AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

POLICY ON QUALITY ASSURANCE

March 2022

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University Council Approval

The Policy on Quality Assurance was approved by the Ahmadu Bello University Council during its 198th regular meeting held on Wednesday, 16th February, 2022.

FOREWORD

Ahmadu Bello University underscores the importance of quality assurance in all its activities. The University recognises the need for a policy document to guide its operations. Therefore, the Ahmadu Bello University Policy on Quality Assurance provides a framework to ensure that the aims and objectives of academic programmes, research conduct and collaborative/community services are optimally achieved, in line with the Vision, Mission and strategic objectives of the University.

The Policy is developed with a view to ensuring that the University's activities focus on enhancing student learning experiences. It is intended to guaranty acquisition of relevant skills and competences and the conduct of high-quality research. The policy reflects a mix of the University's tradition and global best practices, aimed at strengthening the effectiveness of service delivery.

I commend the efforts of the Directorate of Academic Planning and Monitoring (DAPM), especially the diligence of the Director, Prof. Yahaya Makarfi Ibrahim and Deputy Director (Quality Assurance), Prof. Bello Mukhtar, in ensuring that the development of the policy document was successfully concluded. I also appreciate the efforts of members of the committee on the Development of the Policy on Quality Assurance, especially the immediate past Deputy Director (Quality Assurance), DAPM, Prof. Abdullahi Yunusa Idris.

The policy shall be applicable in all the University's Campuses, Faculties, Institutes, Centres, Schools, Colleges, Directorates, Departments/Units, Libraries and Affiliate Institutions. I therefore, urge all stakeholders to not only digest the contents of this important policy document, but to also adhere to its provisions in order to ensure that Ahmadu Bello University takes its rightful place among leading universities. The policy shall be reviewed periodically to reflect the dynamic needs of our stakeholders from within and outside the University.

Thank you.

Professor Kabiru Bala
Vice Chancellor
07 March 2022

PREFACE

It has become necessary to develop a University Policy on Quality Assurance, considering the dynamic nature of universities in the 21st Century and the need to adhere to global best practice in setting minimum acceptable standards of service. Ahmadu Bello University Policy on Quality Assurance provides a guide to ensure quality standards are fully observed in all areas of the University activities. This is geared towards enhancing student learning experiences. It consists of Nine Chapters covering key areas of the University academic matters and support services.

The Policy emphasises issues related to creating a conducive teaching and learning environment aimed at strengthening effectiveness of the academic programmes as enshrined in the University's Vision and Mission. It is my belief that the policy will strengthen quality assurance mechanism across the university. The responsibility for ensuring compliance by the provisions of the policy is on all stakeholders. However, the Quality Assurance Unit in the Directorate of Academic Planning and Monitoring shall coordinate implementation.

I must thank the Vice-Chancellor for the support extended to the Directorate throughout the policy development process. I also acknowledge the University Governing Council and Senate, for their critique, leading to the approval of the policy. I thank all members of the committee who worked tirelessly to develop the policy. I also thank Deans, Directors, Heads of Department and all members of staff who contributed in one way or the other towards the success of the policy development.
Thank you.

Professor Yahaya Makarfi Ibrahim
Director,
Directorate of Academic Planning and Monitoring
07 March 2022

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ACRONYMS AND THEIR MEANINGS

ABU	Ahmadu Bello University
APC	Academic Planning Committee
BMAS	Benchmark and Minimum Academic Standards
CA	Continuous Assessment
CCS	Course Credit System
DAPM	Directorate of Academic Planning & Monitoring
ERIC	Examination Regulations and Irregularities Committee
FMOE	Federal Ministry of Education
GCE	General Certificate of Education
HoD	Head of Department
HRDD	Human Resource Development Department
ICT	Information and Communication Technology
IJMB	Interim Joint Matriculation Board
JAMB	Joint Admissions and Matriculation Board
MIS	Management Information System
NUC	National Universities Commission
NABTEB	National Board for Technical Education and Business
NCE	National Certificate of Education
NECO	National Examination Council
QMS	Quality Management System
QMF	Quality Management Framework
QA	Quality Assurance
UHS	University Health Services
UTME	Unified Tertiary Matriculation Examination
WAEC	West African Examination Council

1.0 INTRODUCTION

Attainment of academic excellence is the prime goal of the Ahmadu Bello University.This is a shared responsibility by all stakeholders; the Proprietor (Federal Government), The Council, The Senate, University Management, Staff, Students, Professional Bodies and Parents. Seriouseffort and cooperation of all the stakeholders is therefore necessaryfor the achievement of the goal of quality education.

The University, conscious of its mandate, recognises that there must be policy documents to guide its practices. Therefore, the Ahmadu Bello University Policy on Quality Assurance provides a guide to ensure that the aims and objectives of academic programmes are optimally achieved with respect to the Vision, Mission and Strategy of the University. This policy is an essential instrument and a basis for implementing quality assurance activities to enable the University to achieve quality service delivery. It is in line with the existing University instruments such as the Ahmadu Bello University Law (CAP 14 LFN 2004), Academic Brief, Strategic Plan and the University Administrative Procedures. The policy underlines the commitment and compliance to quality, continual improvement and effectiveness of the University's Quality Management System (QMS). It also underscores Quality Management Framework (QMF) that provides planning, strategy, reporting and implementation processes.

The University's commitment to assuring quality education encompasses all aspects of the academic, personal, and professional development of its students and staff, with particular emphasis on competence and excellence.

1.1 Vision

The Vision of the University is 'To be a world-class University comparable to any other, engaged in imparting contemporary knowledge, using high-quality facilities and multi-disciplinary approaches, to men and women of all races as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large'.

1.2 Mission

The Mission of the University is 'To advance the frontiers of learning and break new grounds, through teaching, research and the dissemination of knowledge of the highest quality; to establish and foster national and international integration, development and the promotion of African traditions and cultures; to produce high-

level human power and enhance capacity-building through retraining, in order to meet the needs and challenges of the catchment area, Nigeria and the rest of the world'.

1.3 Values

In achieving the Vision and Mission, the University considers as fundamental the values of quality, excellence, integrity, accountability, diversity, equity, service, partnership, and entrepreneurialism. These core values have ensured that the University enjoys tremendous goodwill nationally and internationally. Specifically, the University's values encompass:

(a) Quality Academic and Research Programmes based upon International Standards
(b) Multi-Disciplinary Approach to Learning and Research
(c) Quality and Variety of Learning and Research Facilities
(d) Cosmopolitan Staff and Students Composition
(e) Dynamic and Collaborative Leadership and Management
(f) Reputation for Institutional Discipline and Harmony
(g) Conducive and Secured Physical and Social Landscape
(h) Atmosphere of Academic Freedom
(i) Gender Sensitivity
(j) Quality and Variety of Sports and Recreational Activities
(k) Robust Linkages with Reputable International Institutions
(l) Strong Relationship with the Alumni
(m) Excellent Community Service

1.4 Objectives of the Policy

The Ahmadu Bello University Policy on Quality Assurance seeks to strengthen effectiveness of the academic programmes as enshrined in the University's Vision and Mission. The policy addresses all areas of the University activities focusing on enhancing students learning experience to guaranty competence and excellence.

The specific objectives of the policy are to:

(a) Provide a framework that guides implementation of internal quality assurance procedures and practicesconsistent with global best practices.

(b) Enable the University to assure itself and its stakeholders that its operations are guided by a desire to maintain high quality academic standards and its operations and services are of the highest quality.

(c) Ensure that graduates acquire relevant knowledge and skills through quality academic programmes with rich curricula that shall be updated atleast every five years.

(d) Facilitate the development of a culture of continuous quality improvement to achieve excellence in all University operations.

1.5 Scope of the Policy

The policy shall apply to the University's:

(a) Teaching and Learning.
(b) Research and Development
(c) Community outreach services.
(d) Programmes, collaborations and linkages.
(e) Staff.
(f) Students.
(g) Campuses, Faculties, Institutes, Centres, Schools, Colleges, Libraries, Directorates, academic/non-academic Departments/Units and Affiliate Institutions.
(h) Other physical infrastructure and resources.

This policy document identifies "seven elements" of internal quality assurance based on the primary mandate and principal functions of the University as follows:

Standard 1: Procedures for Quality Assurance

The University has procedures for the assurance of the quality and standards of its programmes and awards. It is also committed to the development of a culture which recognises the importance of quality, and quality assurance, in its work. To achieve this, the University has a strategy for the continuous enhancement of quality.

Standard 2: Approval, Monitoring and Periodic Review of Programmes

The University has formal mechanisms for the approval, periodic review and monitoring of its programmes and awards.

Standard 3: Quality and Assessment of Students

Students are admitted, taught and assessed using published criteria, regulations and procedures which are applied in a fair, consistent and trackable manner.

Standard 4: Quality Assurance of Human Resources
The University ensures that all staff are qualified and competent. The staff should be available to those undertaking internal and external reviews.

Standard 5: Quality of Teaching and Research
The University ensures that effective teaching and research are delivered in fulfilling its mandate and in accordance with the philosophy and objectives of its programmes.

Standard 6: Quality of Facilities, Learning Resources and Students' Support
The University ensures that the resources available for the support of student learning are fairly adequate and appropriate for each programme offered.

Standard 7: Academic Calendar & Public Information
The University prepares and publishes a calendar for each academic year. It also regularly publishes up-to-date information about the programmes and awards it offer.

1.6 Policy Implementation
The responsibility for ensuring compliance is on all stakeholders. However, the Quality Assurance Unit in the Directorate of Academic Planning and Monitoring is to coordinate the Policy implementation. The University Management at its 154th regular meeting held on Monday 11th August, 2014 approved the creation of the Quality Assurance Unit in the Directorate of Academic Planning and Monitoring (DAPM) to cater for all issues related to quality assurance for academic programmes and support services.

In order to effectively coordinate the quality assurance mechanism in the University, an administrative structure has been designed.The quality assurance mechanism shall involve all relevant stakeholders and operate on a Committee-based structure, as follows:

(a) Central Quality Assurance Committee – Chaired by the Deputy Director, Quality Assurance, DAPM. For academic programmes, it comprises of all the Chairmen, Faculty Quality Assurance Committees while for support services, it comprises of the Chairmen, Quality Assurance Committees of the various relevant units.
(b) Faculty Quality Assurance Committee – Chaired by the Chairman of the Faculty Programme Committee or a competent staff on professorial cadre to be nominated by the Dean. The person shall serve as the Faculty

Representative to the Central Quality Assurance Committee. Other members are:

i. Chairmen, Departmental Quality Assurance Committees
ii. Faculty Examination Officer
iii. Faculty Time-table Officer
iv. Two (2) staff members (experts) nominated by the Dean.

(c) Departmental/Unit Quality Assurance Committee – Chaired by the Chairman of the Departmental Programme Committee or Undergraduate Programme Coordinator. The person shall serve as the Departmental Representative to the Faculty Quality Assurance Committee. Other members are:

i. Departmental Postgraduate Coordinator
ii. Departmental Registration Officer
iii. Departmental Examination Officer
iv. One (1) staff member(expert) nominated by the Head of Department.

In case of a support service unit, it shall be chaired by the unit representative to the Central Quality Assurance Committee on support service.

In addition to the Quality Assurance Committee at the Departmental/Faculty levels, it is expected that Heads of Department shall monitor teaching and learning activities in their respective departments and Deans are to monitor at the Faculty level. Faculty Representatives to the Students Representative Council (SRC), Faculty Chairmen and Class Representatives shall be involved to ensure availability of prompt and useful information for effective monitoring. Figure 1.1 shows an Organogram for the Quality Assurance Mechanism in the University

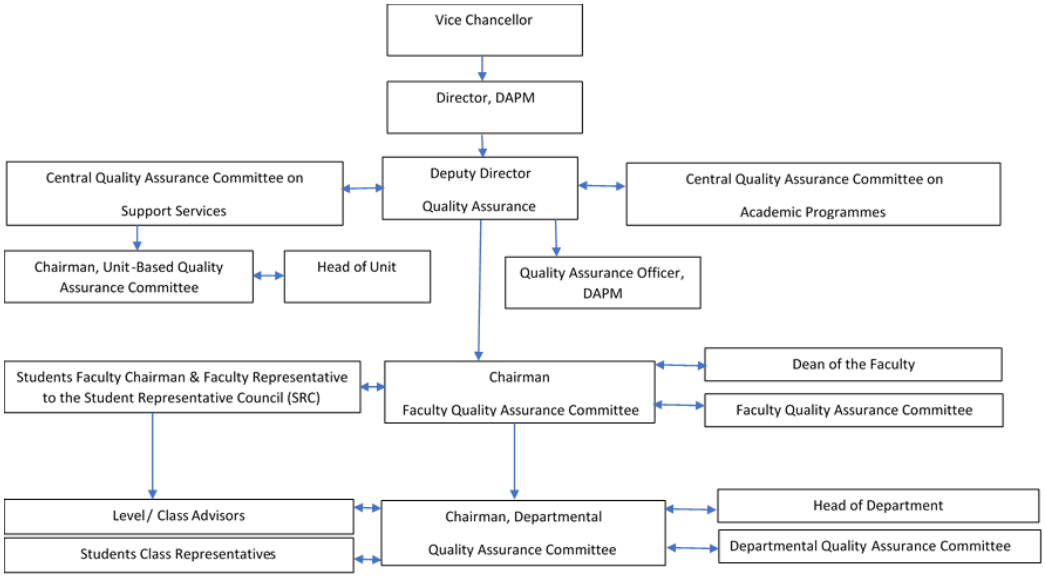


Figure 1.1: An Organogram for the Quality Assurance Mechanism in the University

The Committees at the various levels ensure that lectures, laboratory practicals, tutorials and examinations take place as scheduled and in an appropriate manner. The Committees are also mandated to monitor and advise on the content of course materials and delivery methods. The checklist for the Quality Assurance Mechanism on Teaching, Learning and Assessment to be used by the Committees at the various levels include:

(a) Timely commencement of lectures as indicted on the calendar
(b) All lectures hold as scheduled
(c) Suitability of lecture venues
(d) Appropriateness/adequacy of laboratory/studio facilities
(e) Efficiency of support services
(f) Evidence of continuous assessment
(g) Examination question papers and marking scheme to be submitted to the Chief Examiner (HoD)atleastfour weeks before the official commencement date of examination for each semester.
(h) Evidence of students' feedback on courses taken (filled course evaluation forms)
(i) Examination conduct monitoring
(j) External Examiner's Report

(k) Availability of Minutes of Departmental/Faculty Boards of Examiners Meeting for Consideration of Examination Results
(l) Timely examination results processing for Senate approval

2.0 APPROVAL, APPRAISAL AND REVIEW OF ACADEMIC PROGRAMMES

2.1 ProgrammeCurriculum Design and Review

The University shall apply academic quality principles to satisfy itself and its accrediting bodies that a student may attain knowledge and competence for the purpose of an award. This is to ensure that programmes offered by the University have academic and intellectual standards comparable to similar programmes anywhere in the world. It is obvious that the standing of any academic institution both nationally and internationally is ultimately judged by the quality and performance of its graduates. This undoubtedly starts with the processes for developing programmes curricula and in ensuring that the curricula of academic programmes are designed to guarantee relevant knowledge and competencies in accordance with global best practices. Approved programmes should ensure that graduates, who enter the workforce, are capable and competent to significantly contribute to societal socio-economic development.

The University is committed to making its academic programmes up-to-date, relevant, and capable of addressing contemporary national and international developmental needs and aspirations. Consequently, the DAPMshall ensure that programmes are well designed, periodically appraised and reviewed. Based on the National Universities Commission (NUC) guideline, the curriculum of any degree programme is expected to be reviewed at least once every five (5) years. Thus, the University shall periodically embark on a University-wide curriculum redesign/review of academic programmes. The essence of the curriculum review is to sustain national and international relevance of academic programmes.Programmes are routinely monitored and shall be reviewed in accordance with the NUC guideline to ensure that:

(a) The programmes are being delivered satisfactorily, both administratively and academically;
(b) Course teaching materials are appropriate to facilitate the achievement of the learning outcomes (provide knowledge, skills and attitude);
(c) Academic procedures are adequately followed;
(d) The programme is appealing to prospective students;

(e) The existing programmes are suitable to meet the current and future needs of students and society.

The quality assurance documentation required are:

(a) Reviewed Curriculum.
(b) Minutes of Departmental, Faculty Board, Postgraduate School Board (for postgraduate programmes), Academic Planning Committee and Senate meetingsfor consideration of the reviewed curriculum.
(c) Approval by the NUC.

2.2 Mounting of New Academic Programme

The process of introducing a new academic programme develops through a number of stages, incorporating both internal and external activity. Typically, identification of opportunities for new programme development comes both through market research and from consultation with the academic community within and outside the University, followed by programme quality assurance and associated self-evaluation processes.

The justifications for introducing a new academic programme are considered, to make sure that the proposed programme falls within the existing fields of competence of the University, and that there exists an identifiable market demand for the new programme. The task of proposing, preparing, and revising degree programmes lies with the relevant Departmental and Faculty Boards. Introduction of a new degree programme involves the following stages:

(a) A proposal to introduce a new programme is tabled either by an academic staff or a committee of Department or Faculty;
(b) An outline plan is presented to the Departmental/Faculty Boards for evaluation: the strengths and weakness of the proposal are then discussed;
(c) An approval to conduct a feasibility study is made covering a description of the initial consultative process, an assessment of intellectual content and coherence, market research on probable demand for the programme, evaluation of human and other resource requirements, and an outline costing for delivery of the programme;
(d) Submission of results of the feasibility study to the Department/Faculty Boards. If the report is favourable, approval is given to prepare full proposal;
(e) Consideration of the new programme proposal by Department and Faculty Boards, if accepted, followed by the Board's recommendations to Academic

Planning Committee or School of Postgraduate Studies (SPGS) Board then Academic Planning Committee in the case of Postgraduate programme;

(f) After approval by the Academic Planning Committee (APC), the DAPMmakes submission to the University Senate for consideration;
(g) Approval granted or declined by the University Senate;
(h) Submission of approved proposed new programme to NUC and other external accreditation bodies; the process followed hereafter is determined by the relevant external accreditation bodies.

The quality assurance documentation required are:

(a) Feasibility study report.
(b) Detailed proposal on new programme.
(c) Minutes of Departmental, Faculty Board, School of Postgraduate Studies (SPGS) Board, Academic Planning Committee (APC) and Senate meetings.
(d) Internal resource verification report (such exercise must had been duly monitored by DAPM)
(e) NUC resource verification report.

2.3 Guidelines for Approval of New Programme

In designing or evaluating a New Programme proposal for approval, the proposing, recommending or approving body as the case may be, should be informed by the following guidelines:

(a) Is the proposal in harmony with national and international development aspirations?
(b) Is the proposal in accordance with the University Vision, Mission, AcademicBriefand Strategic Plan?
(c) Is the proposal consistent with the Objectives and Philosophy of the proposing Department/Faculty and has the proposal been approved by the appropriate Department and Faculty Boards?
(d) Does the learning content of the programme cater for issues in careers, further studies and professional development?
(e) Does the proposal complement existing programmes in the University?
(f) Is the proposed programme duplicating existing programme in the University?
(g) Is the indicated student demand sufficient to justify the work involved in validating the programme?
(h) Are there indications that sufficient resources are either planned or in place to successfully deliver the new programme?
(i) In the case of professional programme, is it really self-funding and capable of adding to the University internally generated revenue?

(j) Are there any external conditions to be met by the programme, such as additional requirements of professional bodies, of the NUC or the need to establish formal links with employers for student projects or placement?

2.4 External Evaluation of Programmes

In addition to the internal evaluation mechanism, programmes are subject to external evaluation once every five years or less as the situation dictates. The responsibility for this rests with the NUC and respective professional bodies or associations.

3.0 STAFF RECRUITMENT, RETENTION AND EVALUATION

3.1 Staff Recruitment

The Ahmadu Bello University shall always adopt a well-thought-out procedure for recruitment of appropriately qualified staff to meet its primary function of teaching, research and community service. It shall also ensure that new appointees undergo an induction programme as well as implement a comprehensive programme for staff development. There shall be adequate provision for in-service training to further strengthen the professional and technical competencies of its staff members. Similar efforts shall be placed to ensure that newly recruited members of staff are mentored to help orient them of the culture of the University and their jobdescription .

In order to ensure that only a need-driven and genuine recruitment is done, there will be no recruitment of any staff without a clear and proper justification provided by the requesting Department and the DAPM.The Department in need of new staff applies to the Vice Chancellor. The Vice Chancellor sends the request to the DAPMfor preliminary evaluation based on available data on the Department and provision of the Academic Brief and the Strategic Plan. The DAPM submits a report on the evaluation to the Vice Chancellor who then directs the Registrar for further necessary action.

The University shall make deliberate effort to strengthen mentorship. Therefore, during the induction/orientation period newly recruited staff shall enjoy the benefits of informal mentoring from the Head of Department and senior colleagues. Thereafter, newly recruited members of staff are assigned to senior colleagues to help orientate them to the Department and its procedures, policies, personnel and provide them guidance on career progression.

Details on types of appointments, application and selection procedures, conditions of service, staff disciplinary actions, etc. are contained in the guidelines for staff appointment and promotion, which is under the custody of the Registry (softcopy is available on (https://abu.edu.ng).
To continuously guarantyefficient workforce, there shall be regular orientation for new employees of the University. Workshop (s) shall be organised by the DAPM in collaboration with the Registry to instil appropriate work ethics to newly recruited staff members in order to enhance productivity.

3.2 Staff Retention and Evaluation

The University shall implement a comprehensive system for regular staff evaluation/assessment.There shall be a well-planned annual staff appraisal, based on spirit of fair and objective measures according to one's job description. The University considers the issue of staff welfare, motivation, discipline and reward uppermost in its strategies to discharge its responsibilities effectively. The University shall therefore, implement a fair reward–and-punishment system in order to enhance efficiency and discipline.

For academic staff members, teaching competence is assessed by performance reviews at the end of every academic session. The performance reviews involve student evaluation of teaching and HoD's report which shall be based on course report submitted by the lecturer. However, for a complete appraisal, research output and community service shall also be considered. Retention of staff members shall be based on outcome of the annual appraisal. A staff who scored below average for three (3) consecutive academic sessions shall be deemed incompetent.

3.3 Staff Workload

3.3.1 Academic Staff

Generally, academic staff are those staff in the services of the University employed to carry out the primary functions of teaching, supervision, research, clinical/library duties, community services and any additional duties considered basic for academic staff. Academic staff workload shall be based on the Course Credit System (CCS), which operates on the basis of credit unit of course offered to and/or passed by students. The credit unit has been defined by the NUC as "consisting of specified number of student-teacher contact hours per week per semester".

For the purpose of determining or measuring workload, the NUC specified *one credit unit* to be equivalent to:

(a) one hour of lecture or tutorial every week per semester,

(b) two hours of seminar per week,
(c) three hours of laboratory or field work, clinical practice/practicum or stadium sporting activity per week,
(d) six hours of teaching practice per semester
(e) one week of industrial attachment per semester.

The application of the CCS to the various academic programmes have been covered by the NUC Benchmark Minimum Academic Standard (BMAS) in various disciplines. The NUC has approved the following guidelines for the Nigerian University System;

"... a full-time staff should have a minimumteaching load of 8 credit units per semester, including post-graduate teaching...". The minimum teaching load is as follows:

"For science-based disciplines, this should mean a minimumof 6 lecture hours and two 3-hour laboratory work per week". This means a total of 12 contact hours (6+6) per week.

"For arts-based disciplines, this should mean a minimumof 6 lecture hours and two 1-hour tutorials per week". This means a total of 8 contact hours (6+2) per week.

The University shall ensure that lecture, tutorial, laboratory, workshop and studio hours are appropriately observed in line with the expected work load for each course.

3.3.2 Non-Teaching Staff

The non-teaching staff are those staff members in the services of the University employed mainly for purpose of providing support services to the various Organs and Units of the University. They are expected to work from 8:00 am to 4:00 pm (8 hours/day, i.e. 40 hours/week) except those affected by shifting. However, staff in this category may be required to delay closing where situation demands so.They shall carry out duties and responsibilities as assigned by the Head of their Unit or as may be specified in the staff job description and specific schedule of duties.

4.0 STUDENTS ADMISSION AND GRADUATION

4.1 Admission

The Ahmadu Bello University welcomes all applicants and operates a fair and transparent admission process. Applicants are selected on the basis of approved national criteria on University admissions. However, emphasis is given to merit, ability and potential for each category. The admission procedures include all

activities to attract, select, admit and register students to the University programmes. Fair and consistent implementation of the policies and procedures is the ultimate responsibility of the University Senate, supported by the DAPM.

All applicants seeking admission into first or second year of an undergraduate programme shall apply through the Joint Admissions and Matriculation Board (JAMB) as outlined in its Brochure for the year of admission. All applicants other than those seeking admission to a first and second year of an undergraduate programme, including postgraduates, must apply directly to the University. In all cases, applicants must satisfy the minimum entry requirements for the relevant programme and must also follow appropriate application procedure.Application Form is available in online format. However, admission to all programmes is subject to availability of space, which is guided by the carrying capacity of the Department where the programme is domiciled.

The University strongly upholds the principles of honesty and integrity and therefore all applicants admitted must produce original copies of their supporting documents, such as identification, result slip or certificate, transcripts (where applicable), at the registration stage. Applicants need also to declare any personal information that may affect their performance in the course of study. The University reserves the right to refuse admission or cancel registration to any applicant or student whose application details are found to be false at any point in the course of their study.

4.2 Admission Requirements

4.2.1 Undergraduate Admission Requirements

Admission into the Ahmadu Bello University shall be open to all, irrespective of race, belief or political learning. However, candidate seeking for admission must possess the necessary requirements as stated hereunder:

(a) 4, 5 and 6-Year Degree Programmes:

Admission into the above degree programmes is done through theUnified Tertiary Matriculation Examination(UTME) examinations organised by the JAMB with a minimum of 5 credits from recognised examination bodies (WAEC, NECO, NABTEB, etc.) at the Senior School Certificate (SSC) level in relevant subjects, which in most cases must include English Language and Mathematics.

(b) 3-Year Degree Programme

Admission into the three –year degree programme is done through JAMB Direct Entry (DE) with pass in at least two relevant subjects from recognised examinations (IJMB, GCE, NCE or Diploma passed at credit level), in addition to meeting the O'Level credit requirement.

(c) 2-Year Degree Programme:

Admission into a two–year degree programme is done through the University's Special Admission Programme for candidates who hold HND from recognised Institutions, in addition to meeting the O'Level credit requirements.

4.2.2 Postgraduate Admission Requirements

An applicant for Postgraduate studies must have met the normal undergraduate requirements of at least five relevant O' Level credits or A 'Level qualifications.

(a) Postgraduate Diploma (PGD):

An applicant for the Postgraduate Diploma must be a holder of third class degree from any recognised University or HND in the relevant areas, in addition to meeting the O' Level credit requirement.

(b) Master Degree:

An applicant for the Master degree must be a holder of a Bachelor degree (atleast a second class lower division) in relevant areas from any recognised University. A holder of HND (minimum of an Upper Credit) or equivalent with an additional qualification such as a PGD in the same or related field can be admitted into a Master degree programme.

(c) Doctor of Philosophy (Ph.D):

Ph.D applicants must hold a Master degree in relevant areas with a research thesis component (not project) and a CGPA of atleast 3.50 from any recognised University.

Details on postgraduate admissions requirements are contained in the Regulations Governing Higher Degree Studies in Ahmadu Bello University(https://abu.edu.ng/SPGS) and respective Departmental/Faculty Prospectus/website.

4.3 Graduation Requirements

4.3.1 Undergraduate Graduation Requirements

A minimum of 120 - 180 credit units are required to graduate for those admitted into 100 Level or for the 4, 5 and 6-year programme and 90 - 160 credit units for those admitted into 200 Level or for the 3 and 4-year programme and 60 credit units for those admitted into 300 Level or for the 2-year programme. The credit units are made up of core, elective, General Studies (GENS), SIWES and project courses.

4.3.2 Postgraduate Graduation Requirements

Postgraduate Diploma programme runs for a minimum of 12 months and minimum credit units required to graduate is 18. A Master'sdegree programme runs for a minimum of 18 months and minimum credit units required to graduate is 30. For Doctoral degree programme, it runs for a minimum of 36 months and minimum credit units required to graduate is 15.

Details on postgraduate admissions requirements are contained in the Regulations Governing Higher Degree Studies in Ahmadu Bello University(https://abu.edu.ng/SPGS) and respective Departmental/Faculty Prospectus/website.

4.4 Inter- University Student Transfer

A Student can transfer from a recognised University to the Ahmadu Bello University, provided that the student meets the receiving Faculty/Department's requirement in terms of qualification, grade,minimum duration of stay to earn the University's degree and there is availability of space.

4.5 Duration of Academic Programmes

Academic programmes are expected to be completed within the allowed residency for the students (excluding periods of deferment) as follows:

Normal duration (Years)	Maximum Duration (Years)	Programme
1	1+½≈ 2	PGD
2	2+1	M.Sc.
3	3+1½≈ 5	Ph.D
4	4 + 2 = 6	B.Sc, B.Ed, etc
5	5 + 2½ = 7½ ≈ 8	B.Eng., B.Agric, B.Pharm, etc
6	6 + 3 = 9	MBBS, DVM

The University shall strictly adhere to the residency period allowed for students to pursue degree programmes. The IAIICT shall ensure that the registration portal is not accessible to any student whose residency has expired.

5.0 TEACHING, LEARNING AND ASSESSMENT

5.1Teaching and Learning

The University has an established framework for quality assurance for teaching, learning and assessment. The DAPM,Deans of Faculties and Heads of Departments monitor teaching, learning and assessment activities in the Departments and Faculties. In addition, there are Departmental, and Faculty Quality Assurance Committees as indicated in Figure 1.1, section 1.6. The Committeesalsomonitor teaching, learning and assessment to ensure improved quality standards.

The University adopts student-centred learning model, that all students:

(a) be treated fairly and with courtesy and respect.
(b) be provided with useful information in relation to their courses and programmes.
(c) receive at the beginning of the course, an outline of its content, the course learning materials, information on intended learning outcomes, assessment procedures and general guidelines.
(d) be exposed to a variety of teaching and learning methodologies.
(e) have reasonable access to lecturers and other support staff for individual consultation.
(f) have opportunities to participate in class interactions and other academic activities relevant to effective learning.
(g) have adequate access to student support services such as the library and ict facilities.

(h) receive specific and adequate feedback on assessments within a reasonable time frame.
(i) be offered the chance to provide feedback about their academic experience.

Other strategies that shall be adopted to enhance teaching and learning are:

(a) regular updating of course materials in line with contemporary developments in the subject area.
(b) ensuring course materials are comparable to standard text books available in the subject area.
(c) provision of smartboards, projectors, visual/audio enhancers and other teaching & learning aids in departments to enhance instruction.
(d) the use of modern content management systems, e.g. moodle, google class, zoom etc. to increase student-student and student-lecturer interactions.
(e) ensuring that senior academics teach the lower and upper levels pairing with the junior academics to provide proper guidance and mentorship while middle cadre academics teach the middle levels.
(f) ensuring for departmental courses that class size and organization are conducive to effective teaching and learning; and for general and faculty-based courses that large classes are divided into groups and courses broken into modules to be handled by different lecturers to enhance teaching. and for large classes that public address systems are available for use in lecture theatres.
(g) provision of laboratory manuals and guides to students for practical and ensuring that all materials required for practical and workshops are available in advance. thepracticals are typically hands-on and investigatory.
(h) provision of first aid boxes and safety guidelines in laboratories and other practical work stations and ensuring that students are instructed to observe and obey the safety guidelines.

For monitoring purposes at the DAPM, there shall be two (2) sub-committees; Teaching & Learning and Support Services. The sub-committees shall monitor functions of various units of the University with a view to promote effectiveness. A number of forms are available to aid monitoring of academic activities in the University. These include Departmental Quality Assurance Committee Monthly Report Form, Undergraduate and Post-graduate Students Lecture Monitoring Forms, Examinable Courses Form, Quality Assurance Team Lecture Monitoring Form, Students Course Evaluation Form and Checklist and Report on Examination Administration (please see the appendices).

The University has adopted blended online teaching and learning, which shall be regulated based on the provisions of the University Policy on Online Teaching and Learning. Soft copy of the Policy is available at https://abu.edu.ng

5.2 Academic Calendar

The University Academic Calendar sets out schedule of events for every semester within an academic session. It specifies the resumption date for the academic session as well as the activities and their duration for each semester as follows:

Period of Registration	-	2 weeks
Lectures	-	12 - 15 weeks
Period of Add and Drop	-	1 week
Mid Semester Break	-	1 week
End of Semester Exams	-	3 weeks
End of Semester Break	-	2 weeks (1st Semester) & 2 months (2nd Semester)

The DAPM through its quality assurance mechanism ensures full compliance with the University Academic Calendar.

5.3 Assessment of Students

In Ahmadu Bello University, students are assessed using generally accepted and Senate approved guidelines and procedures. These guidelines that constitute the criteria, regulations and procedures are published, widely publicized as well as fairly and consistently applied. In particular, the University is committed to ensuring that:

(a) Assessment standards are based on BMAS and comparable to international best practice.
(b) Assessment opportunities support standards based on expected learning outcomes;
(c) Assessment opportunities promote effective teaching,and learning and supports
student progression;
(d) Type and mode of assessment is explicitly stated;
(e) Students have the opportunity to demonstrate their learning achievement;
(f) Assessment procedures are fair, transparent, valid, reliable and
free from bias;
(g) Students are provided with feedback on assessment that is timely, promotes learning and facilitates improvement;

(h) The management of assessment is efficient both with regard to the weight and timing of assessment and to staff and student workload;
(i) Assessment standards are maintained consistently and appropriately;
(j) Assessment methods are monitored and reviewed to fit evolving requirements;

5.3.1 Continuous Assessment

All academic programmes and the respective courses offered by the University must use some elements of Continuous Assessment (CA). This form of assessment provides insight into the students' knowledge, skills and competences in areas not normally assessed in final examinations. Different forms of continuous assessment and the specific learning outcomes they address include the following:

(a) Assignments and exercises both in class and take home;
(b) Term essays and reports, which should display both the students' familiarity and understanding of a specific field of knowledge relating to course material, and their ability to conduct independent critical research within the field covered by the course;
(c) Practical project work, which aims at developing the students' ability to apply academic knowledge to specific practical problems encountered in social experience;
(d) Oral presentations, which should display the students' skill to share their academic knowledge with others in the context of direct social interaction and public debate;
(e) Performances and exhibitions;
(f) Class test and quizzes, which assess the degree of the students' familiarity with and comprehension of specific issues relating to currently discussed course material;
(g) Group work and team projects, which assess the students' ability to work collaboratively, to display team spirit, and to share responsibility in a joint assignment.

The CA can provide formative and summative evaluation to support learning by offering an opportunity to provide feedback to students on their understanding of the module material prior to the final examination. The weighting of elements of CA varies depending on the nature of the module and is determined at the time of module design by the lecturer delivering the module.

The following guidelines shall be adopted to enhance management of the CA:

(a) Examiners are required to ensure that they are fully aware of the weightings attached to the CA elements in each module they deliver.
(b) CA for large number of students can be conducted through Computer-based-Test (CBT).
(c) Students who failed a course/module and are carrying over are deemed to have lost whatever score they earned in the CA previously and must therefore satisfy all CA requirements again before the end of semester final examination.
(d) Copy of results of CA must be submitted to the Chief Internal Examiner at least two weeks to the commencement of end of semester final examination.
(e) Failure to submit CA results to Chief Internal Examiner as at when due shall be sanctioned.

5.3.2 Final Examination

The regulations and procedures for administering final examinations in the University include the following:

(a) In-class attendance is necessary for the achievement of intended learning outcomes in all the University programmes/courses/modules. Therefore, end of semester final examination is only available to students who have attended at least 75% of the classes. Students with insufficient attendance will have to re-do the course/module in its entirety.
(b) All candidates are automatically entered for final examinations for those courses which they have duly registered for and have met all the requirements.
(c) It is the responsibility of the candidate to make himself/herself aware of the dates, locations and times of examinations once copies of examinations timetable are posted on students notice boards and are available from the Departmental/Faculty examination office and Academic Office;
(d) If a candidate is absent from an examination an explanation must be advanced to the Chief Internal Examiner immediately. Such documentation as is appropriate (for example, a doctor's certificate in the case of an illness) must be delivered to the Chief Internal Examiner within five working days of the examination. If the candidate has submitted an acceptable explanation within five working days of the examination an "I" (incomplete) will be awarded. (An "I" indicates an excused non-completion of the module and if the final examination is the missing component it does not count as an attempt). If an acceptable explanation is not submitted to the Chief Internal Examiner within five working days the candidate will be awarded an "NP" (not present). *(*An "NP" indicates that the candidate did not have a valid

explanation for non-attendance at the final examination and the examination is counted as an attempt). A failed grade shall then be entered for the student;

(e) Candidates should assemble at the examination venue thirty (30) minutes before the time the examination is scheduled to commence;

(f) Upon entering the examination venue, a candidate must follow instructions of the invigilators;

(g) Candidates should seat themselves according to the instructions of the invigilators;

(h) Strict silence must be observed at all times in the examination venue; no form of communication is permitted between candidates in the examination venue;

(i) Candidates will not be admitted to an examination venue once another candidate for the same course examination has left the examination except in the CBT examination. If a candidate finishes the examination in less than the time allowed, it is permissible to submit the papers and leave the examination venue. However, no candidate may leave within thirty minutes of the commencement of an examination or within thirty minutes of the end of an examination;

(j) Answers must be written in blue or black ink. The candidate should write on both sides of the sheets in the answer booklet. Rough work should only be written in the answer book, with a clear indication provided that it is rough work;

(k) No paper, pencil cases, books or bags may be brought to the examination room/candidate's desk; the candidate will be advised by the invigilators where bags and other materials not permitted to be brought to the desk should be deposited;

(l) No mobile phones, smart devices e.g.(watches) or any electronic gadgets are allowed into the examination venue;

(m) In examinations for which use of a calculator is approved, only a model up to the scientific calculator level may be used;

(n) No writing may take place until the examination begins. A candidate should read the instructions on the examination answer booklet; fill out his/her details on the cover of the examination answer booklet, and read the entire instructions before attempting the questions;

(o) If for some reason the examination does not start at the time scheduled, appropriate extra time is provided at the end;

(p) A candidate who arrives late for an examination finishes at the same time as the other candidates (that is, no additional time is provided to make up for the amount of time lost up to the commencing of the examination);
(q) All students must sign the attendance sheet/slip in order to verify their attendance at the examination;
(r) Candidates must not get up from their seats without the permission of an invigilator once the exam has commenced except to hand in their answer booklets and leave. Candidates who have a question of any sort should raise their hands and wait for an invigilator to attend to them;
(s) Candidates who need to go to the toilet should raise their hands and wait for an invigilator to attend to them;
(t) Candidates are not allowed to take examination answer booklets (used or unused) away or have any access to them except for writing their answers during the examination;
(u) Any other digression by a candidate from examination procedures will be noted on the invigilator's report and considered by the Examination Regulations and Irregularities Committee (ERIC).

Details on examination management regulations are available in the handbook on Regulations on Examination Management (soft copy available on the website – https://abu.edu.ng)

Examination results are processed using an in-house software - ExamsLOGIC. The University maintains a database where processed results are inputted. Each lecturer (or course coordinator) inputs the scores of the course he or she teaches (or coordinates) including continuous assessment (CA) into the database within the fixed period. The Departmental examination officer then generates the results from the database for further processing within a fixed period. Similarly, the Faculty Examination Officer (FEO) generates Faculty Board Format of Results from the database for further processing within a fixed period. The Deanery generates the Senate Format for consideration by Senate Standing Committee including analysis of the results.

Students have the right to request for a review of final grades for any course they have attempted, provided the appeal for a grade review is lodged within ten working days of the examination results being posted. The review procedure includes the following steps:

(a) The student making the appeal fills out a grade review form and returns it to the Head of Department's Office (within ten working days of the examination results being posted/pasted);
(b) The HoD, Examination Officer and the Course Coordinator check the examination script and results broadsheet for any arithmetical errors and to verify that the student's grade from the lecturer's records were correctly inputted on the system;
(c) The relevant Department meets to consider any grades under review. The Department agrees on whether there should be any changes to be made to the awarded grade;
(d) The Department presents its findings and recommendations to the Faculty Board. A decision is taken on each grade review;
(e) The relevant Faculty Board's decisions are presented to the Senate. If the Senate accepts the findings and recommendations of the Faculty Board, it is resolved to be effected and communicated to the affected student immediately;
(f) The student is sent a letter indicating the result of the review by the Academic Secretary. The grade review process applies to individual courses/modules only. A copy of the Grade Review Formis included in (see Appendix III).

5.4 Internal Examiners

Assessments are set by the Internal Examiners, that is, lecturers responsible for delivering the courses. Draft examination question papers are submitted to the Chief Examiner (Head of Department/Dean) four weeks before the official commencement date of examination for each semester, so as to allow adequate time for the moderation of the question papers both internally and externally and for such changes that are necessary to be made. In particular, the role of the Internal Examiner is to:

(a) Prepare assessment in line with the approved course description format;
(b) Submit draft examination papers and marking schemes to the Chief Examinerfour weeks before the official commencement date of examination for each semester;
(c) Mark assessments, submit the mark sheets and originals of assessments including the examination scripts to the Chief Examiner on the appointed time;
(d) Attend meetings of the Examiners Boards to verify marks and contribute to the discussion of grades and awards.
(e) Receive feedback from the External Examiner and agree to revise if necessary, the grades proposed to be awarded to each student, at the latest during the meeting of Departmental Board of Examiners;

(f) Take account of suggestions and recommendations proposed by the External Examiner;

After examination papers are marked, final grades calculated and approval of sample scripts from external examiners received, there is meeting of Departmental Board of Examiners, at which each course under examination during the semester is reviewed, with a discussion of all the results. In each semester, results are made available to students after the Departmental and Faculty Boards of Examiners consideration subject to final approval by the University Senate.

5.5 External Examiners

An External Examiner is an independent expert outside the Ahmadu Bello University who is a member of the broader University system within the programme field of learning, and whose accomplishments attest to his/her likelihood of having the authority necessary to fulfill the responsibility of the role of an External Examiner.

External Examiners are appointed to a particular programme of study, course or module by the University Senate based on the recommendation of Departmental and Faculty Boards of Examiners.

Their role is to provide independent quality assurance for the assessment process and to ensure that standards appropriate to the award level are consistent with the National Standards (NUCBMAS) and comparable to International Best Practice. The role of the External Examiner is to:

(a) Review the appropriateness of the minimum intended programme/course/module learning outcomes and other programme objectives;
(b) Assess the actual attainment by students of actual course learning outcomes/objectives using information agreed with and supplied by the University;
(c) Compare and contrast both the minimum intended course learning outcomes and the actual attainment of students with the relevant awards standards (BMAS);
(d) Determine whether or not the applied procedures for assessment are valid, reliable, fair and consistent;

(e) To study the draft version of final examination papers and marking schemes and review the marking, award of marks and grading in each course under their examination in terms of fairness, accuracy and consistency;
(f) Participate in practical, clinical or oral assessments of final year projects;
(g) Attend meetings of Examiners' Boards to share comments and observations on extent of compliance with standards;
(h) To be available for consultation with Internal Examiners on suggested changes to course content, final examination content or grades. In matters where there is a difference of opinion between the Internal and External Examiners, the opinion of the external examiners shall override.
(i) To submit to the Vice Chancellor a report on the administration and academic quality of the examinations and the comparability of the standards to BMAS and International Best Practice.

An External Examiner is proposed by the Head of Department (Chief Examiner) to the Departmental and Faculty Boards of Examiners after making sure that the proposed person has no existing relationship with the University or key personnel; in other word, that there is no conflict of interest between the proposed person and the University.

The proposed name is then submitted to the Senate for approval. If the nomination is approved, the appointee is written an official letter of appointment and the Head of Department, Dean or the Registrar contact the nominee with the request to serve as an External Examiner and with an explanation of the position's duties. The entitlements of external examiners are paid by the University immediately after completion of the assignment.

The Criteria for the nomination and appointment of external examiners include the following:

(a) The primary criterion is that an external examiner nominated for appointment should be a person of academic or professional distinction, whose association with a particular programme(s) is considered to enhance the academic integrity of the programme(s).

(b) External examiners should be suitably qualified with a Ph.D. degree or equivalent and at a Professorial Cadre. They should have both current and relevant experience in the discipline.

(c) Two External Examiners may be appointed per programme, with one External Examiner drawn from academia and a second, where appropriate, from business, industry, and professional practice. External examiners drawn from business, industry or professional practice should be of very senior standing in their fields.

(d) A person who has left the services of the University within the previous five years should not be nominated for appointment as External Examiner.

(e) An External Examiner, for moderation of course works, is appointed for a maximum period of four years; two years at first instance renewable for another term of two years.

5.6 Students Course Evaluation

To enhance teaching and learning, there exists online course/lecture evaluation by students that gives students freedom of expressions on their experiences about courses taught/or the lecturers competencies. The effectiveness of teaching is assessed by the use of the online instrumentcompleted by students at the end of each semester for all the courses they have taken. Each student shall fill the course evaluation form before printinghis/her examination card. The completed forms are analyzed automatically and the feedback sent to the respective departments for the attention of the Heads of Department and lecturers of the concerned courses.

Quality in this regard shall be gauged by how effective is teaching in relation to curriculum content and programme aims, how effectively staff draw upon their research, scholarship, or professional activity to inform their teaching and how effective are the assessment methods.

5.7 Programme Evaluation

Each academic programme shall be evaluated periodically through internal mock accreditation and external accreditation by the NUC and Professional Bodies. The University shall also strengthen the external examiner system, whichalso ensures that standards are maintained regarding the programme curriculum, intended learning outcomes and students' assessment.

6.0 RESEARCH AND INNOVATION

The University aims to conduct research and innovative work consistent with high international standard that will contribute to the advancement of knowledge and understanding, and to the national goals of innovation, economic development,

social development, environmental sustainability and the fulfilment of its obligations. Researches in the University are conducted at 4 levels viz:

a) Undergraduate students' projects
b) Postgraduate students research
c) Individual staff research
d) Collaborative/interdisciplinary research

The strategic Research plan of the University is targeted at ensuring that:

a) A well-planned research focus areas are defined by the University with the aim of addressing socio-economic challenges, particulary those facing the country.
b) Academic staff are research active, and produce nationally and internationally recognized work within and across disciplines.
c) Researches are published in leading journals
d) Postgraduate research and publication are developed.
e) Teaching and learning are research driven.

The University intends to achieve its Research Strategic plans by:

a) Having a plan that requires most academic staff to be research-active and sets out the defining criteria. Targets for Masters and Ph.D. completions are set, peer standing and public profile of the staff members are raised.
b) Developing broad guidelines for a balance between basic and applied research. Basic research should be respected and encouraged. Intellectual property management tools should be enhanced and commercialization of marketable intellectual property encouraged.
c) Having Individual researchers forming the backbone of the University's research system. Identification of areas of comparative advantage for the University should be undertaken.
d) Enhancing research partnerships for strategic purposes in specific areas of excellence, a manageable number of focused international partnerships; creating more tightly-focused research partnerships with the private sector, NGOs and Government agencies; and encouraging an expansion in inter-personal international collaborations to include bringing more distinguished scientists and postdoctoral fellows to the University.
e) Enhancing the capacity of the DAPM, ABU's Business Enterprises and the Directorate of University Advancement to support the University

research goals in order to provide better support for researchers, with a strong ethos of client support and value added.

f) Implementing and reviewing a research equipment replacement strategy and the capacity of the Library to offer adequate support to researchers.

g) Ensuring long term research funding and research intensiveness secured by expanded external fund raising; replacement of ageing research equipment; attracting more and better postgraduates; and expanding the research mentoring of younger academics by more experienced staff.

The University has a Research Committee which is a committee of the Senate responsible for setting policy, the management and administration of such policies, and advising the Senate on research-related matters. The University Board of Research (UBR), chaired by the Vice Chancellor is the University's highest management body on Research. Similarly, Postgraduate School and Faculties are required to establish research committees to support activities of their staff and postgraduate students.

6.1 Supervision of Research Students/Trainees

a) The Head of Department or Academic Unit should ensure that supervision of each research student/trainee (including Undergraduate, Graduate and early career postdoctoral staff) is assigned to specific, responsible and appropriately qualified supervisor(s), and that the ratio of research students/trainees to supervisors is low enough to assure effective intellectual interaction and effective oversight of the research at all times.

b) Supervisors or Heads of Department/Unit should provide each research student/trainee with written material on applicable government and institutional guidelines for the conduct of research, including those covering ethical requirements for studies on human and animal studies as well as requirements for confidentiality.

c) Supervisors should be obliged to provide guidance in all matters of good research practice. This includes discussing with the student, at the onset, relevant issues of research conduct and ethics, and intellectual property, and referring any problems/queries to the Head of Department/Unit for consideration.

d) Supervisors must ensure, as far as possible, the validity of research data obtained by a student under their supervision.

6.2 Peer Review

a) The University shall encourage all researchers to participate in peer review because this provides expert scrutiny of a project, and helps to maintain high standards and encourage accurate, thorough and credible research reporting.
b) Participants in peer review should act fairly and in a timely manner; should keep confidential and not disclose the content or outcome of any process in which they are involved; should declare conflicts of interest; and should ensure that they are informed, and comply with the criteria to be applied.
c) Researchers whose work is undergoing peer review must not seek to influence the process or outcomes.
d) Supervising researchers have a responsibility to assist trainee researchers, including students, in developing the necessary skills for peer review and understanding their obligation to participate.

6.3 Research Funding

The University has a structure of supporting researchers in getting grants from different funding bodies within and outside Nigeria.

Sources of Research funding

a) Appropriations to the University- in support of research by the Government through TETfund and other Government Agencies.
b) Research Grants and contracts: Agreements for such grants and contracts may be entered into with an agency of the Federal, State, Local Government agency, or with a private industry.
c) Developmental grants: These may be derived from foundations, from business and industry, or from individuals.
d) University/Industry Cooperative Research Programs.
e) Foundations: Many public and private foundations and not-for-profit corporations provide support for research and scholarly projects.
f) Scholarship and fellowship funds

6.4 Research Ethics Policy

6.4.1 Overview

Ethics refer to a system of moral principles governing the appropriate conduct of a person or group. Hence research ethics refers to an appropriate conduct of researchers and scholars in the performance or relationship with each other in the course of scholarship and research.

Ethical misconduct in research is any "fabrication, falsification and plagiarism in proposing, conducting or reporting research or other scholarly activities". Fabricating research findings refers to making up fictional results, while falsifying research findings refers to altering, misrepresenting, or selectively reporting findings. Each of these acts violates the integrity of the research process and constitutes a serious breach of accepted ethical standards. Ethical research practice requires that researchers at all stages of the research process conduct their research in an open and honest manner and make every effort to ensure the accuracy of their findings.

The University policy on Research Ethics is aimed at protecting the integrity of the University and staff in the areas of research and scholarship.

6.4.2 Ethical Guidelines

The University hold researchers and scholars undertaking various researches within the University or affiliatesresponsible for upholding the following principles:

a) Recognizing the substantive contributions of collaborators and students; using unpublished work of other researchers and scholars only with permission and with due acknowledgment; and using archival material in accordance with the rules of the archival source;
b) Obtaining the permission of the author before using new information, concepts or data originally obtained through access to confidential manuscripts or applications for funds for research or training that may have been seen as a result of processes such as peer review;
c) Using scholarly and scientific rigor and integrity in obtaining, recording and analyzing data, and reporting and publishing results;
d) Ensuring that authorship of published work includes all those who have materially contributed to, and share responsibility for, the contents of the publication, and only those people; and
e) Revealing to sponsors, universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decisions on whether the individual should be asked to review manuscripts or applications, test products or be permitted to undertake work sponsored from outside sources.

6.4.3 Research Compliance

"Research Compliance" refers to the process by which the supervising authority, in accordance with laid down laws and regulations, certifies that research activity is

conducted in a legal and ethical way while "Clearance" is the process by which the supervising authority proves this compliance.

A thesis/dissertation represents the culmination of years of academic preparation and uniquely expresses a student's training, skills and ideas. It therefore deserves the student's greatest effort and, as with all scholarly work, demands compliance with the highest ethical standards.

6.5 Publication and Authorship

a) Authorship of publications should include and be limited to the individuals who have made a significant intellectual contribution to the research, including students.
b) Reviewers for articles submitted to learned journals should carry out their duties in timely manner, declaring any conflicts of interest and agreeing to abstain from such situations.
c) Recognize the substantive contributions of collaborators and students as appropriate; use unpublished work of other researchers and scholars according to the usual conventions (including due acknowledgment).
d) Use scholarly and scientific rigour and integrity in obtaining, recording and analyzing data, and in reporting and publishing results.
e) Ensure that authorship of published work includes all those who have materially contributed to, and share responsibility for, the contents of the publication.
f) Where young graduates, assistants or postgraduate students are engaged as part of a major research work, matters such as the ownership of data, authorship, expected time commitments, access to research funds, remuneration of assistants, space arrangements, projects phases and deadlines etc should be made clear.

6.6 Research Concept and Data Collection

a) All data will be collected and used in a manner consistent with the ethical standards of this policy to reflect any changes in policy from time to time, and researchers will be notified of the changes.
b) All research reports and articles must contain sufficient data to allow for experiments and analyses to be reproduced.

6.7 Financial Disclosure and Accountability

a) Any member of staff, postgraduate or undergraduate student funded in parts or whole by the University or guaranteed by the Department shall disclose

any such monies available for the research and present a detailed report on expenditure of the said funds to the Head of Department through the Departmental Research Committee.

b) It is the responsibility of the lead researcher to ensure judicious use of funds made available for the research project.

6.8 Research Ethics Sub-Committee Mandate

There are two University Ethics Subcommittee under the University Board of Research (UBR):

a) The Animal Care Sub-Committee
b) Committee on Human Subjects

The research supervisor of a project holds primary responsibility to ensure that ethical principles are met. The UBR, has the authority to recommend termination of any project that does not meet ethical standards.

6.9 Collaborative or External Research Engagement

The University researchers (staff and students) who engage in projects involving other institutions, organizations, countries or jurisdictions, must obtain ethics approval from UBR as well as from other agencies involved in the project.

6.10 Complaints, Sanctions and Appeal

Where any person, including a non-university member, has any concern (s) that an academic staff member or other member of the University may have committed misconduct in research, the following procedures shall apply:

i. Such a person shall be referred to as the Complainant;
ii. The Complainant should raise his or her concern(s) through:

The Head of Department of the relevant Faculty; or If the involvement of the Head of Department is inappropriate, with the Dean of the relevant Faculty; or

a) If the involvement of both the Head of Department and the Dean is inappropriate, with the Vice Chancellor who may then appoint an 'Ombudsman' to undertake the preliminary assessment.

iii. A Complainant who raises a concern (s) should be given a copy of these Guidelines;
iv. The Complainant should be advised that any information supplied by him or her in relation to another person will be personal information in accordance with the Privacy Act and subject to this legislation;

v. The University will protect the confidentiality of the Complainant as far as possible and within legal constraints.

Allegations of scholarly misconduct, e.g., mistreatment of animals, deviating from approved ethical guidelines for a research project, falsification of experimental data, failure to disclose conflict of interest, or misrepresentation of authorship, must be presented in writing to the Chairman of UBR who will deal with the complaints.

6.10.1 Appeal and Appeal Procedure

In event that any researcher is not satisfied with the ethical committee decision, she/he should appeal to the Chairman of the UBR.

6.10.2 Sanctions

An established misconduct in research shall attract various disciplinary measures such as refunding monies or, in extreme situations, a recommendation to terminate employment or admission of the staff or student, respectively.

7.0 FACILITIES AND SUPPORT SERVICES

7.1 Physical Resources

The University is committed to providing high-quality support services for academic activities. The University has expansive physical buildings and facilities to support academic and research activities in the Departments. The University currently has 106 academic Departments with each department having a fairly adequate number of staff offices, lecture rooms, and in specific cases laboratories, workshops, studios, auditoria and museums. The University shall continue to provide adequate physical facilities and maintain them to ensure effective utilisation.

7.2 ICT Infrastructure

The University has invested in ICT that supports the core functions of teaching and research. The technology support in the University is coordinated by the IyaAbubakar Institute of Information and Communication Technology (IAIICT). The IAIICT shall ensure that the university becomes ICT-driven in accordance with global best practice. The University shall be an ICT centre of excellence with modern computing facilities, efficient network infrastructure and manpower to support teaching, learning, research and other services. Therefore, the University through the IAIICT shall continue to:

a) Expanditscomputing and network infrastructure that supports academic activities;

b) Develop ICT technical support for high quality teaching, learning, research & administrative activities;
c) Train adequate and competent manpower required to provide quality support services;
d) Identify, develop and maintain software applications for efficient and effective execution of operational processes;
e) Coordinate acquisition, installation, maintenance and decommissioning of computing facilities;
f) Establish and maintain rich Web resources that ensure easy and wide access to the University;
g) Establish linkages, partnerships and collaborations with IT organisations and industry.

7.3 The University Library Complex

The University Library Complex is a network of libraries within the University campuses with Kashim Ibrahim Library (KIL) as the main library. The University Library Complex operates within a mandate that continuously serves and provides a knowledge hub for teaching, learning, research, community service and cognitive development. The University shall continue to enhance the Library Complex by providing efficient e-library services, adequate and current holdings for teaching and learning.

TheUniversityshall ensure that the Library Complex continues to support the current and anticipated teaching, learning, research and community service activities of the University through provision of all relevant information resources, facilities, services and personnel.

7.4 Health Care Service

The University shall provide adequate health care facilities to its staff and students. Currently, there is theAhmadu Bello University Teaching Hospital (ABUTH)and the University Health Services (UHS), whichcomprises of Medical Centres and Preventive and Sanitation Unit. The medical centres are available in the main campus and Kongo campus. Each of the Medical Centres offers a wide range of medical services to students, staff and even the immediate community. The National Health Insurance Scheme has been domesticated in the UHS catering for staff and students. The Preventive and Sanitation Unit takes care of parks and gardens, ecology, environmental sanitation and immunization among others. The University shall continue to strengthen the health care services for enhanced well-being of the University community and increased productivity of its staff members.

7.5 Security Services

The University shall:

(a) Ensure safety and security of the University community;
(b) Provide adequate Security facilities and personnel;
(c) Prevent potentially violent situations through good intelligence;
(d) Address and coordinate safety and security strategies with other security agencies in Zaria;
(e) A model and trainer to other Universities' security outfits.

The University shall continue to ensure that its staff and students pursue their mission of training, knowledge-acquisition and character-building in a serene, peaceful, homely, and secured environment without fear, harassment and other security concerns.

7.6 Sports and Recreational Facilities

The University shall ensure availability of befitting sports and recreational facilities within its campuses. The University has Sports Complex that coordinates health and fitness support to the university community and its environs, which shall be strengthen. The type of services rendered is mostly technical, that is, imparting knowledge and skills to students and staff of the University. The beneficiaries of the services are mostly students and staff of the University and the immediate community. The support areas are for coaching and fitness programmes. The types of sporting programmes are categorized into; team events, martial arts, dual sports and aquatic sports.

7.7 Electricity and Water Supply Services

The University shall ensure regular power supply to core academic areas as much as possible.Portable water supply to the main campus of the University is provided by the University dam that has a storage capacity of $2.6x10^6m^3$/day. The University water works pumps 1.2 million gallonsof treated water per day, which is adjudged to meet about 90% of on-campus water requirement. The University shall continue to enhance the water works in order to meet the water supply demand within its campuses.

7.8 Student Affairs Division and Learning Support Services

The University through the Student Affairs Division shall facilitate all students' extra-curricular activities on the campus. It shall continue to provide welfare support to students throughout their studies. The University has several blocks of

hostels on both campuses for both male and female students. These halls of residence are supervised by Hall Administrators. The Administrators co-ordinate the rooms and bed spaces and the regular maintenance of these halls.

Residence accommodations shall be made in accordance with the laid down guideline. Fees are charged per bed space and a fixed amount is also charged as Hostel Maintenance fee. The fees are subject to review by the relevant University authorities to reflect current realities. However, hall accommodation is not a right but a privilege. The University shall also ensure that students' conducts are in conformity with the laid down regulations of the University.

7.9 Counselling and Human Development Centre

University shall deploy strategies for improving its students and staff career opportunities and sense of social responsibility.TheUniversity through the Centre shall promote the development of career management initiatives that will enable staff and students acquire critical life skills in order for them to make informed decisions and choices from among several alternatives.

The Centre shall conduct orientation programmes to assist students adapt and adjust to the new circumstances of life at the University. A key factor in helping students is the efficient communication of relevant information before and just after they arrive at the University. The Centre shall provide counselling services to staff and students.

In the case of complaint or seeking for redress, there is a clear channel either via the Head of Department to the Dean and finally to the Vice Chancellor, where necessary or through the Servicom Unit. The University shall maintain a transparent and robust mechanism to address complaints by both the students and staff members**.**

7.10 University Environment

The University shall maintain a conducive and healthy environment. It has a beautiful landscape within the built area and an aggressive policy of ecological protection which manifests in the planting of over 20,000 tree seedlings annually in both the developed and undeveloped areas. Up to 90% survival rates of the planted trees are achieved to maturity. There are over 5 parks and gardens across the University producing a variety of tree and flower seedlings. The campuses are kept clean by casual workers engaged by the University. Posting of bills on walls shall attract penalties.

8.0 PUBLIC INFORMATION

The University website (https://abu.edu.ng)provides information similar to that in the University Calendar, as well as current news and events and information for potential applicants to the institution. The update and monitoring of the website contents shall be the joint responsibility of the IAIICT and DAPM.

The University has other publications such as ABU Bulletin, Code of Conduct for Staff and Students, Student Handbooketc., which provide a range of information about the University.

9.0 CONCLUSION

The Ahmadu Bello University Policy on Quality Assurance provides a general framework for enhancing quality in all areas at the University. To guarantee quality, the University has formulated guidelines and procedures to ensure best practices in the delivery of quality teaching, learning, and support services. The aim is to guaranty corporate quality culture, effective use of resources, competent graduates and stakeholders' satisfaction.

Normally, the policy shall be reviewed and evaluated after every five years. However, a request for revision of any part of the Policy can be forwarded by any stakeholder to the DAPM for consideration and onward submission to the Senate, which may result in policy amendment before the scheduled review.

APPENDICES

Appendix I: Examination Invigilator's Report

Faculty……
Department……
Semester……..Session……
Course Title……
Course Code…… Paper…….Date……
Start-time…… ……End-time…….
Venue……

No of Question papers collected	
No. of candidates present	
No. of candidates absent	
No. of used scripts returned	
No. of unused scripts returned	
No. of unused question papers returned	
No. of irregularity cases	
General Comment	

Name of Chief Invigilator…… Sign……
Name of Invigilator…… Sign……...
Name of Invigilator…… Sign……...
Name of Invigilator…… Sign……...

Appendix II: Check List on Examination Management and Materials

QUALITY ASSURANCE UNIT
DIRECTORATE OF ACADEMIC PLANNING AND MONITORING
AHMADU BELLO UNIVERSITY ZARIA

Check List on Examination Management and Materials

Semester_____**Session**_____

Faculty/College_____

1. Exams timetable Not Available [ ] Available [ ] *Attach sample*

Comment on timetable
……
……

2. Invigilation schedule Not Available [ ] Available [ ] *Attach sample*

Comment on invigilation schedule…….....
……
……

3. List of registered students per course Not Available [ ] Available [ ] *Attach sample*

Comment on list of registered students per course……
……

4. List of candidates for exams Not Available [ ] Available [ ] *Attach sample*

Comment on list of candidates
……
……

5. Students' exams attendance list Not Available [ ] Available [ ] *Attach sample*

Comment on student exams attendance list
……
……

6. Invigilators attendance list Not Available [ ] Available [ ] *Attach sample*

Comment on Invigilators attendance list
……
……

7. Question papers collection records Not Available [ ] Available [ ] *Attach sample*

Comment on question papers collection records
……
……...

8. Answer scripts submission records Not Available [ ] Available [ ] *Attach sample*

Comment on answer scripts submission records
……
……
……

9. Writing materials Not adequate [ ] Adequate [ ]

Comment on writing materials
……
……
……

10. Sitting arrangement Not proper [ ] proper [ ]

Comment on sitting arrangement
……
……
……

11. Level of invigilators participation during the examination:

Comment on invigilators participation during the examination
……
……
……

12. Conduciveness of Examination Venue (on a scale of 5)

S.No.	Venue	Furniture	Lighting	Ventilation	Fans	Adequacy

5 = Very adequate 4 = Adequate 3 =Inadequate 2 =Strongly inadequate 1 = Not available

13. Absentee Invigilators*

Date/time	Name of Invigilator	Course code and title of examination paper	Remark

*Attach any relevant evidence available (e.g. Invigilators attendance list)

14. Irregularities

Date/time	Staff/student involved (P.No./Reg.No)	Nature of irregularity*	Remark

*Attach any relevant evidence available.

Name of Quality Assurance Officer Signature and Date

Appendix III: Grade Review Application Form



Dean'sOffice
Faculty of
.....

RequestforaReviewofaFinalAssignedGrade

Priortoapplication,astudentconsideringarequestforaformalreviewofafinalgradeoughttomakeeveryreasonableeffortto**discusstheassignedgradewiththeinstructorasrefundswillonlybegrantedifthereviewoftheassignedgradeissuccessful.**
Studentshave21daysfromthedaytheirgradeisreleasedtosubmitarequestforreview.

(ForOfficeUseOnly)DatePaid	Datesubmitted

StudentInformation(pleaseprint)		
LastName	GivenName(s)	StudentNumber
Level	Telephone	Email

CourseInformation		
PROGRAMME	Course Title	Course Code
INSTRUCTOR:	ASSIGNEDGRADE:	CreditUnit

Notes

1. Thegradedeterminedbymeansofareviewshallberecordedasthefinalofficialgrade,irrespectiveofwhetheritisidenticalto,orhigherorlowerthan,theoriginalgrade.
2. Ifseekingareviewoftermwork(ratherthanareviewofafinalexam)youmust beabletopresentallwrittenworkreturnedtoyoubytheinstructorduringtheterm.
3. ThestudentwillbenotifiedbyemailfromtheOfficeoftheDeanoftheFaculty
4. Pleasenotedecisionsundernormalcircumstanceswill beprocessedwithin4weeks

Checklist

- Candidatehasattacheda**detailed**supportingstatementclearlyoutliningthegroundsfortheawardedgradetoberaised.
- MakeeveryreasonableefforttoreviewgradewithInstructorpriortosubmittingthisrequest

Payment

PaymentscanbemadeviaFacultyaccount.**Pleasenotethisfeeis non-refundableifthegradedoesnotchangeorresultsinalowergradethantheoriginalgrade**.	**Total Amount Due** **N1000.00**
Student'sSignature	Date

Appendix IV: Equipment Selection Process (checklist)

S. No	Description	Response	
1	User involved in selection of equipment	Yes [ ]	No [ ]
2	Projected use of the equipment	state precisely:	
3	Anticipated level of patronage	provide figure:	
4	Sensitivity required	state level or limit:	
5	Existence of similar equipment in other units of the university	state name of unit where such exits:	
6	Comprehensive description of equipment given	provide details on parts, models etc:	
7	All needed accessories listed	list only accessories required as regards usage:	
8	Consumables identified and listed	also give quantities required:	
9	Spare parts identified and listed	list replaceable parts needed for the next three years of use:	

Appendix V: Installation and Commissioning Process

Description	Response	
Date of installation and by whom Date_____	list of people or name of company that installed the equipment: 1. 2. 3. 4.	
Operating personnel have been oriented and authorised to handle the equipment	Yes [ ]	No [ ]
Training of operating staff conducted during installation	Yes [ ]	No [ ]
Training of staff on analytical procedures	Yes [ ]	No [ ]
Training of staff on development of analytical protocols	Yes [ ]	No [ ]
Further training outside the site	Yes [ ]	No [ ]
State external training received, nature of training and duration:	list of people involved, 1._____ 2._____ 3._____ 4._____ 5._____	
Each major piece of equipment has a dedicated operator who is well trained	Yes [ ]	No [ ]
Name of staff operating specific equipment		
Name of Equipment	Operator	
1. 2. 3. 4.	1. 2. 3. 4.	
Equipment was commissioned	Yes [ ]	No [ ]
State date of commissioning:		

Appendix VI: Usage of Equipment and Standard Operating Procedure

Availability of standard operating procedure (SOP) for the equipment	Yes [ ]	No [ ]
There is a written quality assurance programme	Yes [ ]	No [ ]
There is user log book and is in use	Yes [ ]	No [ ]
User log book contains information on the following:		
	Name & Address of user ……. ……	
User Movement	sign in ……	sign out ……..
Nature of use/analysis:		
state precisely what was analysed		
Operating personnel/Supervisory officer		
Records of analysis are organised in a standard, consistent manner and easily accessible:		
Specimens are properly identified and secured:		

Appendix VII: Equipment Maintenance

Frequency of Calibration	every analysis [ ] daily [ ] weekly [ ]	
There is a procedure for periodic testing of equipment	Yes [ ]	No [ ]
Workstations are free of un-required items. (lab work spaces are used for lab works only)	Yes [ ]	No [ ]
There is policy on maintenance	Yes [ ]	No [ ]
Frequency of maintenance	daily [ ] weekly [ ] monthly [ ] Yearly [ ]	
There is a plan for periodic replacement of "out date" equipment with new one	Yes [ ]	No [ ]

Appendix VIII: Results Analysis
(attach a graphical presentation of the results, i.e. normal curve)

Numberofstudentsstartingthecourse: _____

Numberofstudentscompletingthecourse: _____

GRADE	No.	%	Remark
A			
B			
C			
D			
E			
F			
DeniedEntry			
InProgress			
Incomplete			
Pass			
Fail			
Withdrawn			
Specialfactors(ifany)affectingtheresults:			

Directorate of Academic Planning & Monitoring
Ahmadu Bello University, Zaria - Nigeria
STUDENTS STAFF AND RESOURCE ASSESSMENT FORM

FACULTY:

DEPARTMENT:

Course Code/Title:

Academic Session:

The Name of The Lecturer Teaching the Course:

This form is an attempt to get feedback from you regarding the quality of instruction that you are receiving and your learning experience. It is anonymous, confidential and your honest and constructive opinion will be very useful as it will provide a sound basis for improving on our performance in a continuous fashion. Please take your time and carefully answer all the questions below according to the following scale: (**Please Tick as □ Appropriate**)

1 – Poor (lack of ability, failure to use it, or any other cause)
2 – Fair (lacking in some important aspects or less than satisfactory)
3 – Satisfactory (average when compared to other courses)
4 – Good (above average but not excellent)
5 – Excellent (the best or one of the best courses)
NA – Not applicable or no opportunity to observe

***SECTION: A* STAFF ASSESSMENT**

S/N	PERFORMANCE CRITERIA	RATING SCALE						COMMENTS, EXAMPLES AND/OR OBSERVATIONS
		1	2	3	4	5	NA	
1	The Course content is clear							
2	The Course content is well organized							
3	The Course has been adequately covered							
4	The lecturer has taught the course very well							
5	The Lecturer proceeded from the simple to the complex							

6	The Lecturer encouraged independent study, critical thinking and problem solving methods in the course of his lectures							
7a	The Lecturer used time slots on the time table or re-allocate it appropriately							
7b	The Lecturer used time slots different from those given on the departmental /faculty time table, randomly							
8	course delivery method was interactive							
9	There has been sufficient room for questions by students							
10	Teaching aids and instructional materials have been used in the course of the lectures							
11	The Lecturer always comes on time for his lectures (punctual)							
12	The Lecturer attended all the lectures in this course							
13	The Lecturer always completes his/her lecture before he/she leaves lecture room							
14	The Lecturer is accessible to students outside of lectures							
15	The Lecturer has given adequate class assignment/quizzes							
16	The Lecturer discussed the assignments/tests he gave							

SECTION: B RESOURCE ASSESSMENT

17	The lecture venue is large enough to contain all the students in this course							
18	The lecture venue is in good condition of electricity and ventilation							
19	There are adequate laboratory equipments (where applicable)							
20	There are adequate reference text books in the Library for this course							
21	Information & Communication Technology (ITC) tools are available in the University for modern teaching and learning							
22	Counselling services are made available and publicized							
23	Facilities for convenience around lecture theatre are available							