indicators***

Community views about the quality of the University and its standing as a respected member of the community were obtained from surveys. However, in this area in particular UNIBEN's mission and the community within which it operates is important in deciding what aspects of performance should be closely monitored.

## Conclusion

The commendations and required actions in this report are designed to focus UNIBEN on those areas that will have the greatest impact on teaching, learning and research effectiveness. While profound in potential, the commendations and required actions only have meaning when acted upon. The strength of this report lies in UNIBEN's commitment to using the findings to continuously improve. ***The key is action.*** The University is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The QA team identified required actions for improvement that responsible units would need to address. Following this review, the Units are required to submit a progress report summarizing their progress toward addressing the team's required actions.

## Appendix I - Action Plan

The table below is a summary of short and long term an action plans based on recommendations in this report.

<b>Short Term (0-9 Months)</b>		
<b>Action</b>	<b>Responsible Unit(s)</b>	<b>Timeline (for progress report)</b>
<b>Mission, Goals and Objectives</b>		
Mission, goals and objectives should be stated on the University's website and all printed materials	Public Relations Office; ICT	3 months
<b>Teaching and Learning</b>		
Implementation of the policy on teaching, learning and assessment	Directorate of Academic Planning (DAP) and all academic units	End of 2021/2022 session
Improved and updated library and IT facilities required to support independent learning and research	Main and departmental libraries; ICT	End of 2021/2022 session
The curriculum development unit of the Academic Planning Directorate should be involved closely with initial development as well as course review at departmental levels. Communication lines between curriculum developers and school contact staff should be clearly defined.	DAP – Curriculum Development Unit	6 months. Report should also show monitoring and evaluation plan
<b>Research</b>		
Development of research strategic plan that includes performance targets, reporting mechanisms, support and development	URPC; School of Postgraduate Studies	6 months

strategies. It should also have mechanisms ensuring ethical standards are maintained.		
<b>Support Services</b>		
Effective monitoring and evaluation of environment, health and security services	SERVICOM	3 months
Clear goals should be set to improve data utilisation	ICT	6 months
<b>Community Development</b>		
Participation in research development projects and free community education programmes	Ad hoc committee	End of 2021/2022 session
Development of a community service policy for UNIBEN	Ad hoc committee	6 months
<b>Long Term (&gt;9 Months)</b>		
<b>Action</b>	<b>Responsible Unit(s)</b>	<b>Timeline (for progress report)</b>
<b>Governance and Administration</b>		
The University administration should allocate resources needed to support innovation and improvement in curricular design.	Bursary	1 year
Students should be more involved in decision making	Administration	1 year
The University's Strategic Plan should contain well-defined metrics, that guide the direction of each	Administration	1 year

division of the school.		
<b>Learning, Teaching and Assessment</b>		
Curricula need to be closely controlled, aligned with local and international standards, with inputs from relevant industries	DPA; Academic units	1 year
Reinforce the importance of academic and professional mentorship role in the success of students	Academic units	1-2 years
The quality of all courses and of programs must be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically	DAP – M&E unit	
<b>Student Administration and Support Services</b>		
Students' records must be maintained in a secure and confidential location, with automated processes for generation of statistical data needed by the University for performance indicators, external reporting requirements, transcripts and generation of reports on student progress and achievements.	Administration; exams and records; ICT; student affairs	1year
<b>Facilities and Equipment</b>		
Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by teaching staff and	Director of Works; ICT; Academic units	1-3 years

students		
The institution must develop and effectively implement master plans for development and management of facilities and equipment to meet the needs of the institution. This planning must be carried out in consultation with stakeholders and be responsive to their requirements.	Director of Works	1 year
<b>Employment Processes</b>		
Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for improvement where required.	Directorate of Quality Assurance; Academic and non- academic units	1 year
<b>Research</b>		
Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements.	Administration; Academic units; Directorate of Research and Innovation; Bursary	1 year
<b>Relationships with the Community</b>		
Teaching and other staff must be encouraged to be involved in the community and information about UNIBEN and its activities made known to the community through public media and other appropriate mechanisms. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.	PRO; Academic units; Ad hoc Committee on Community Relationship	1 year

<p>UNIBEN's commitment to service to the community must be clearly specified, clear in its nature and scope, supported by policies to encourage involvement, and regular reports should be prepared on activities that take place.</p>	<p>Ad hoc Committee on Community Relationship; Academic units</p>	<p>1 year</p>
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