



DIRECTORATE OF ACADEMIC PLANNING QUALITY ASSURANCE UNIT

POLICY ON QUALITY ASSURANCE

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1.1 INTRODUCTION AND JUSTIFICATION

Iconic Open University aims to provide high-quality education and research opportunities to its students. The university is committed to delivering excellence in teaching, learning, and research to ensure the overall satisfaction and success of our students. Quality assurance is an essential aspect of our university's operations as it helps us maintain high standards of academic integrity and ensures that our students receive a valuable education.

1.2 SCOPE OF THE POLICY

This Quality Assurance Policy applies to all academic programmes offered by Iconic University, including undergraduate, postgraduate, and research programmes. It encompasses all aspects of our university's operations, including teaching, learning, assessment, research, and student support services.

1.3 DEFINITION OF QUALITY

Quality in the context of education refers to the achievement of intended learning outcomes and the overall satisfaction of students with the learning experience. At Iconic University, quality is defined as the extent to which our academic programmes meet the expectations and needs of our students, stakeholders, and regulatory bodies.

1.4 POLICY STATEMENT

Iconic Open University is committed to providing high-quality education and research opportunities to its students. Through continuous monitoring, evaluation, and improvement, we aim to maintain and enhance the quality of our academic programmes. This Quality Assurance Policy serves as a guide to our university's approach to quality assurance and outlines the roles and responsibilities of all stakeholders in ensuring excellent education for our students.

2.1 OBJECTIVES OF QUALITY ASSURANCE

- i. To ensure that our academic programmes meet the expectations and needs of our students, stakeholders, and regulatory bodies.

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- ii. To continuously monitor and evaluate the quality of our academic programmes and make necessary improvements.
- iii. To maintain high standards of academic integrity and ethical practices in teaching, learning, and research.
- iv. To provide a supportive and inclusive learning and research environment for our students and staff.
- v. To align our university's pedagogy with our quality assurance policy to ensure effective teaching and learning practices.
- vi. To engage all stakeholders, including students, faculty, staff, and regulatory bodies, in the quality assurance process.

2.2 POLICY ALIGNMENT WITH ICONIC UNIVERSITY PEDAGOGY

Our Quality Assurance Policy is aligned with the pedagogy of Iconic Open University, which is based on the principles of student-centered learning, active learning, and continuous improvement. The policy aims to promote student engagement, critical thinking, and academic excellence through a variety of teaching and assessment methods.

2.3 APPROACH TO QUALITY ASSURANCE

At Iconic Open University, we take a holistic approach to quality assurance, which involves all stakeholders in the process. This includes regular monitoring and evaluation of our academic programmes, collecting feedback from students and other stakeholders, and making necessary improvements. We also take a proactive approach to identify and address any potential issues that may affect the quality of our programmes.

3.1 QUALITY ASSURANCE PROCESS

- i. Program Design and Approval: All academic programmes undergo a rigorous design and approval process to ensure they meet the required standards and align with NUC CCMAS and the university's pedagogy.
- ii. Teaching and Learning: Faculty members are responsible for implementing effective and innovative teaching methods that promote active learning and student engagement. Regular feedback from students is collected to evaluate the effectiveness of these methods.

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- iii. **Assessment:** Assessments are designed and conducted in a fair and transparent manner, aligning with the intended learning outcomes of the programme.
- iv. **Student Support Services:** Through the Directorate of Students' Support Services, the university provides a range of support services to students, including academic advising, counseling, and career guidance. These services are regularly evaluated and improved to meet the changing needs of Icons.
- v. **Monitoring and Evaluation:** The university has a systematic process of monitoring and evaluating the quality of our academic programmes, which includes regular reviews, audits, and surveys. Feedback from students, faculty, and other stakeholders is taken into consideration to identify areas for improvement.

3.2 ROLES AND RESPONSIBILITIES

- i. **Governing Council:** The Council is responsible for approving and monitoring the implementation of this Quality Assurance Policy.
- ii. **Vice-Chancellor:** The Vice-Chancellor under the Senate is responsible for overseeing the overall quality assurance process and ensuring its alignment with the university's strategic objectives.
- iii. **Quality Assurance Committee:** The Quality Assurance Committee is responsible for implementing the quality assurance policy and monitoring the quality of academic programmes.
- iv. **Faculty and Staff:** Faculty members and staff are responsible for ensuring the quality of teaching, learning, and assessment in their respective departments. They are also responsible for collecting feedback from students and using it to improve their practices.
- v. **Students:** Students are responsible for actively participating in the quality assurance process by providing feedback and suggestions for improvements.

3.3 MONITORING AND EVALUATION

Regular monitoring and evaluation are essential components of our quality assurance process. This includes reviews and audits of academic programmes, surveys and feedback from students, and external assessments by regulatory bodies. The Quality Assurance Committee is responsible for coordinating these activities and ensuring that necessary improvements are made based on the findings.

4.1 METHODOLOGY OF THE QUALITY ASSURANCE POLICY

In this policy, the following are identified as the core service areas that need to be consistently monitored:

4.1.1 Institutional Governance and Management

Iconic University, believe that a strong quality assurance policy is crucial for maintaining high standards of academic excellence and ensuring the overall success of the institution. Iconic University's goal is to provide an educational environment that is conducive to learning and personal growth, and to continuously strive for improvement in all aspects of operations.

To achieve this, Iconic University shall establish a robust governance and management structure for the quality assurance that includes governing council members, senior management team, and various committees responsible for overseeing different aspects of the institution. The governance policies shall adhere to the principles of accountability, transparency, and inclusivity, and shall be regularly reviewed and updated to reflect best practices.

In addition to above the following measure should constitute the policy framework for the institutional management;

- i. Management provides strategic direction, leadership and support, including recruitment and retention of qualified staff.
- ii. Management also provides an enabling environment for the development and implementation of policy, decisions, planning, administration, allocation of resources and infrastructure in accordance with the strategic objectives of the institution.
- iii. Institutional vision and mission, and structures adequately reflect strategic goal of integrating technology enhanced learning, and there are policy guidelines to guide its implementation.

The organs of governance and leadership shall be responsible for:

- i. Policy formulation
- ii. Administrative matters
- iii. Finance matters
- iv. Infrastructural matters (including ICTs for technology enhanced learning)
- v. Supervision and monitoring of academic affairs

The administrative structures shall include those set up for the management of:

- i. Development of academic programmes and self-instructional contents
- ii. Production and distribution of self-instructional content
- iii. Students' support services

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- iv. Information and record systems
- v. Planning and Finance
- vi. Monitoring, evaluation and research
- vii. General management and administration

4.1.2 Programme Design and Development

The design and development of academic programmes at Iconic Open University are guided by commitment to meeting the needs and expectations of students and stakeholders. Programmes are developed through a rigorous process that involves extensive research, consultation with industry experts, and alignment with national and international standards.

Also conduct regular reviews of programmes to ensure their relevance and effectiveness in preparing students for their chosen careers. These reviews take into consideration feedback from students, alumni, and employers, as well as emerging trends in the global job market.

For effective programme design and development, the following shall be in place;

- i. There shall be a policy and clear procedures for programme design and development.
- ii. The University shall have a guiding policy for effective implementation of elearning.
- iii. There shall be explicit pedagogical and technical criteria for the selection, production and adaptation of programme curricula.
- iv. There is a programme design team in place.
- v. The processes for approval of programmes are strictly followed.
- vi. Needs assessment for proposed programmes are carried out to inform new programmes.
- vii. Proposed programmes are peer reviewed by external senior programme experts.
- viii. Assessment effectively measures the stated learning objectives.
- ix. Appropriate strategies for communication and interactivity are selected based on available technology, pedagogical needs and available human resources.
- x. There shall be a process in place for systematic review of programmes.

4.1.3 Course Design and Development

Each course offered by Iconic Open University is designed to provide students with a comprehensive understanding of the subject matter, while also fostering

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critical thinking, problem-solving, and communication skills. The university courses are developed by experienced faculty members who are subject matter experts and incorporate a variety of teaching methods, including lectures, group discussions, and practical exercises.

Also, there shall be a process in place for peer review of course materials to ensure consistency and quality across different sections of the same course. Course evaluations are conducted at the end of each semester to gather feedback from students, which is then used to make necessary improvements to the courses.

For effective course design and development, the following shall be in place;

- i. There shall be a policy and clear procedures in place for course design and development.
- ii. Adequate arrangements to evaluate modification and enhancements made to course content to be delivered as e-learning content.
- iii. The processes for approval of course contents are strictly followed.
- iv. Course development is team work rather than individual effort.
- v. There are procedures to ensure that subject matter experts define course objectives, learning resources, learning activities as well as relevant assessment for the course. Courses are developed by qualified academics with relevant expertise and experience.
- vi. All courses are subjected to internal and external assessment measures to ensure high quality learning materials.
- vii. All course materials are subjected to content review and language editing.
- viii. All courses follow the institution's adopted instructional design process.
- ix. An appropriate mix of media and technology appropriate for effective course delivery is in the design of courses.
- x. All courses meet the standards and requirements for deployment of the content through a variety of media and technology.
- xi. All courses pass through necessary quality checks for plagiarism, content and language editing, instructional design, and field testing.
- xii. All sources utilised in the development of a course are properly attributed and referenced.
- xiii. Content developed by the University will be released as OERs.
- xiv. The University has a guiding policy for effective implementation of OER
- xv. There shall be a mechanism in place to obtain feedback from learners on the quality of programme and course content, facilitation, and assessment to inform programme and course development and review.

4.1.4 Programme and Course Review

Iconic Open University, is committed to continuous improvement. As such, the university shall conduct regular reviews of programmes and courses to evaluate their effectiveness and make any necessary changes. These reviews are carried out by external evaluators, as well as internal staff and students.

Feedback from students, employers, and other stakeholders is also taken into consideration during these reviews. Any identified areas of improvement are addressed in a timely manner to ensure that our programmes and courses remain relevant and of the highest quality.

For effective programme and course review, the following shall be in place;

- i. There shall be a policy and clear procedures for the revision of programme/course materials and that the policy states the lifespan of a programme/course.
- ii. There is a systematic procedure to guide the review of programmes/course content.
- iii. Programme/course content are reviewed regularly to ensure that they remain up to date and appropriate for the target group.
- iv. The course team approach is adopted for the course review.
- v. The procedure for course revision is strictly followed.
- vi. The revised programmes/courses are passed through quality checks for plagiarism, content, language, and format editing, and field testing.
- vii. The sources of all quotations and content are properly acknowledged and copyrights are respected.
- viii. Information of original authors are maintained and acknowledged where applicable.
- ix. Learning is enriched through the appropriate use of OER.

4.1.5 Student Support and Progression

Iconic University, recognized that each student is unique and may require different forms of support to succeed. Therefore, the university offer a range of support services, including academic advising, tutoring, career counseling, and mental health resources, to assist our students in achieving their academic and personal goals.

The university has a clear progression policy in place that outlines the requirements for students to move from one academic level to the next. This policy takes into consideration academic performance, as well as other factors such as attendance and participation in extracurricular activities.

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For effective students' support and progression, the following shall be in place;

- i. Ensure that there are policies and clear procedures for the processes of admission and learner support.
- ii. Ensure that online student admission and registration facility is available throughout the year with counseling facilities at the resource/study centres and the university's offices.
- iii. Admit applicants in consonance with NUC and JAMB requirements and based on accurate advertised admission criteria without discrimination.
- iv. Properly communicate a response on admission applications to prospective learners.
- v. Ensure timely issuance of student ID cards and learning materials to learners.
- vi. Ensure that a wide range of students' support services is provided in order to cater for the diverse needs of enrolled learners.
- vii. Ensure that learners are supported in developing requisite skills for learning via ODL and eLearning: ICT and information literacy, time-management, writing, effective study, note-taking, presentation, team building and self-spaced learning.
- viii. Develop systems to provide psycho-social support, leadership development, character building as well as clear guidelines for engagement for online interaction.
- ix. Encourage collaborative learning through peer support and discussion groups.
- x. Put in place appropriate structures and mechanisms to provide timely feedback and communicate test and examination results to students.
- xi. Provide a student database that contains information such as student demographics, special needs, access to learning infrastructure, prior learning and work experience and information to track learner progression with a view to minimising attrition.
- xii. Ensure that there is a mechanism in place to obtain feedback from learners on the quality of programme and course content, facilitation and assessment that will inform programme and course content development and review.
- xiii. Ensure that there is a timely feedback mechanism in place such that the information obtained on learners' profile informs policy formulation, programme planning and design and student support services.
- xiv. Provide adequate support for Information, Advise, and Guidance (IAG), counseling, communication channels for contact and facilitation.
- xv. Evolve policies and mechanisms to ensure the adequacy of learning infrastructure (including iCampus, library services and facilities) for learning and research.

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- xvi. Ensure that there is a policy in place to guide the deployment of learning infrastructure (virtual library) and the provision of library/learning resources and services.
- xvii. Provide an institutional repository in place that houses its learning resources and scholarly publications.
- xviii. Ensure effective use of appropriate technologies for the deployment of library services, digital and information literacy.
- xix. Deploy technology as a learning resource and manage its activities in a technology enabled way.
- xx. Ensure that there is a timely turn-around time for marked assignments and for student queries.
- xxi. Ensure that there are strategies in place for the technical, administrative and social support of its learners, and learners can access the university's support services electronically.

4.1.6 Assessment and Evaluation

The university has policies and mechanisms to ensure the integrity and credibility of its assessment and evaluation system. Through Directorate of Examination and Records (DER), Iconic University ensure that assessments and examinations align with programmes/courses' stated learning outcomes, and that the processes of the relevant units in the University involved in assessments and examinations are aligned.

For effective assessment and evaluation, the following shall be in place;

- i. That there is an assessment and examination policy in place and clear procedures that adequately provide guidelines for all aspects of the assessment and examinations processes including moderation processes and other examinable aspects such as projects, practicum, and industrial attachment. The policy is reviewed regularly.
- ii. That there is a plagiarism policy in place to ensure originality of learners' assignments and projects.
- iii. All examination and assessment processes by the various units involved are well documented and aligned.
- iv. That there is proper management of all aspects of the processes of assessment and examinations such that they are in line with international standards.
- v. That timelines for registration for examinations, opening and closing of tests, assignment modules are strictly followed.
- vi. That procedures for assessment and examination processes such as question item development, examination venues, ratio of invigilators to

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- students, examination misconduct, grading (conference marking), processing and moderation of results (internal and external) are well documented.
- vii. That there is adequate provision for learners to assess their progress such as self-assessment questions and online quizzes with feedback.
 - viii. That there is a robust and well managed question bank in place to generate parallel question sets of comparable level of difficulty and to be administered through its Pen-on-Paper and e-examination platforms.
 - ix. That the e-assessment and examination system allow for critical thinking, creativity, and in-depth knowledge of the subject matter.
 - x. That examination results are processed and released on schedule using appropriate technology.
 - xi. That there is grading policy in place and it is well communicated to staff and students.
 - xii. That assessment and evaluation processes reflect programme/course stated learning objectives.
 - xiii. That a mechanism is in place to ensure that assessment outcomes inform the improvement of teaching and learning processes.
 - xiv. That there is a robust LMS (iCampus) in place that links all relevant units (Faculties, Study Centres, Directorate of Examination and Records, ICT and Directorate of Academic Registry and Admission) with appropriate levels of access.
 - xv. That all assessment and examination related data (including examination scripts) are properly stored and archived in both hardcopies and digital format for easy retrieval and for a minimum period of five years.
 - xvi. That there is a system in place to ensure the security and accountability of examination answer booklets that are distributed to, and retrieved from study centres.
 - xvii. That iCampus and assessment types are appropriate for online assessment.
 - xviii. That there is continuous training on assessment and evaluation.

4.1.7 Media and ICT

In an increasingly digital world, it is essential for universities to keep up with the latest technologies and use them to enhance the learning experience of their students. Iconic University, have a dedicated team responsible for ensuring that our media and ICT infrastructure is up-to-date, secure, and user-friendly.

Online resources, including lecture recordings, e-books, and discussion forums, are made available to our students to supplement their learning. The university

also has a system in place to monitor and address any technical issues that may arise to minimize disruptions to the learning process.

4.1.8 Human Resources and Development

At the core of quality assurance policy is the commitment to recruiting and retaining highly qualified and dedicated faculty members and staff. Iconic University believes that investing in the development of our employees is essential for the success of our institution and the well-being of our students.

The university provide opportunities for professional development, including workshops, conferences, and training programmes, to keep our staff and faculty updated with the latest teaching methods and techniques. Performance evaluations are also conducted regularly to ensure that our employees are meeting the expected standards of excellence.

For effective human resources and development, the following shall be in place;

- i. Ensure that there is a policy and clear procedures for recruitment, training, monitoring of full time and part-time staff.
- ii. Have clearly stated guidelines to guide recruitment, retention, promotion and staff welfare.
- iii. Put in place appropriate guidelines to ensure appropriate distribution and utilization of human resources.
- iv. Put in place a robust Management Information and Records System for effective management of the records of its human resource personnel located at its various sites including part-time personnel (e.g. e-tutor and facilitators).
- v. Provide a systematic programme for continuous staff development in order to keep abreast of latest development in open and distance learning.
- vi. Ensure that academic workload is adequately measured in terms of design, preparation of course content, design and preparation of assessments; online facilitation; monitoring and management of courses; research and evaluation; and communication with learners.
- vii. Take into consideration that more time is required for the development of technology-supported programmes and courses because of its complexity. The workload of staff involved in online facilitation for learners shall be monitored.

4.1.9 Partnerships and Collaborations

Iconic University values partnerships and collaborations with other institutions and organizations, both local and international. These partnerships provide opportunities for knowledge sharing, research collaborations, and student exchange programmes, all of which contribute to the overall quality of programmes and courses.

The university has a partnership and collaboration policy in place that outlines the criteria for selecting partners, as well as the expectations and responsibilities of both parties. All partnerships are regularly reviewed and evaluated to ensure alignment with our quality standards.

For effective partnership and collaboration, the following shall be in place;

- i. Policy, guidelines and procedures on collaboration and partnership and a designated unit responsible for updating, maintaining a database of all agreements and their review.
- ii. Pursue affiliation with relevant national and international institutions, agencies and/or organisations with similar goals and objectives for the utilisation of learning facilities (such as libraries, learning centres, ICT facilities and examination centres), staff/student exchange/training, research, joint programmes and conferences.
- iii. Ensure the documentation of all collaborative arrangements and affiliations entered into, by written agreements or MoUs between itself and collaborative partners with all relevant terms, scope, benefits, obligations, duration and review clearly spelled out.
- iv. Encourage collaborations and partnerships that aim at internationalisation of the institution, programmes and that which will transform its students into global citizens.

4.1.10 Learning Infrastructure and Facilities

The university recognizes the critical role that learning infrastructure and facilities play in creating an optimal learning environment. Therefore, the university will continuously invest in the development and maintenance of state-of-the-art facilities, including physical and virtual classrooms, laboratories, libraries, and recreational spaces.

Facilities team conducts regular inspections and maintenance to ensure that our learning spaces are safe, functional, and conducive to learning. The university gather feedback from students and staff to identify any areas for improvement and address them promptly.

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For a robust learning Infrastructure and facilities, the following shall be in place;

- i. A master plan that guides the physical infrastructural development of the institution and it is aligned to the institution's strategic plan.
- ii. A policy that guides the provision of study centre of varying types with facilities such as classroom spaces, laboratories and recreational facilities. The policy provides guidelines for the provision for infrastructure (e.g. study centres) by external stakeholders.
- iii. Provision of adequate physical facilities and equipment to conduct academic and administrative functions efficiently.
- iv. There are procedures, mechanisms, and system in place for the provision and maintenance of the institution's infrastructural facilities and equipment.
- v. Library facilities use latest technology to facilitate learners' access to information to meet the stated learning outcomes.
- vi. Study centres are adequately distributed across all the geopolitical zones including remote areas to ensure equity, access and learner satisfaction.
- vii. Documented procedures for the recruitment, training and monitoring of staff at the Study Centres.
- viii. The Study Centres are covered and connected to each other and to headquarters in a technology enabled way to facilitate timely dissemination of communication.
- ix. Study centres are adequately funded to cover all their operations and a financial audit schedule is conducted at the end of each academic year to ensure sound financial management.
- x. Study centres maintain records of current and projected learner enrolment figures and it tallies with recurrent expenditure
- xi. There are procedures in place for agreement with other institutions for students to use their facilities such as libraries or laboratories.

4.1.11 Research and Community Service

The university provide an enabling environment to promote research and community through the Directorate of Research and Development (DRD), that are in consonance with institutional strategic plans and objectives. This ensures a conducive environment for the conducting of multidisciplinary research that will have an impact and can also add value to the institution, its stakeholders and communities of engagement.

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For the research and development, the following shall be in place;

- i. Ensure that there is a research policy in place that provides guidelines including research ethics for carrying out research by staff and students.
- ii. Ensure that there are regular training opportunities for staff and students on research knowledge, research ethics, and skills towards internationally accepted good practices to build individual and institutional capacity for research.
- iii. Ensure that there is a plagiarism policy in place to guarantee originality of research outputs by staff and students.
- iv. Ensure the relevance of research programmes to institutional and contemporary needs.
- v. Encourage research for development and promote research output at individual and institutional levels.
- vi. Ensure that research outcomes are appropriately disseminated, utilised by the institution and relevant stakeholders. The institution shall establish and maintain an accurate, digitised archiving system and repository for research and records of research published by staff and students. It shall use it to boost the visibility and public image of the institution.
- vii. Ensure that institutional research ethics guidelines are strictly followed.
- viii. Provide a framework for monitoring and evaluation to improve the quality of research management, planning, and allocation of research funds.
- ix. Provide a conducive environment for staff to carry out research and consultancy services as well as research in ODL.
- x. Utilise research findings to guide planning of its programmes and innovative practices shall be disseminated among stakeholders.
- xi. Carry out regular training of new personnel in research in harnessing the affordances of ICT.

4.1.12 Implementation of this Policy

This Quality Assurance Policy is implemented through regular monitoring, evaluation, and improvement processes. Each department and unit within the institution is responsible for implementing and adhering to the policies and procedures outlined in this document.

A Quality Assurance Committee is also established to oversee the implementation of this policy and make recommendations for improvement to the senior management team. The committee is responsible for conducting periodic audits and reviews to ensure that our quality standards are being met and maintained.

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For the implementation of this policy, the following shall be in place;

- i. It shall be operationalised through instruments such as procedures, standards and supporting documents as contained in the quality assurance manual which provide instructions and set out processes to implement the policy.
- ii. Clear implementation procedures, monitoring, evaluation, and cyclical review of institutional processes every five years will be put in place.
- iii. The Quality Assurance Unit will facilitate monitoring, evaluation and review of institutional processes.
- iv. The Quality Assurance Unit will monitor, evaluate and review the implementation procedures.
- v. The Quality Assurance approach will be implemented on a project management basis in respect of identified critical aspects of institutional processes.
- vi. A training plan indicating short-, medium-, and long-term goals relating to upgrading staff knowledge and skills in the practice of Quality Assurance will be put in place.
- vii. Institutional research on Quality Assurance in ODL will inform continuous improvement plans to institutional processes.
- viii. Review of the policy which shall be on a regular basis, shall be consultative, informed by principles of continuous improvement, legislative requirements, best practices, and the University's strategic plan.
- ix. A communication plan that will ensure that the new approach to QA is adequately communicated to all staff in such a way that each staff understands the approach and his/her role will be put in place.

5.1 QUALITY ASSURANCE UNIT (QAU)

The Quality Assurance Unit is headed by a Unit Head and comprise other relevant staff. The Unit Head is directly responsible to the Vice-Chancellor. The Quality Assurance Unit shall oversee and monitor the implementation of the Quality Assurance Policy, supported by the University Quality Assurance Committee and other management structures at all institutional levels.

5.1.1 Functions and Responsibilities

The Unit is primarily responsible for deploying monitoring mechanisms of data capturing, collating, and analysis from various units of the University to facilitate accurate reporting on performance and improvement purposes. It is also responsible for capacity development of staff in business of quality assurance.

6.1 QUALITY ASSURANCE COMMITTEE (QAC)

The QAU operates through a committee system, the members of which are appointed by the Vice-Chancellor. The QAC comprise of representatives from all academic and support units of the University and is chaired by the Head of the QAU. The QAC shall participate in the development, documentation, implementation and promote awareness about the QA policy, procedures and instruments to be used for continuous self-improvement.

The Head of the QAU present all documents to Senate through the office of the Vice-Chancellor for approval. Documents prepared by the Unit and Committee such as policies, manuals containing procedures and standards, instruments and templates are to be reviewed regularly in keeping with global good practices.

6.1.1 Accountability

The Vice-Chancellor is the highest authority on matters pertaining to quality assurance. The Quality Assurance Unit is headed by an academic staff who is also chair University's Quality Assurance Committee (UQAC) on behalf of the Vice-Chancellor.

- i. The UQAC comprises representatives of all academic units and support units who represent Deans and Directors/Heads. The Deans/Directors/Heads of Faculties/Directorates/Department/Centres/Units represented on the UQAC are accountable for the implementation of the quality assurance policy in their respective units.
- ii. The Senates are the highest approving body on quality assurance matters in the university.
- iii. The UQAC is accountable to the Vice Chancellor through the Head of the QAU.
- iv. Representatives on the UQAC are responsible to the Head of their respective institutional units.
- v. Deans/Directors and Heads are responsible for the implementation of the quality assurance policy and will be supported by QA committees that are constituted at the Faculty/Directorate/Department/Centre/Unit level.
- vi. At the Faculty level, Heads of Departments will be responsible for the implementation of quality assurance procedures and review of their programmes and courses and shall be accountable to the Dean.
- vii. QA Committees at the Faculty/Directorate level are responsible for coordinating the implementation of the quality assurance policy and QA matters. They are accountable to the UQAC through the Dean/Director.

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- viii. The quality assurance policy document shall be held by the Quality Assurance Committee and any revisions/changes shall be approved by the Vice-Chancellor.

7.1 CONCLUSION

This Quality Assurance Policy at Iconic Open University aims to ensure the delivery of high-quality education and research opportunities to our students. Through continuous monitoring, evaluation, and improvement, Iconic University strive to maintain and enhance the quality of our academic programmes. The university is committed to actively involve all stakeholders in this process and work together towards achieving excellence in teaching, learning, and research.