



## National Open University of Nigeria

Policy Title	NOUN Quality Assurance Policies, Processes, and Procedures
Policy No:	NQSA/POL/IGM/009
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

The National Open University of Nigeria (NOUN) is committed to strengthening its position as the leading provider of liberalised access to higher education and lifelong learning without distinction of race, creed, gender, age or political conviction, and special learning needs as provided for in the university's Act. No. 6 of 1983 and reaffirmed in Act. No. 19, 2018.

The university strives for its provisions to be characterised by excellence and innovation in teaching and learning, research and scholarship, community engagement, partnerships, and collaboration in response to changing national and global labour market needs, and underpinned by principles of lifelong learning, flexibility and learner-centredness. This is with the view to providing learners with a high-quality learning experience that equips them with a competitive advantage and the skills to contribute to national development (Strategic plan 2018 – 2023).

From inception, and in recognition of the important role that quality plays and the attendant issues associated with quality in open and distance learning systems, the institution aimed to employ critical assessment procedures for constant evaluation and review in its first strategic document (Blueprint and Implementation Plan 2002).

Currently, Quality Assurance at the National Open University of Nigeria (NOUN) takes the form of internal and external quality measures. Internal Quality measures compliance, monitor and evaluate the institutional activities for continuous improvement on service delivery. The external Quality Assurance measures comprise mainly periodic accreditation exercises by the national regulatory bodies, and the National Universities Commission (NUC). Also, the international accreditation bodies

and professional bodies are equally involved in the external quality measures in some of the academic programmes.

In order to achieve the university's strategic goals of (2002, 2018 – 2023), NOUN shall establish a Directorate of Quality Assurance who on behalf of the university shall adopt a systematic and comprehensive approach to assure the quality of the university systems and operations through the deployment of a robust quality assurance system that will promote a culture of quality through continuous improvement.

#### 1.1 Institutional Vision

To be regarded as the foremost university providing highly accessible and enhanced quality education anchored by social justice, equity, equality, and national cohesion through a comprehensive reach that transcends all barriers.

#### 1.2 Institutional Mission

To provide functional, cost-effective, flexible learning which adds life-long value to quality education for all who seek knowledge.

## 2.0 Purpose

Quality assurance and the continuous improvement of academic activities in the university are fundamental to the vision and mission of the university. The policy sets out the processes and procedures to support ongoing quality and improvement of institutional governance and management, teaching and learning, media and technology, teaching-learning infrastructure and facilities, human resources and development, collaboration and partnerships, research, innovation, and community service.

## 3.0 Scope

This policy applies to academic and operational tasks performed within the university.

## 4.0 Definitions

### 4.1 Quality:

#### 4.1.1 Fitness for purpose:

Is ensuring that educational provisions meet the vision (access, quality), mission (functional, cost-effective, flexible, lifelong learning), and strategic goals (equity, equality, social justice, national cohesion).

#### 4.1.2 Fitness of purpose:

Is ensuring that educational provisions meet national and international standards.

#### 4.1.3 Value for money:

Efficiency and effectiveness towards delivery with high competency.

#### 4.1.4 Transformation of Learners:

This is a positive change of learners at the completion of their study in NOUN. This is the core value which drives the institutional activities.

#### 4.2 Quality Assurance:

A continuous process of evaluating the quality of an institution's systems and through which the institution guarantees to itself and stakeholders that its teaching, learning, and other services are consistently of a certain standard of excellence.

#### 4.3 Institutional Practices:

Refer to all procedures, processes and systems by which the institution carries out its activities.

#### 4.4 Internal Quality Assurance:

A continuous process of self-assessment by which the institutional practices are monitored, maintained, and improved upon towards institutional excellence in service delivery and products. The goal is continuous self-improvement.

#### 4.5 External Quality Assurance:

A summative evaluation process by which an institution's programmes and practices are adjudged and accredited against a set of minimum standards and benchmarks. The goal is compliance and accountability.

#### 4.6 Accreditation:

Accreditation refers to the award of a status to an institution based on the application of a set of pre-defined standards. It is primarily an outcome of evaluation by a regulatory body which leads to public confidence in the institution's programmes and products.

#### 4.7 Internal Review:

A process of assessing and evaluating the capacity of an institution in terms of the efficiency and effectiveness of its processes in achieving its stated objectives and the quality of its outputs. They are carried out regularly as part of an institution's Internal QA mechanism for monitoring, maintenance, and continuous improvement (a.k.a. self-assessment or self-evaluation).

#### 4.8 Programme Review:

Programme review is a process of holistic appraisal of a course/programme and resources, with a view to ensuring its further improvement.

#### 4.9 Quality Control:

The process by which outcomes are assessed to determine whether they are of the prescribed standard.

#### 4.10 Quality Management:

Process of overseeing all activities and tasks required to maintain and facilitate a desired level of excellence in the institution.

#### 4.11 Quality Management Process:

Process of overseeing all activities and tasks required to maintain and facilitate a desired level of excellence in the institution.

#### 4.12 Quality Management System:

A system of clearly defined organisational structures, processes, responsibilities, and resources used to assure quality.

#### 4.13 Policy:

A set of documented principles and guidelines or a written statement which defines the position or strategy regarding the matter(s) the policy addresses. It provides direction, defines parameters, and expected practices, and drives processes and procedures in the institution. Compliance is required.

#### 4.14 Process

A structured set of activities designed to achieve a specific output. It involves taking inputs and turning them into outputs.

#### 4.15 Procedures

A set of ordered steps that specify how to perform an activity within a process to obtain a specified outcome or output. It must comply with all relevant policy and compliance is required.

#### 4.16 Assessment:

In the context of quality assurance, assessment is the process of identifying and ensuring that appropriate internal procedures are in place and operational and that outcomes of academic programmes and activities are in accordance with established standards.

#### 4.17 Audit:

Audit is a process of identifying and ensuring that appropriate internal quality assurance processes are in place and operational.

#### 4.18 Standard Operating Procedure (SOP):

This is a step wise process on how an activity is carried out in an organisation towards achieving a defined goal. A well-structured SOP helps to improve efficiency and for standardisation purposes. SOP serves as a guideline for routine tasks providing direction to achieving the set goal.

#### 4.19 Quality Compliance is how well completed tasks or activities meet the stipulated standards.

#### 4.20 Monitoring:

A continuous process of reviewing all activities to ensure sustainable quality.

#### 4.21 Evaluation:

Appraisal or assessment of the performance of the processes and procedures in achieving set standards for the purpose of continuous improvement.

#### 4.22 Monitoring and Evaluation:

This means ensuring adequate completion and assessment of processes and procedures in determining level of performance and identifying gaps for improvement.

#### 4.23 Stakeholders:

The stakeholders include agencies (government and private) that control tertiary institutions, students, staff, individuals, and groups that participate in or have responsibilities towards tertiary education in Nigeria.

#### 4.24. Output:

This refers to the products or services that result from an activity or intervention e.g. total number of students that enrolled in a cohort minus the number of students that graduated from that cohort.

#### 4.25 Outcome:

This is the short to medium term effect of an output. For example, increase in the number of graduates per year.

#### 4.26 Impact:

This is the long-term and broader effects of an outcome. For example, the degree or percentage of the number of graduates that are gainfully employed whether by someone or self-employed and their level of contribution to the society and economic development of the nation.

## 5.0 Principles

These policy principles are applied in NOUN:

- 5.1 The university is committed to monitoring and evaluation of academic activities for the purpose of improving on university programmes and processes.
- 5.2 The Directorate of Quality Assurance serves as a vital unit within the university, contributing to ongoing quality enhancement efforts through self-evaluation, and systematic reviews as stated in the Quality Assurance Approved Document by the University Council (17<sup>th</sup> June 2023}
- 5.3 NOUN emphasizes the development and utilisation of policies to guide all academic and operational activities.
- 5.4 Policies in NOUN provide standards to promote quality education that:
  - 5.4.1 meets the need of learners, employers, and society.
  - 5.4.2 integrates employability skills (specific and general) into learning.
  - 5.4.3 develops learners' innate abilities that will make them self-dependent.

- 5.4.4 demonstrates life-long learning.
- 5.4.5 is flexible and cost-effective.
- 5.4.6 is inclusive.
- 5.5 The processes and procedures for quality assurance are linked to the University Open Distance and eLearning (ODeL) Policy.
- 5.6 NOUN evaluates and improve the quality of student learning using admission rate, sex ratio, class size, student-teacher ratio, reception rate, transition rate, retention rate, student flow analysis, attrition rate, progression rate, internal efficiency, students and employers feedback reports, and reports of external assessors.
- 5.7 NOUN conducts systematic reviews of processes within the university which aims at maintaining and enhancing the quality, and efficiency of the tasks being performed. By analysing and evaluating existing processes, NOUN identifies areas for improvement and suggests appropriate measures to enhance their effectiveness.
- 5.8 In addition to internal self-evaluation, NOUN engages in external evaluations, which may involve inspections of other forms of assessment. The external evaluations help ensure that the outlined tasks and processes meet the expected standards and align with external benchmarks.
- 5.9 NOUN seeks external perspectives and feedback.
- 5.10 NOUN validates the quality and effectiveness of the university's programme and processes.

## **6.0 Policy Statements**

- 6.1 NOUN shall establish a directorate of quality assurance with the mandate to:
  - 6.1.1 Domestic national regulatory (NUC) and international higher education (HE) quality standards and benchmarks of ODL delivery in the university.
  - 6.1.2 Measure and report compliance with the standards and benchmarks by academic and support directorates.
  - 6.1.3 Define key performance indicators for assessment of operating units and directorates.

- 6.1.4 Prepare a yearly assessment report for review by the Senate and Council, to aid reinforcements and corrective actions.
- 6.1.5 Develop QA framework, QA toolkits, processes, and procedures for academic and operational service units and monitor the utilisation/implementation of same.
- 6.1.6 Monitor internal activities of academic and operational tasks for accreditation and evaluate the processes and procedures for continuous improvement on service delivery.
- 6.1.7 Monitor implementation of recommendations arising from internal and external evaluation.
- 6.1.8 Monitor global QA trends, synthesise new approaches informed by research in higher education, and advising the university accordingly.

## **6.2 Processes (Activities):**

In NOUN, quality assurance processes will be:

### **6.2.1 Institutional Governance and Management:**

- 6.2.1.1 The institution's vision, mission, and structures will reflect the national goals.
- 6.2.1.2 There will be transparency and efficiency in its governance and management.
- 6.2.1.3 The institution will provide the enabling environment for the development and implementation of policies, planning, administration, allocation of resources and infrastructure in accordance with strategic objectives of the institution.
- 6.2.1.4 The management will provide strategic and leadership support.
- 6.2.1.5 Guidance for recruitment and retention of qualified staff will be provided by the institution.
- 6.2.1.6 The university will establish institutional culture.
- 6.2.1.7 The university management will be responsible for administrative matters, finance matters, infrastructural



matters, staff recruitment, retention, dismissal, and welfare/motivation.

- 6.2.1.8 The middle managers will include the Deans, Directors, and Heads of academic and operational units.

## 6.2.2 Teaching and Learning

- 6.2.2.1 The policy on programme design and development will be used to monitor and evaluate the process.
- 6.2.2.2 The policy on course design and development will be used to monitor and evaluate the process.
- 6.2.2.3 There will be specified time for programme and course review.
- 6.2.2.4 The course delivery process will be evaluated for improvement.
- 6.2.2.5 Compliance, monitoring and evaluation of learner and learning support services will be strategically carried out.
- 6.2.2.6 Students' progress will be monitored and evaluated for continuous improvement.
- 6.2.2.7 The level of students' creativity and innovation will be assessed for impact.
- 6.2.2.8 Learning methodology will be assessed to evaluate the quality of teaching and learning.
- 6.2.2.9 The quality of learning activities will be evaluated to determine the impact in students learning.
- 6.2.2.10 The relevant and quality of learning resources will be assessed.
- 6.2.2.11 The mode of assessment and evaluation will be defined and guided by its policy.

## 6.2.3 Media and Technology:

- 6.2.3.1 The university's definition and its digital policy will be used to measure the impact of media and technology required to support academic and operational tasks in the university.
- 6.2.3.2 NOUN will ensure availability of required digital infrastructure to support academic and operational tasks. This will be assessed against the set standards.
- 6.2.3.3 The policy on digital infrastructure will be used to assess its impact in the university academic and operational tasks.

#### 6.2.4 Learning Infrastructure and Facilities:

Availability and usage of learning infrastructure and facilities will be assessed to determine the level of impact in learning.

#### 6.2.5 Human Resources and Development:

The Directorate of Quality Assurance will monitor and evaluate:

- 6.2.5.1 Staff requirements – academic, administrative, technologists, counsellors, media and publicity personnel, copy editors, data analysts, security personnel, transport support personnel, environmental staff, etc.
- 6.2.5.2 The process on staff recruitment, retention, dismissal, welfare/motivation, development, and training as stated in the staff condition of service.
- 6.2.5.3 The process on job descriptions, job enrichment, and job enhancements.
- 6.2.5.4 The guideline for distribution and utilisation of human resources.
- 6.2.5.5 The robustness of human resources management system.
- 6.2.5.6 Induction for new staff.
- 6.2.5.7 Staff workload and performance.

#### 6.2.6 Collaboration and Partnerships:

There will be monitoring and evaluation of collaboration and partnerships on:

- 6.2.6.1 the procedure for going into collaboration and partnership with universities, Open Distance and eLearning (ODEL) institutions, professional bodies, agencies, industrial sectors at both national and international levels.
- 6.2.6.2 impact of the collaboration and partnership on teaching and learning, research, and community development.
- 6.2.6.3 the Memorandum of Understandings (MOUs) guiding the collaborations and partnerships.

### 6.2.7 Research, Innovation, and Community Service

The following will be monitored and evaluated:

- 6.2.7.1 The process on how staff and students conduct research.
- 6.2.7.2 Levels of multidisciplinary research.
- 6.2.7.3 Efficiency of university financial support on research.
- 6.2.7.4 Relevance of thematic areas of research to the university and the nation.
- 6.2.7.5 Quality and impact of research.
- 6.2.7.6 Levels of research collaboration among staff within and outside the country.

## 6.3 Procedures:

NOUN procedures for ensuring compliance, monitoring and evaluation of the processes will be:

### 6.3.1 Results-based monitoring that will address:

- 6.3.1.1 Whether outputs are delivered as planned and, are sufficient to bring about the outcome and sustain the benefits envisioned.
- 6.3.1.2 The factors contributing to or impeding achievement of outcomes – This will necessitate monitoring the context, including economic, social and political factors. It involves tracking risks/assumptions during implementation to suggest adjustments in response to changes in these factors (mitigating risks). This can be hard to do systematically, and in some cases requires implementation staff to keep good notes about factors that arise that will help or hinder the implementation (e.g. a shortage of vehicle fuel; social unrest).

6.3.1.3 The lessons learned by the implementation team at all levels and could be drawn from the monitoring data.

6.3.1.4 The key questions for monitoring results shall include:

- a. Are the outputs being produced as planned?
- b. What is the quality of the outputs?
- c. Will the planned activities ensure that the output is produced?
- d. What additional or distinct actions are necessary to generate the outputs?
- e. What resources (inputs) are necessary to undertake these additional actions/activities and how do they compare with those planned?
- f. What are the issues, risks and challenges that need to be considered to achieve results at outcome and impact levels?
- g. Will the planned and delivered outputs continue to be relevant for the achievement of outcomes?
- h. Are the envisioned outcomes still relevant and effective for achieving the impact?
- i. What are the lessons learned?

6.3.2 The general criteria to consider in evaluation shall be:

6.3.2.1 **Relevance.** This looks at the extent to which an academic programme and its intended outputs and outcomes are consistent with the programme objectives and meeting the needs of stakeholders.

6.3.2.2 **Efficiency.** This measures the appropriateness and economic viability of the resources or inputs to the desired outputs and outcomes.

6.3.2.3 **Effectiveness.** This is concerned with the level at which the programme objectives were covered or met. How well were the programme intended outputs and outcomes achieved?

6.3.2.4 **Sustainability.** This measures the extent to which the benefits of a programme continue to remain successful and grow to be having more benefits. In case of academic programme, to what extent can the programme continue to attract more

enrolment and making more impact on the stakeholders?  
More impact and enrolment will bring in more money.

6.3.2.5 The key questions that evaluation should address include:

6.3.2.5.1 What are the overall results of the programme?

6.3.2.5.2 What is the usefulness of strategies used in the project or programme to achieve intended results?

6.3.2.5.3 Is there sufficient evidence to justify the Theory of Change (ToC) relationship between outputs and outcome?’

6.3.2.5.4 Is there sufficient and disaggregated data for monitoring and evaluation?

6.3.3 Staff performance. Performance metrics with the use of Key Performance Indicators (KPI) shall be used to monitor staff performance. The KPI shall be derived from the Standard Operating Procedures (SOPs). The monitoring process shall be automated.

6.3.4 Institutional tools for evaluation shall be:

6.3.4.1 NOUN Audit Policy and benchmarking,

6.3.4.2 The university data and learning analytics.

6.3.4.3 The process metric to track compliance and staff performance.

6.3.4.4 Examining reports from the external accreditors for the purpose of improving the processes.

## **7.0 Policy Implementation**

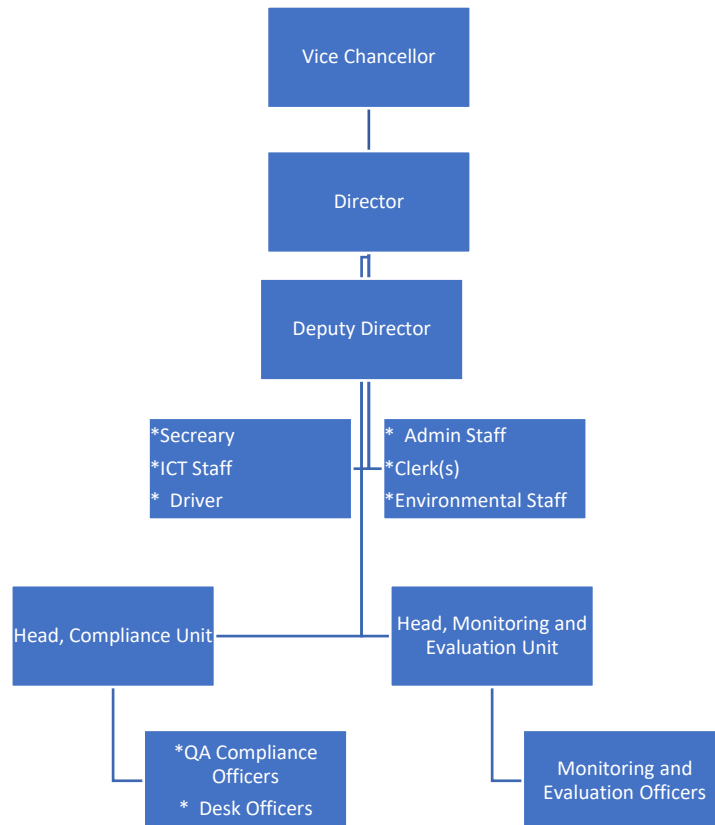
### **7.1 Responsibilities**

7.1.1 The University Senate shall be the approving authority for all university policies on academic and operational activities.

7.1.2 The Directorate of Quality Assurance shall be responsible for organisation of compliance, monitoring, and evaluation of academic and operational tasks within the university.

7.1.3 All Deans, Directors of academic units, Study Centre Directors, and Directors/Heads of operational units are responsible for supporting continuous improvement processes as defined in the Quality Assurance Policy, Processes and Procedures; and in the Standard Operating Procedures (SOPs).

7.1.4 The organisation of the quality assurance directorate shall be:



7.1.5 The Quality Assurance Compliance Officers will be checking if actions are taken as planned. Specifically, they shall carry out the following functions:

7.1.5.1 Check compliance with external regulatory mandate:

- (a) Programme and courses compliance with National Universities Commission (NUC) policies, procedures, and standards.
- (b) Programme and courses compliance with relevant professional policies, procedures, and standards.
- (c) Compliance with relevant national/international policies to programmes and courses.

- (d) Identify areas of non-compliance and create policies to ensure compliance.
- (e) Set penalty for the approval of senate for breach of compliance.

7.1.5.2 Manage compliance of internal systems:

- (a) Ensures that all academic activities comply with the university policies, procedures, and processes.
- (b) Manage the policies and procedures of the university, ensuring that management and staff are aware of documentation and standard operating procedures.
- (c) Maintains regulatory documents in-house.
- (d) Assist to prepare for audits (Internal and External).
- (e) Offer suggestions for improvement to ensure quality service delivery.

7.1.5.3 Relate with Faculties/Directorates/Units/Study Centres in the university:

- (a) Maintain open communication with faculties/directorates/units/study centres.
- (b) Provide counsel to the Deans/Heads of Department/Directors/Heads of Units on minimizing risks and improving compliance with the University policies and procedures.
- (c) Acting on the university best interest.
- (d) Remain neutral and unbiased in your practices, analysis, and judgements.
- (e) Communicate the happenings to the Director, Quality Assurance with detailed reports.

7.1.5.4 Identify potential compliance risks:

- (a) Carryout risk assessments and internal audit programs.
- (b) Identify areas that do not conform to the relevant national and internal laws.
- (c) Maintain and updates internal documentation of policies, procedures, and processes.
- (d) Ensure that the university complies with its own standards and operations.

7.1.5.5 Train and Educate University Staff:

- (a) Educate and train staff on the importance of regulatory and procedural compliance.
- (b) Develop training programmes on internal quality compliance for new staff.

7.1.6 The Monitoring and Evaluation (M&E) Officers are to:

- 7.1.6.1 monitor feedback to regulate progress towards achieving objectives and goals.
- 7.1.6.2 Monitor progress of activities in the university to know if outputs are achieved as planned.
- 7.1.6.3 monitor the changes that are required to ensure progress towards results.
- 7.1.6.4 Evaluate the outcomes and present the impact the outputs have made.
- 7.1.6.5 Design, implement, improve, and maintain workable framework, procedure, and processes to measure and improve the impact and quality of service delivery in NOUN.
- 7.1.6.6 Conduct surveys and research towards solving, impacting, and improving on the quality of the university service delivery.
- 7.1.6.7 Use data and learning analytical skills to describe what happened (descriptive analytics), say why it happened (diagnostic analytics), what is going to happen (predictive analytics), and what should be done next (prescriptive analytics).
- 7.1.6.8 Evaluate the:
  - (a) Content of programmes in line with latest research in the discipline to ensure that the programme is up to date.
  - (b) Changing needs of the society (learners and employers).
  - (c) Students' workload, progression, and completion.
  - (d) Effectiveness of procedures for assessment of students.
  - (e) Student expectations, needs, and satisfaction in relation to the programmes.
  - (f) Learning environment and support services and their fitness for the programmes.
- 7.1.6.9 Work as a team with the compliance officers in data generation.



7.1.6.10 Provide trainings and workshops relating to M&E to stakeholders.

7.2 The Desk Officers will be:

- 7.2.1 Communicating the university quality assurance policies, processes, and procedures to all staff in the faculty, directorate, study centres, and units.
- 7.2.2 Working with the Deans/Heads of Department/Heads of Units/Directors/ to develop and present the Standard Operating Procedures (SOP) to the Quality Assurance Directorate for consideration and approval for implementation.
- 7.2.3 Monitoring compliance of the use of the SOPs in the faculties, departments, directorates, study centres, and units.
- 7.2.4 Identifying gaps and challenges limiting quality improvement in using the SOPs.
- 7.2.5 Presenting reports with the following template on QA activities at the faculties, departments, directorates, study centres, and units to the University Directorate of Quality Assurance with a cover memo through the respective Deans, Directors, and Heads of Units as the case may be.

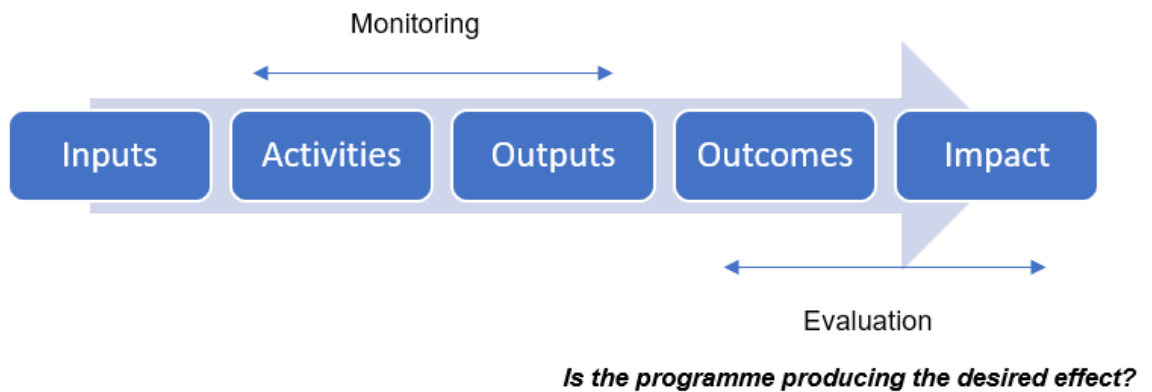
7.3 The Director will be:

- 7.3.1 Coordinating the activities in the Directorate of Quality Assurance:
  - a. Ensures staff compliance to University QA policies, procedures, and processes.
  - b. Direct and monitor the activities of the compliance and monitoring & Evaluation Officers.
  - c. Receive reports from the Compliance and Monitoring & Evaluation Officers, and review, and report to the Vice-Chancellor.
- 7.3.2 Publishing the evaluation reports and communicate the findings and recommendations to the stakeholders.
- 7.3.3 Communicating university quality assurance procedure and processes to the university community.

### 7.3.4 Ensuring quality delivery in university activities.

## 7.4 NOUN Quality Assurance Framework:

To ensure continuous improvement on performance and service delivery in NOUN, the Input-Monitoring-Evaluation Framework shall be adopted. This shall be a shift from the general framework of Input-Process-Output. The monitoring phase starts with ensuring compliance with the stipulated policies and stated actions.



### **NOUN QA Framework**

The components of this framework are:

#### 7.4.1 Inputs. This includes:

- Students
- Human resources (teaching and non-teaching staff)
- Learning infrastructure e.g. VLE
- Equipment and facilities
- Curriculum
- Course materials
- Study centres
- Funding

#### 7.4.2 Activities. This includes:

- Course delivery process
- Assessment
- Learner support
- Administration and management process
- Research activities
- Community service

- Collaboration and linkages
- Quality assurance

7.4.3 Outputs. These are results of inputs, examples are:

- Number of graduates produced.
- Quality of graduates

7.4.4 Outcomes. This includes:

- Changes that occur over time because of outputs e.g. employers requesting graduates from NOUN. This is divided into medium terms (intermediate) and long term (ultimate) outcomes. These are readily measurable medium outcomes.

7.4.5 Impacts.

- This is a long-term benefits and change. E.g. How many NOUN graduates have developed software that has a long impact on the society and the economy?

The framework shall direct the allocation, monitoring and evaluation of responsibilities.

- 7.5. The policy, processes and procedures will be communicated to the stakeholders through trainings and workshops.

## 8.0 Sanctions on Violating this Policy

Any staff that violates this policy may receive written warning/query, denial of three months' salary, suspension from duty that may last one year, being release from the university services, being release from holding administrative position as may be decided by the University Management.

## 9.0 Policy Alignment

The Quality Assurance policy of the National Open University of Nigeria shall ensure that all institutional practices (processes, procedures, and systems) are integrated and aligned for the management and assurance of quality and are in consonance with the vision and mission, strategic objectives, policies, rules and regulations as contained in the following documents:

- 9.1 The University's Act. No. 6 of 1983 and Act. No. 19, 2018
- 9.2 Blueprint and Implementation Plan (2002)
- 9.3 The vision and mission of NOUN
- 9.4 NOUN Strategic Plan (2013-2023)

- 9.5 Academic Brief
- 9.6 Scheme and Conditions of Service for Staff
- 9.7 NOUN Open Distance and eLearning (ODeL) Policy

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