



National Open University of Nigeria

Policy Title	Institutional Periodic Quality Assurance Audit Policy of the National Open University of Nigeria (NOUN)
Policy No:	NQSA/POL/IGM/010
Owner:	National Open University of Nigeria (NOUN)
Approved By:	The University Senate
Manager/Driver:	Directorate of Quality Assurance (DQA)
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1.0 Introduction

To strengthen academic and operational activities in National Open University of Nigeria (NOUN), the university will establish institutional quality assurance audit to support continuous quality enhancement. The institutional audit will be coordinated by the university Directorate of Quality Assurance (DQA) and the review team will include members of the University Senate Quality Assurance Committee, Quality Assurance Desk Officers, and trained Quality Assurance experts. The audit will focus on policies, processes, and procedures of academic and operational activities in the university. The audit will be substantially different from accreditation processes that take place at the level of study programmes.

The audit will be based on the concept of a peer-review process. The opinion of the audit panel will be based on evidence gathered in relation to the institutional capacity and performance in terms of NOUN criteria, National Universities Commission (NUC), and ACDE-QAAA (African Council for Distance Education Quality Assurance and Accreditation Agency) Toolkit which will give a substantial role to the achievement of the vision and mission of the university.

The process will be based on the general policy that says: quality assurance is a continuous process, for continuous improvement. The audit will be a key component of the external quality assurance of the university. The external review takes place before the commencement of a new programme for resource verification, and every five years for programmes with full accreditation and two years for programmes with interim accreditation. This does not interfere with the autonomy of the institution.

NOUN believes in the enhancement of quality in its operations. Therefore, a great emphasis will be given to suggestions and recommendations as well as their

implementation. The **process will go beyond the use of checklist approach for compliance with criteria**. The process of the institution's audit will follow the national and international accepted good practices in quality assurance for Open, Distance, and eLearning.

2.0 Purpose

The objectives are to:

- 2.1 evaluate academic and operational policies, processes, and procedures in NOUN.
- 2.2 provide feedback on the institution's performance in academic and operational tasks in NOUN.
- 2.3 strengthen the service delivery system of NOUN.

3.0 Scope

This policy covers all academic and operational activities in NOUN.

4.0 Definitions

- 4.1 Self-evaluation: This is a process of self-observing, analysing and assessing your own performance, strengths and weaknesses, to reflect your progress.
- 4.2 Audit: In this context, it is an official evaluation of an institutional activities to determine the level of achievement and recommend possible areas for improvement.
- 4.3 Audit panel: This is a group of experts put together to carry out institutional audit.
- 4.4 Site-visit: This refers to visiting the exact location where the activities are being carried out. It gives opportunity to the audit panel to reconcile what is in the document presented to them on how the activity in an institution is being carried out with the actual happenings in the field.
- 4.5 Standards: These are descriptions or scales used in measuring the level of achievement or performance.
- 4.6 Criteria: These are principles or rules used to measure or evaluate performance.

5.0 Principles

- 5.1 NOUN has policies guiding every academic and operational activities in the institution.
- 5.2 The university processes and/or activities align with its vision, mission, objectives, and core values.
- 5.3 The procedures of ensuring quality in NOUN are well articulated to reflect the ways performances are being measured.
- 5.4 NOUN uses the Inputs-Activities-Outputs-Outcomes-Impact framework in its quality assurance. This framework helps to monitor and evaluate performance in the institution.

6.0 Policy Statements

6.1 Structure and Timelines

This section explains the structure towards undertaking NOUN institutional audit and provides an indicative timeline.

6.1.1 Initiating the Institutional Audit Process

- 6.1.1.1 The Directorate of Quality Assurance (DQA) will initiate the institutional audit by sending memo to request the faculties, directorates, study centres, academic centres, and operational units to begin institutional self-evaluation as part of the institutional audit process. The memo will indicate the deadline for submission of the self-evaluation report and inform them about the external review process that will follow once the self-evaluation report is accepted by DQA.
- 6.1.1.2 DQA will send the document that outlines the roles and responsibilities of DQA and the university management during the institutional audit process to faculties, directorates, study centres, academic centres, and units.
- 6.1.1.3 The desk officers in the faculties, directorates, study centres, academic centres, and operational units will liaise with DQA on matters relating to the institutional audit.

6.1.2 Self-Evaluation Process

- 6.1.2.1 The Deans, Directors, and Heads of Units will set up working group to oversee the self-evaluation process. This group will include students and their QA Desk Officers. The Dean or Director or Head of Unit will appoint the chairperson and secretary for the team.
- 6.1.2.2 The size of the group will allow for effective and efficient meetings.
- 6.1.2.3 The faculty, directorate, study centre, academic centre, and operational units will provide a holistic view through self-reflection process about the Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis for each **criteria** to evaluate their performance capacity for improvement.

In addition, Political, Economic, Social, and Technologic (PEST) analysis may also be provided.
- 6.1.2.4 The chairperson will assign responsibilities to everyone in the group and allow for discussions and comments on the whole report. The self-evaluation process will be a collective reflection.
- 6.1.2.5 The group will collect and analyse all necessary data.
- 6.1.2.6 The group will gather feedback from the stakeholders (students, graduates, facilitators, course coordinators, support staff, external stakeholders, existing data) using questionnaire; interview, computer generated feedbacks of digital/virtual activities; and use of informal discussions.
- 6.1.2.7 There will be regular meetings among the group members to discuss progress and exchange views.
- 6.1.2.8 The group will work with the institution benchmark.
- 6.1.2.9 Key performance indicators will be used to measure progress.
- 6.1.2.10 One person will be assigned to compile the final report to allow for consistency in the style of presentation.
- 6.1.2.11 Self-evaluation exercise will be held every year in NOUN in the month of January and will last for a maximum of three weeks.

6.1.3 Self-Evaluation Report

The self-evaluation report is an important element in the review process. This presents concise finalisation of the whole self-evaluation process which will serve as the major document the audit panel will use in its work. The report will be assessed in terms of its readability, clarity, and comprehensiveness. Therefore, the self-evaluation report will include:

- 6.1.3.1 The description of all features relating to the activities in that department or faculty or directorate or centre or unit.
- 6.1.3.2 Listing of strengths, weaknesses and solutions for improvement and how shortcomings will be remedied. The specific action to be taken will be clearly stated indicating a clear timeline.
- 6.1.3.3 Analytical findings with evidence to show how the group arrived at its conclusions.
- 6.1.3.4 Report on each criterion of institution in the benchmark presented separately.
- 6.1.3.5 Summary of findings and proposed actions.
- 6.1.3.6 An annex which will show the template that outline specific issues in more details.

6.1.4 Nomination of Audit Panel Members

- 6.1.4.1 Upon submission of the self-evaluation report, between 3 to 5 Monitoring and Evaluation (M&E) Officers in the Directorate of Quality Assurance will be assigned to review the report under the coordination of the Director, QA.
- 6.1.4.2 The QA monitoring and evaluation officers will be staff that have received adequate training in Open, Distance and eLearning operations; with the job schedule being QA M&E.
- 6.1.4.3 Two reviewers may be recommended from the implementers of ACDE-QAAA Toolkit for approval by the Vice-Chancellor of NOUN to work independently using the ACDE-QAAA Toolkit in conjunction with NOUN template to evaluate the self-evaluation report. Their findings will be compared with the review of the university DQA.

- 6.1.4.4 NOUN shall also engage international experts as panel members to use the NOUN template and may be allowed to adjust the template where necessary.
- 6.1.4.5 To ensure objectivity of the reviewers and avoid possible conflicts of interest, reviewers will not have an affiliation with the various faculties, directorates, centres, and units especially during self-evaluation.
- 6.1.4.6 The review panel members will sign a non-disclosure statement. In this statement, the reviewers will declare that all information obtained during the process of the institutional audit remains confidential and will only be used for the work of the review panel internally and to inform the writing of the review report.

6.1.5 Site-Visit

- 6.1.5.1 To validate and substantiate the self-evaluation report findings, the review panel will embark on site-visit.
- 6.1.5.2 The audit panel/review panel members will visit the respective faculties, directorates, academic centres, study centres, and units. A study centre will be visited in each geographical zone making 6 study centres. Out of which four will be mega study centres and two will be community study centre. No repetition of study centre in the following year until all study centres have been visited.
- 6.1.5.3 During the visit, the review panel will conduct a series of interviews with different groups, scrutinise relevant documents and assess the environment and facilities.
- 6.1.5.4 The panel will conduct interviews with Deans, Heads of Departments, full-time academic staff, facilitators, administrative staff, Directorate of Learner Support Services, Study Centre Directors, Directorate of Management Information System (DMIS), Directorate of Information and Communication Technology, Directorate of Learning Content Management Systems (DLCMS), Directorate of Academic Planning, students, graduates, and employers. Telephone interviews may be used for employers.
- 6.1.5.5 The panel will prepare questions for the interview.

- 6.1.5.6 No formal presentation will be required from the interviewees. But they are to respond to the questions asked by the panel as contained in the prepared questions in a concise manner.
- 6.1.5.7 Between the interview session, the review panel will have some debriefing to discuss the main findings.
- 6.1.5.8 The review panel will be provided with a private meeting room to carry out their activities.
- 6.1.5.9 A list of interview attendees will be prepared and given to the review panel. The panel should avoid meeting the same person(s) more than twice in different interviews.
- 6.1.5.10 The interviewees will be encouraged to be open and be honest in their responses.

6.1.6 Audit Panel Report

- 6.1.6.1 The report will be generated from the self-evaluation report and the site visit.
- 6.1.6.2 The report will be evidence-based with appropriate information on the criteria for the institutional audit.
- 6.1.6.3 In each section of the report, the review panel will describe the situation, state the criterion, itemise the activities, itemise the major findings in the self-evaluation report, state the source(s) of evidence, explain the implications on student learning and delivery of universities services, provide recommendations and mode of implementation with timelines for improvement, and to conclude with a final statement.
- 6.1.6.4 The report is submitted to the Vice-Chancellor.

6.1.7 Audit Approval and Notification

- 6.1.7.1 The Senate or the Vice-Chancellor on behalf of Senate will scrutinise and approve the report. Where there is need for further explanation, the report will be referred to the review panel for further explanations. The review will only respond to the sections required for clarifications and re-submit to the Vice - Chancellor.

6.1.7.2 After approval by the Senate or the Vice-Chancellor, DQA will be notified through writing to monitor compliance and evaluation of the implementation.

6.1.8 Follow-up Procedure

6.1.8.1 Senate Committee on Quality Assurance will develop action plan for implementing the report approved recommendations.

6.1.8.2 DQA monitors implementation progression and provide feedback to the university Senate through the Vice-Chancellor.

6.2 Standards and Assessment

Standards as used here represents levels for determining achievement or performance. Therefore, the use of yes or no decision will not be accommodated in the audit. To allow for better comparability of the outcomes of NOUN institutional audit, the performance of the university academic and operational activities will be assessed based on each individual criterion (see Annex). Each criterion will be reviewed and assessed based on the rates in Table 1.

Table 1:

Rating	Level of Performance	Description
3	Criterion and indicators exceed expectation	Evidence for indicators is clear, appropriate, measures the criterion, demonstrates good practice, and appropriate for the programme or course.
2	Meets expectation	Evidence for indicators is clear and appropriate for the criterion or programme or course but there are some room for enhancement.
1	Expectations partially met	Evidence exists but needs to be presented more clearly and/or further developed.
0	Expectations do not meet at all	No evidence of the indicators exists or is present and not appropriate for the criterion or programme or course.
NA	Attribute does not apply	The indicators are not relevant to the criterion.

6.3 Criteria

This section provides information on the criteria that will be used in the process of NOUN quality audit. The criteria will be useful in:

1. providing clear guidelines for better understanding and evaluation;
2. guiding review teams in assessing the individual criteria during site-visit and writing the review report;
3. providing consistency of measure that will help NOUN take decision to improve academic and operational tasks.

The criteria for NOUN quality audit will address nine (9) areas:

1. Institutional Governance and Management
2. Teaching and Learning
3. Media and Technology
4. Learning Infrastructure and Facilities
5. Learner Support
6. Human Resources and Development
7. Collaboration, Partnerships, and Linkages
8. Research, Innovation, and Community Service
9. Quality Assurance

The criteria will be reviewed by Directorate of Quality Assurance (DQA) after the completion of first cycle of audits based on the feedback from the Deans, Directors, Heads of Departments, and review teams. This will be done to enhance the criteria set.

7.0 Policy Implementation

This template will be used for implementing the institutional periodic quality assurance audit.

Table 2: NOUN Institutional Periodic Quality Assurance Audit Template

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
1	Institutional Governance and Management	<p>1.1 There is clearly defined vision, mission, core values, and objectives.</p> <p>1.2 The structure of the vision and mission reflect the national and international demands and development.</p> <p>1.3 There is clear organisational chart guiding the management and communication in the institution.</p> <p>1.4 There is a structure for curriculum design, development, and review.</p> <p>1.5 There is policy guiding setting, conduct, evaluation schemes, moderation schemes (internal and external) for degree</p>	<p>1. The vision, mission, objectives, core value, and philosophical statements, are seen in NOUN ODeL policy, the university website, students' handbook, etc.</p> <p>2. The university organogram and document showing operational procedure including the middle managers (Deans and Directors, Faculty Board, and Senate committees).</p> <p>3. Policy document on communication and mentorship procedure in the university.</p> <p>4. Policy document on curriculum design, development, and review.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>examination and issuance of results.</p> <p>1.6 There are adequate facilities in place to support the academic programmes.</p> <p>1.7 Staff are involved in the decision-making process and in general administration.</p> <p>1.8 There is institutional academic brief guiding all operations in the university.</p> <p>1.9 There is a mechanism in place that helps coordinate different activities in the institution through the middle level managers and committees.</p> <p>1.10 There is an enabling environment for the development and implementation of policies, planning, administration, allocation of resources, and infrastructure in accordance with strategic objectives of the institution.</p>	<p>5. Policy documents on setting, conduct, evaluation schemes, moderation schemes (internal and external) for degree examination and issuance of results.</p> <p>6. Policy document and physical evidence of facilities such as library (with adequate sitting capacity, lending policy, digital library, books, journals and related facilities for all programmes), usable floor areas in m² for offices, examination halls, laboratories, workshop.</p> <p>7. Library acquisition policy, professional, and compliance.</p> <p>8. Physical evidence of health facilities for staff and students.</p> <p>9. NOUN Academic brief.</p> <p>10. Staff handbook/conditions of service</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>1.11 The management provides strategic and leadership support.</p> <p>1.12 There is clear policy for recruitment, retention, dismissal and welfare.</p> <p>1.13 There is clear policy on admission, retention, and graduation of students.</p> <p>1.14 There is policy for probation, expulsion, and withdrawals.</p> <p>1.15 There is policy guiding the institutional financial procedures in compliance with the national and regulatory bodies requirements.</p> <p>1.16 The university management is responsible for administrative matters, finance matters, infrastructure, staff recruitment, retention, dismissal, and welfare.</p> <p>1.17 There is policy for financial support for learners which may include scholarships, fees, and reimbursements.</p>	<p>11. Policy document on staff working environment (physical and virtual) which must be such that will help to meet the job description of staff.</p> <p>12. Policy document showing the criteria for recruitment selection and motivation for staff.</p> <p>13. Policy on admission, retention, and graduation of students.</p> <p>14. Existing policy in hard or soft copy and available to students.</p> <p>15. Institutional policy on grading system and requirements for graduation.</p> <p>16. Reports on student data and learning analytics showing enrolment and graduation outputs.</p> <p>17. Institutional policy on students' guidance and counselling.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>1.18 Grading system and requirements for graduation are well defined.</p> <p>1.19 Students' data and learning analytics are adequately captured to improve learning and delivery.</p> <p>1.20 There is budgetary allocation for the various activities supporting student learning.</p> <p>1.21 There is institutional policy on student guidance and counselling.</p> <p>1.22 There is a table showing the recurrent income and expenditure by school or faculty or department in three years preceding the current year. This is classified as sources of funds (university's budgetary allocation to faculty, department etc; consultancy; voluntary public supports; seminar fees; tuition fees where applicable, others – specify), Academic year and amount in naira; cost category</p>	<p>18. Credit transfer policies.</p> <p>19. Policy on institutional financial procedure.</p> <p>20. Policy on Monetary Retirement of Advances for Staff.</p> <p>21. Policy document on university administration and management.</p> <p>22. Policy document for learners' financial support.</p> <p>23. List of learners that have benefited from the financial support policy for learners.</p> <p>24. Policy on faculty, directorate, study centre and unit budget and utilisation.</p> <p>25. A table showing the recurrent income and expenditure by school or faculty or department in three years preceding the current year. This is classified as sources of funds (university's</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>(staff salaries, staff development, library materials, laboratory equipment, studio equipment, office/facilitation infrastructures, maintenance, supplies/training consumables, vehicles maintenance, utility services, research, others – specify) mapped against year as provision and actual expenditure. This is presented for three previous years.</p> <p>1.23 There is a table explaining capital funds showing provision and expenditure.</p> <p>1.24 There is classification of assets and liabilities for the school, faculties, departments, directorates, and units.</p> <p>1.25 There is report of financial appraisal for recurrent expenditure indicating the expenditure per annum per learner in the school, faculties, departments, directorates, and units.</p>	<p>budgetary allocation to faculty, department etc; consultancy; voluntary public supports; seminar fees; tuition fees where applicable, others – specify), Academic year and amount in naira; cost category (staff salaries, staff development, library materials, laboratory equipment, studio equipment, office/facilitation infrastructures, maintenance, supplies/training consumables, vehicles maintenance, utility services, research, others – specify) mapped against year as provision and actual expenditure. Presented for three previous years.</p> <p>26. A table explaining capital funds by category (expansion of physical facilities – list them, and digital hardware – list them), year and classified as provision and expenditure for three years.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>1.26 Utility services are provided for operations.</p> <p>1.27 There is established student welfare.</p> <p>1.28 Students' academic atmosphere is well defined and communicated to stakeholders.</p> <p>1.29 There is a directorate for quality assurance.</p> <p>1.30 Staff are trained on quality assurance implementation.</p>	<p>27. List of assets and liabilities by school, faculty, department, directorate, and unit.</p> <p>28. Report of financial appraisal for recurrent expenditure indicating the expenditure per annum per learner in the school, faculties, departments, directorates, and units.</p> <p>29. Availability and stable supply of utilities such as water, light,</p> <p>30. Policy and reports on student welfare activities showing cases of how students' academic grievances were handled and student academic advising procedure.</p> <p>31. Policy on academic atmosphere with evidence of implementation e.g. LMS and the activities.</p> <p>32. Document on Quality Assurance Policies, Processes, and Procedures.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
			33. Video clips/photos, reports, and list of attendance of staff trained on institution QA policy implementation in the past three years.				
2.	Teaching and Learning	<p>2.1 The academic programmes are justified through the report from the need assessments.</p> <p>2.2 Learners' characteristics are clearly defined.</p> <p>2.3 Students and staff workload are clearly stated and implemented.</p> <p>2.4 The programme and discipline workload of staff are clearly stated and implemented.</p> <p>2.5 The programme objectives are clearly stated and relevant to learners needs, social needs and the needs of the labour markets nationally and internationally.</p> <p>2.6 The programme objectives reflect the vision and mission of the university.</p>	<p>1. Reports of need assessment of programmes.</p> <p>2. Yearly reports on learners' characteristics and the implications on academic programmes.</p> <p>3. A workload table of students per semester per programme showing course code, course title, pre-requisite, contact hours per week (showing hours for self-study, facilitation – asynchronous and synchronous, practical), and total week load in hours.</p> <p>4. Programme and discipline workload of staff showing course code, course title, pre-requisite, no of students taught, staff contact hours for facilitation (showing, hours for pre-facilitation preparation,</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>2.7 The general and specific skills of the programme are clearly stated and reflected in the programme objectives and design.</p> <p>2.8 The programme/curriculum design shows the team (SMEs, IDs, Industry, Professionals, learning technologists, learners), curriculum intent or purpose, target audience, learners' characteristics, and content mapping.</p> <p>2.9 Curriculum development shows the content structure, course description, reviewed and evaluation techniques, and method of deployment for course design and development.</p> <p>2.10 The required resources and learning environment are shown in the programme design.</p> <p>2.11 Credit units are commensurable with the required learners' hours of study including facilitation.</p> <p>2.12 All courses are well articulated for learning using the</p>	<p>asynchronous and synchronous facilitation), and practical.</p> <p>5. NOUN Policy on programme design & development.</p> <p>6. Samples (at least five) of programme design and development in specific programmes.</p> <p>7. NOUN policy on course design and development.</p> <p>8. Samples (at least five) of course design and development in specific courses.</p> <p>9. Course table of specification in at least five courses.</p> <p>10. Gender evaluation rubric.</p> <p>11. Policy on student creativity and innovation.</p> <p>12. Report on gender evaluation rubric for course development.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>course design and development technique.</p> <p>2.13 Course and unit learning outcomes are clearly stated.</p> <p>2.14 The courses are chunked into modules and units.</p> <p>2.15 The modules are representation of major themes or topics or major concepts.</p> <p>2.16 The module topics are derived from the course learning outcomes.</p> <p>2.17 The units are derived from the modules learning outcomes. Therefore, the module topic or title is broken down into units in a module.</p> <p>2.18 The courses are designed for interactivity and learning engagement.</p> <p>2.19 There is table of specification for each course which include units, learning outcomes, prior learning, learning activities, sub-units,</p>	<p>13. National Universities Commission (NUC) benchmark.</p> <p>14. NOUN policy document on programme and course review.</p> <p>15. Samples of reviewed course materials, at least five (5) must be presented and accompanied with a document to show the improvement made on the old materials. Also, present the old copies of the course materials.</p> <p>16. Senate Approval of the Outline Programme Proposal (OPP)</p> <p>17. Senate Approval of the Detailed Programme Proposal (DPP). There must be separate approvals for OPP and DPP.</p> <p>18. Reports on evaluation of learner and learning support services in the past three years.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>learning resources, pedagogy, formative assessment type, and expected study time.</p> <p>2.20 Due consideration is given to the different learning needs of male and female learners.</p> <p>2.21 The content delivery structure gives opportunity for learners' creativity and innovation.</p> <p>2.22 The courses listed in the national benchmark are well articulated into the programme design and development.</p> <p>2.23 Students' feedbacks, facilitators' feedbacks, learning analytics, changes in labour force, technology and society guide the review of courses.</p> <p>2.24 The programme design and development are presented to the university senate for approval before the commencement of programme with the use of Outline Programme Proposal (OPP) and Detailed Programme Proposal (DPP). The faculty</p>	<p>19. Department and faculty board minutes of meeting showing how the recommendations from the compliance and evaluation report were implemented.</p> <p>20. The university LMS and its functionality for interactive learning.</p> <p>21. Policy document on assessment.</p> <p>22. Internal and external moderated question papers including the moderators' reports for the past three years.</p> <p>23. External examiners' report on students' research and defence for the past three years.</p> <p>24. Past question papers and marking guide for TMAs and examinations for year one and final year. One paper per course per semester for the past three (3) years. If</p>				

S/N	Criteria	Indicators	Evidence	Score	Strength	Weaknesses	Comments for improvement
		<p>receives approval on OPP before the presentation of DPP.</p> <p>2.25 The virtual learning environment (LMS) is accessible and interactive.</p> <p>2.26 In learner assessment and evaluation:</p> <ul style="list-style-type: none"> • There are formative and summative assessments. • The question items are aligned with the learning outcomes. • There is a process for tracking and documenting learner's performance. • NOUN ensures security of assessment processes. • The integrity of assessment is ensured by: <ul style="list-style-type: none"> ✓ adequate coverage of the syllabus. 	<p>automated, access should be given to the reviewers to view.</p> <p>25. Policy on continuous assessments – TMA, Assignments, peer review etc.</p> <p>26. Policy on examination malpractice for learners and staff.</p> <p>27. Reports on Quality assessment of learning:</p> <ul style="list-style-type: none"> • Adequacy of coverage of the syllabus content. • Students answers to various questions. • Practical work, continuous assessment, and degree project. • Level of readiness for the level of manpower he/she is being trained for. • External moderation scheme. <p>28. Report on examination malpractice in the past three years.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<ul style="list-style-type: none"> ✓ quality of learners' answers to the various questions. ✓ quality of practical work, continuous assessment, and degree projects. ✓ level of learners' readiness for the level of manpower they are trained for. ✓ subjecting the questions to internal and external moderations, ✓ informing learners about the ethical practices and code of conduct in TMA's, examinations, 	<p>29. Samples of marked scripts to include manual marking, automated and semi-automated.</p> <p>30. Plagiarism policy on learners' examination scripts.</p> <p>31. Policy on conference marking (in-person and electronic).</p> <p>32. Policy on examination invigilation and supervision (in-person and virtual).</p> <p>33. Policy on Moderation of Examination Papers.</p> <p>34. Policy on External Examiners and Moderation.</p> <p>35. Rubric on scoring authentic assessments.</p> <p>36. Policy document on mode of assessment and evaluation.</p> <p>37. Facilitation timetable including the names of facilitators.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>and authentic assessments.</p> <ul style="list-style-type: none"> • There is policy guiding examination. • malpractice of learners and staff. • Method of assessment is fair, transparent, and consistent. • The mode of assessment is clear to learners and examiners. • Grading system is objective by using rubrics and marking guides. • The marking system – fully automated, manual marking (online – semi automated and in-person) is clear to learners and examiners. <p>2.27 There is specified time for programme and course review.</p> <p>2.28 The course delivery process is evaluated for improvement.</p>	<p>38. Learning analytic report for the last three years.</p> <p>39. Outcomes on learning improvement using the learning analytic reports.</p> <p>40. Academic Calendars for the past three years.</p> <p>41. Policy for learners with special needs.</p> <p>42. Available facilities for learners with special needs.</p> <p>43. Policy on programme and course management.</p> <p>44. Report on stakeholders' feedback – learners, facilitators, examiners (those developing test items and markers), graduates, employers.</p> <p>45. Record of personal data of teaching staff by programmes and courses, showing name, rank/designation, salary scale, date of first appointment, qualifications</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>2.29 Compliance, monitoring and evaluation of learner and learning support services is strategically carried out.</p> <p>2.30 Students' progress is monitored and evaluated for continuous improvement.</p> <p>2.31 The level of students' creativity and innovation is assessed for impact.</p> <p>2.32 The quality of learning activities is evaluated to determine the impact in students learning.</p> <p>2.33 The relevant and quality of learning resources is assessed.</p> <p>2.34 The mode of assessment and evaluation is defined and guided by its policy.</p> <p>2.35 There is policy on student admission, retention, and graduation.</p>	<p>showing dates obtained and specialisation, member of professional association, number of publications, post qualification work/teaching experience and date, post held and the organisation, course/subject taught, virtual facilitation load per week and hours, number of programmes developed or review per year, number of courses developed or review per year, number of courses coordinated per year, administrative responsibilities/extracurricular activities, staff employment status (fulltime/tenure/permanent, sabbatical, part-time e.g. facilitators, adjunct, part-time/visiting)</p> <p>46. Academic departments employer's rating report for graduates to be presented in a table showing S/N, years of graduation, name of graduates, programme, name of employers or universities attended by graduates,</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>2.36 There is existence and compliance with academic calendar.</p> <p>2.37 There is policy for learners with special needs.</p> <p>2.38 There are adequate facilities to cater for learners with special needs.</p> <p>2.39 There is a process in place for managing programmes and courses.</p> <p>2.40 There is mechanism for receiving feedback on learning activities.</p> <p>2.41 Students with outstanding performance are rewarded through given of badges in the course, commendation from the university management, awards for start-ups and price awards.</p> <p>2.42 There is record of personal data of teaching staff by programmes and courses, rank/designation, salary scale, date of first appointment, qualification showing dates</p>	<p>appointment, summary of employer's remark. This is presented for the last three years.</p> <p>47. Record of teaching staff turnover in a table showing staff designation, staff ID number, salary scale, number of resignations or dismissals in the three proceeding years, and reason for resignation or dismissal.</p> <p>48. Employer rating report of students after SIWES, Internship, teaching practice, practicum, etc in a table form to show student name, programme of study, duration of stay in the organisation, expected skills, skill demonstrated or mastered, logbooks, practical work, and general comment of employer/supervisor with name, stamp and date. This should be presented for each student at least 20 in the past three years. Where it is automated, the reviewers</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>obtained and specialisation, membership of professional association, number of publications, post qualification work/teaching experience and date, post qualification work/teaching experience and date, post held and the organisation, course/subject taught, virtual facilitation load per week and hours, number of programmes developed or review per year, number of courses developed or review per year, number of courses coordinated per year and administrative responsibilities/extracurricular activities used for planning and monitoring achievements of learners.</p> <p>2.43 There is record of laboratory staff by rank/designation, date of first appointment, qualifications obtained with dates, membership of professional association with date, and duties performed, or courses facilitated used for planning and monitoring achievements of learners.</p>	<p>should be given access to view.</p> <p>49. Employer rating of graduates of programme by year of graduation, name of graduates, programme, name of employers or university attended by graduate, appointment, and summary of employers' remark.</p> <p>50. Record of laboratory staff by rank/designation, date of first appointment, qualifications obtained with dates, membership of professional association with date, and duties performed, or courses facilitated.</p> <p>51. Record of administrative non-teaching staff disposition in faculties, departments, schools, study centres, academic units and directorates classified by name, rank/designation, qualification, area of specialisation, salary scale, first date of appointment, qualification obtained with</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>2.44 There is record of administrative non-teaching staff disposition in faculties, departments, schools, study centres, academic units and directorates classified by name, rank/designation, salary scale, first date of appointment, qualification obtained with date, post qualification work experience, current duties, and remarks for planning and monitoring academic achievement of learners.</p> <p>2.45 Workload of academic staff are classified by course level, number of students assigned, coordination of the number of courses, number of courses for facilitation, contact hours assigned for synchronous and asynchronous facilitations, weekly synchronous, asynchronous, practical, and contact hours.</p> <p>2.46 There are adequate facilities for teaching and learning.</p>	<p>date, post qualification work experience, current duties, staff employment status (fulltime/tenure/permanent, sabbatical, part-time).</p> <p>52. NOUN policy on the duties of academic staff.</p> <p>53. Policy on academic staff workload.</p> <p>54. Academic and non-teaching staff files at the headquarters. Where it is automated, the reviewers should be given access to view.</p> <p>55. List of students by faculty, department, programme, and their files. Where it is automated, the reviewers should have access to view.</p> <p>56. Students' handbook(s) – electronic and/or text.</p> <p>57. Students' projects in the library (in text and/or digital).</p> <p>58. A table showing available facilities (facilitation rooms,</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>2.47 There is provision for Finance: Recurrent Income and Expenditure.</p> <p>2.48 There is provision for capital funding.</p> <p>2.49 The assets and liabilities are clearly stated.</p>	<p>examination halls, library, laboratory, studios, administrative offices, workshops, digital facilities)</p> <p>by average area of room in square meter, number of students that can be accommodated, expansion prgorammes in any (additional facilities, year started, and year completed)</p> <p>59. Department recurrent income and expenditure for five years preceding the day of audit by academic year, and cost categories.</p> <p>60. Department capital funds: provision and expenditure shown in a table by category and year (provision and expenditure) for five years.</p> <p>61. List of assets and liabilities.</p> <p>62. List of principal tools, software, instruments, and equipment available in a table by item no, description of items, quantity in stock</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
			(usable items only), purpose of use, and remarks.				
3	Media and Technology	<p>3.1 There is digital policy which covers ICT, MIS, and LMS. The planning, acquisition, deployment, maintenance, and the use of appropriate technologies are well spelt out in the document.</p> <p>3.2 The university definition and its digital policy is used to measure the impact of media and technology required to support academic and operational tasks in the university.</p> <p>3.3 There is robust data centre that housed all institutional data.</p> <p>3.4 There is robust structure and software for cyber security to safeguard institutional data and information.</p> <p>3.5 There is up-to-date software for design, development, and delivery of learning.</p>	<p>1. NOUN digital policy.</p> <p>2. Evaluation report on the impact of media and technology on academic and operational tasks in the university.</p> <p>3. NOUN data centre.</p> <p>4. Policy on cyber security.</p> <p>5. Available infrastructure for content creation and delivery.</p> <p>6. List of software for design, development and delivering of learning.</p> <p>7. The digital library showing levels of access to learners and staff and its robustness in resources in the various programmes.</p>				

S/N	Criteria	Indicators	Evidence	Score	Strength	Weaknesses	Comments for improvement
		3.6 The digital library is well equipped and easily assessed.					
4	Learning Infrastructure and Facilities	<p>4.1 There is furnished staff offices at the HQs and study centres.</p> <p>4.2 There are adequate water system toilets for staff and students.</p> <p>4.3 There are boardrooms at the study centres and HQs for meetings.</p> <p>4.4 There are adequate virtual facilitation rooms at the study centres for students who cannot afford personal computers and internet.</p> <p>4.5 There are effective internet facilities to support student learning both at study centres and headquarters.</p> <p>4.6 The e-examination halls are well equipped with computers, internets, other digital support, tables and chairs, and well-ventilated for the number of users.</p>	<p>1. Physical Facilities:</p> <ul style="list-style-type: none"> ○ Central library <ul style="list-style-type: none"> ✓ Library opening hours. ✓ Lending policy in library for students and staff. ✓ List of journals and related facilities for general reading, general education, degree programmes and programmes to be accredited. ✓ Organisational chart showing the organisation of the library. ✓ Professional services offered by the library. ✓ Library budgetary allocation and expenditure on library services 				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>4.7 The pen-on-paper examination halls are adequate with suitable tables, chairs, ventilation, lightening, and air conditioners/fans.</p> <p>4.8 There are well equipped computer rooms with a minimum of 50 pieces of computers wired with internet to support students' who do not have access to personal computer or internet in doing their assignments. The number of computers may be less than 50 depending on the population size of the study centre.</p> <p>4.9 There are digital library rooms at the study centres to support students.</p> <p>4.10 Electricity is provided at both the headquarters and study centres through national power generation or local generator or solar.</p> <p>4.11 There are physical laboratories, at least, one in each geopolitical zone in the country.</p>	<ul style="list-style-type: none"> ○ e-Facilitation Rooms at the Study Centres ○ In-person examination rooms at the study centres. ○ Sickbay at the study centres ○ Available power generating machines. ○ Available solar systems for power generation. ○ Available national power generation. <p>2. Usable office and examination hall floor area in m²</p> <p>3. Digital Facilities:</p> <ul style="list-style-type: none"> ○ High internet bandwidth ○ Internet wired environment at the HQs and Study Centres ○ Digital library ○ Staff and student access to digital library. ○ List of digital journals and related facilities 				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>4.12 There are well equipped virtual rooms for staff facilitation at the headquarters.</p> <p>4.13 There are well equipped recording studios for learning at the headquarters.</p> <p>4.14 Each senior staff has at least a desktop computer in the office.</p> <p>4.15 There are adequate parking lodge at the study centres and headquarters with adequate provision for those with special needs.</p> <p>4.16 There is a designated place for environmental staff to keep their cleaning accessories without littering them around the premises and is situated in a non-conspicuous area within the premises.</p> <p>4.17 There is special walkway, sitting arrangements, learning support, and work support to cater for those with special needs.</p>	<p>for general reading, general education, degree programmes and programmes to be accredited.</p> <ul style="list-style-type: none"> ○ Student digital learning environment <p>4. List of available Utility services such as:</p> <ul style="list-style-type: none"> ○ water, light, toilets ○ waste management – collection, transportation, and disposal of solid and recycling. ○ Ventilation, and Air Conditioning in the offices, facilitation, and examination halls. ○ Emergency Services – fire and ambulance services. ○ Sewage and drainage services <p>5. List of laboratories and workstations (physical and virtual) and their uses including incubation centres.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>4.18 There is provision of water for utility maintenance.</p> <p>4.19 There is provision for physical safety safeguard for both staff and students including those with special needs.</p> <p>4.20 There are physical security measures to protect students, staff, and other resources.</p> <p>4.21 There are procedures for the maintenance of both physical and digital infrastructures.</p> <p>4.22 There is a table summary of physical facilities available at the study centres supporting learning classified into type of facilities e.g. online facilitation rooms, number available, average area of room/studio etc in sq., number of learners each room can accommodate, number of rooms jointly used with other departments, expansion of programme if any (show additional facilities, year started, and year of completion), and total facilities that will be</p>	<p>6. Suitability of staff offices, furniture and equipment for work.</p> <p>7. Stores/warehouse for housing equipment and materials including environmental maintenance equipment.</p> <p>8. Available learning infrastructure for those with special needs including parking lodge and walkways.</p> <p>9. Policy on physical security of staff, students, and equipment.</p> <p>10. Table summary of physical facilities available at the study centres supporting learning classified into type of facilities e.g. online facilitation rooms, number available, average area of room/studio etc in sq., number of learners each room can accommodate, number of rooms jointly used with other departments, expansion of programme if any (show additional facilities, year started, and year of</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>available to departments when expansion work is completed.</p> <p>4.23 There are lists of principal tools, machines, instruments, and equipment available in each academic department by their functions. Examples of such could be recording studio, chemistry laboratory etc.</p>	<p>completion), and total facilities that will be available to department when expansion work is completed.</p> <p>11. Lists of principal tools, machines, instruments, and equipment available in each academic department by their functions. Examples of such could be recording studio, chemistry laboratory etc. The list is presented in a table form showing item number, description of items, quantity in stock (usable items only), and remarks.</p>				
5	Learner Support	<p>6.4 There is policy on learner support system – academic, administrative, social, and finance.</p> <p>6.5 There is policy on the establishment of study centres.</p> <p>6.6 There is academic support in:</p>	<p>1. Policy on Digital Counselling</p> <p>2. Policy on Study Centres' Operations</p> <p>3. Policy on Administrative and Social Support for Students</p> <p>4. Policy on (Information Advice and Guidance Delivery) IAG</p> <p>5. Policy for Learners with Special Needs in NOUN</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<ul style="list-style-type: none"> • virtual orientation and induction for learners. • synchronous and asynchronous facilitation. • virtual facilitation class size. • flexibility level in the virtual class. • Self-assessment exercises. • Peer-support through chats, discussion forums, breakout group work in virtual live sessions. • Integration of instructional videos into course text contents. • Individual support for learners. • facilitators' feedback. • timely feedbacks on request and enquires. • academic counselling. • monitoring progression and completion rates of learners. • technical support for learning. • tracer study. 	<p>6. Policy document on the establishment of study centres.</p> <p>7. Policy on the induction of new students</p> <p>8. Student induction clips of not more than 3 minutes each for three years.</p> <p>9. Evaluation reports on learner support in the past three years.</p> <p>10. Report of performance of the use of e-ticketing in the past three years.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>6.7 There is social support for learners in:</p> <ul style="list-style-type: none"> • personal counselling • psychological counselling <p>6.8 There are mechanisms for handling learners' academic grievances.</p> <p>6.9 Learners receive academic advising through the study centres, heads of department, servicing directorates, and counsellors. This is done either in-person or digitally using text-messages, emails, phone calls, and designated platform accessed by the learner through his/her portal.</p>					
6	Human Resources and Development	6.1 There is policy on staff requirements for academics, administrative staff, technologists, counsellors, media and publicity personnel, copy editors, data analysts, security personnel, transport	<ol style="list-style-type: none"> 1. Policy document on staff requirements/recruitment. 2. Minutes of meeting and other documentary evidence on staff recruitment, retention, dismissal, motivation, development, and training. 				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>support personnel, environmental staff, etc.</p> <p>6.2 Process on staff recruitment, retention, promotion, dismissal, welfare/motivation, development, and training is as stated in the staff conditions of service.</p> <p>6.3 There is a process for job descriptions, job enrichment, and job enhancements.</p> <p>6.4 There is a guideline for distribution and utilisation of human resources.</p> <p>6.5 Human resources management system is robust.</p> <p>6.6 Newly recruited staff receive induction for new staff.</p> <p>6.7 Staff workload and performance are clearly defined.</p> <p>6.8 There is defined staff-learner ratio.</p>	<p>3. Documentary evidence for job description, job enrichment, and job enhancements.</p> <p>4. Policy document on distribution and utilisation of human resources.</p> <p>5. Staff condition of service for senior and junior staff.</p> <p>6. Criteria for staff promotion.</p> <p>7. Robust Management Information System for learning delivery, staff management and communication.</p> <p>8. Video clips and list of attendance on induction of newly recruited staff for the past three years.</p> <p>9. Policy document on staff workload.</p> <p>10. Policy document on staff-learner ratio.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>6.9 Quality and outstanding performance is recognised for reward for all categories of staff.</p> <p>6.10 There is record for staff turnover categorised into academic, none-teaching, technical etc showing number on payroll, salary scale, number of resignations or dismissals in the preceding three years, and reasons for resignation or dismissal. The record is used for planning.</p> <p>6.11 The university trains and sponsors staff training.</p>	<p>11. Record of staff turnover in NOUN in the preceding three years.</p> <p>12. List of academic and non-teaching staff that have benefited from staff development scheme for the past three years.</p>				
7	Collaboration, Partnerships, and Linkages	<p>7.1 There are clearly defined criteria for institutional partnership and collaboration with similar institutions and industries at national and international levels.</p> <p>7.2 NOUN collaborates and partners on academic and operational tasks.</p> <p>7.3 The procedure for monitoring and evaluating effectiveness of</p>	<p>1. Collaboration and partnership policy.</p> <p>2. Regional policy on collaboration.</p> <p>3. Policy on academic linkages</p> <p>4. Staff and student exchange policy.</p> <p>5. Advancement policy,</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>the collaboration are clearly defined.</p> <p>7.4 There is evidence of academic department cooperation with other programmes, disciplines, institutions of learning, research institutions, and industries in the last three (3) years.</p>	<p>6. policy on course adoption and adaptation.</p> <p>7. List of partnerships and collaboration NOUN has been involved in the past three years.</p> <p>8. Reports on the achievements of partnership and collaboration on academic and operational tasks in NOUN.</p> <p>9. Reports of linkages and collaborations of academic department cooperation with other programmes, disciplines, institutions of learning, research institutions, and industries in the last three (3) years.</p>				
8	Research, Innovation, and Community Service	<p>8.1 There is process on how staff and students should conduct research.</p> <p>8.2 There is policy guiding the intellectual property of creativity and innovation.</p>	<p>1. NOUN research policy.</p> <p>2. NOUN policy on research and publication.</p> <p>3. Intellectual property and procedure policy.</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>8.3 There is report from academic departments showing multidisciplinary (transdisciplinary) research and collaboration of staff and students with other institutions within and outside the country.</p> <p>8.4 There is evidence of research funding by the university and the quantum of research grants won by each academic department.</p> <p>8.5 There is evidence of funded research outputs.</p> <p>8.6 There is academic departments evidence of engagement, community development and impacts.</p>	<p>4. NOUN policy on plagiarism.</p> <p>5. Policy on research ethics.</p> <p>6. Policy on creativity and innovation for students and staff.</p> <p>7. NOUN research policy for undergraduate and postgraduate programmes.</p> <p>8. There is a directorate managing institutional research activities and they ensure compliance in the implementation of the research findings.</p> <p>9. List of research funded by the university and the quantum of research grants won by each academic department.</p> <p>10. Reports from academic departments showing multidisciplinary (transdisciplinary) research and collaboration of staff and students with other institutions within and outside the country. This includes, at</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
			<p>least, one educational project/research that the programme has created to serve the host community.</p> <p>11. Academic department list of publications made in reputable local and international journals by academic staff in the last three (3) years.</p> <p>12. Reports of academic department evidence of engagement, community development and impact.</p>				
9	Quality Assurance	<p>9.1 Quality assurance (QA) system is embedded in all levels of the institution to promote quality.</p> <p>9.2 There are criteria and standards for monitoring and evaluating the institutional systems.</p> <p>9.3 The QA policy is reviewed regularly to incorporate changing processes and procedures.</p>	<p>1. NOUN Quality Assurance Policies, Processes, and Procedures.</p> <p>2. Sample for writing Standard Operating Procedure (SOP).</p> <p>3. Samples of SOP in some activities in the university.</p> <p>4. NOUN quality assurance tool for monitoring compliance of Standard Operating Procedure (SOP).</p>				

S/ N	Criteria	Indicators	Evidence	Score	Strength	Weaknes s	Comments for improvement
		<p>9.4 The quality assurance policy is communicated through workshops, print, and electronic and publications to staff, students, and stakeholders.</p> <p>9.5 The directorate of quality assurance monitors compliance of Standard Operating Procedures (SOPs) at the end of every semester.</p> <p>9.6 The quality assurance officers are qualified for their roles.</p> <p>9.7 Embarks on QA institutional audit every January.</p> <p>9.8 The institutional review is carried out every two (2) years.</p>	<p>5. Reports on compliance, monitoring, and evaluation in the past three (3) years.</p> <p>6. NOUN tracer study policy.</p> <p>7. Monitoring and Evaluation reports in the past three (3) years.</p> <p>8. Outcomes of implementation of evaluation reports on improvement of activities.</p> <p>9. Reports on QA workshops and trainings in the past three (3) years.</p> <p>10. List of quality assurance officers to show name, qualifications, and training received (internal or external).</p> <p>11. Reports of institutional audit in the last three (3) years.</p> <p>12. Policy on Institutional Periodic Review.</p>				

8.0 Sanctions on Violating this Policy

There is penalty for any staff that fails in his/her duties in ensuring a successful self-evaluation of academic and operational tasks. Such staff will be denied the next promotion year following the audit period or be denied three months' salary, suspension from duty that may last one year, being released from the university services, being released from holding administrative position as may be decided by the University Management following the recommendation of the University Disciplinary Committee.

9.0 Policy Alignment

This policy aligns with:

9.1 NOUN Quality Assurance Policies, Processes, and Procedures

9.2 NOUN Open Distance and eLearning (ODEL) Policy

Team of Developers

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