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The Development and Validation Process of a Qaulity Assurance Framework: A Case of Ibrahim Badamasi Babangida University, Lapai, Nigeria

M.T. Mustapha Ph.D.[1]

Abstract

This paper presents the process of the development and validation of a quality assurance framework (QAF) towards establishing an internal quality assurance (IQA) system in Ibrahim Badamasi Babangida University, Lapai, Nigeria. It adopted a research and development approach involving documentary analysis and use of survey in the collection of input of stakeholders qualitatively and quantitatively in the development of the QAF. The documentary analysis provided the different dimensions, standards and procedures of quality assurance for educational processes of teaching, learning, assessment, curriculum standards and curriculum review processes. Stakeholders' inputs were taken in the development of the first draft and to the final draft. The final draft of the QAF content was validated by 4 experts in field of QA practices using Haris's (1973) technique for assessment of consensus among the experts on the items that fit into the quality framework. The content of the framework was further validated by Quality Assurance Technical Board of the University. The QAF was finally adopted for implementation following approval of the Senate and Council of the University in 2017. The QAF was firstly implementation on a pilot scale and subsequent diffusion on a full scale for the University QA operations in 2019/2020 academic year.

Key words: Quality assurance - Quality Assurance Framework – Quality Assurance, Management System

[1] Department of Science Education, Ibrahim Badamasi Babangida University, Lapai, Nigeria, Email: mmtajor@yahoo.com

Introduction

The quest for quality education and the arising need for comparability of educational standards with national and international benchmarks and for universities to withstand market competiveness in view of globalisation have made quality assurance an issue of concern in Nigeria higher education and universities worldwide. The Nigeria education at all levels had been described as declining in quality, does not compare favorably with international standards in global ranking, and the graduates of the universities are said to lack required skills for world of work and employability (Ajayi, 2004; NUC, 2005; Okebukola, 2006; ITF, 2017). For Nigeria Universities to fulfill their mission of providing quality education and to produce quality graduates, the universities are required to think of new ways and strategies that will guarantee the attainment of the goal of quality education. One of the strategies for achieving this is to institutionalize quality assurance in universities operations (Akerele, 2008; Ogbodo & Nwaoku, 2008). The National Universities Commission (NUC), Abuja, Nigeria, directed all universities in Nigeria to establish internal quality assurance (IQA) system or strengthen their already existing quality assurance structure. Hence, Ibrahim Badamasi Babangida University (IBBU), Lapai proposed the establishment of its IQA system in 2015. Establishing IQA management system requires Universities to have in place a framework for conceptualizing and structuring quality process (Inglis, Ling & Joostern, 1999). Hitherto, IBB University does not have a systematic formalized QA management system and QA policy framework nor was there a national QAF to guide its quality operations. To address this gap in IBBU therefore conceived a project to develop its QAF. This was a novel idea in context of its vision for academic excellence. The conception of the framework was guided by the European standard and guidelines for higher education quality assurance (ESGs) (ENQA, 2005)……..

Purpose and Objectives

This paper shares the process used by IBB University, Lapai, to develop its institutional quality assurance framework. Specifically this paper reviewed the IBB University institutional quality assurance management system and the framework for quality assurance for educational

processes; teaching and learning, assessment of learning outcomes, curriculum/programme development/review

Conceptual and Theoretical Framework

Key Concepts that formed the theoretical framework for the development of the Quality Assurance framework are reviewed for this paper.

Quality Assurance

Quality assurance is a composite term; Quality and Assurance. Quality has been defined as the totality of features and characteristic of a product or service that bear on its ability to satisfy stated or implied needs (Taylor & Hosker, 1992 quoting British Standard Institute, BSI). While assurance implies confidence of occurrence or that a product will meet the expectation of the customer. It is inferred to occur when all policies, procedures, systems and practices internal and external to an institution or organization are in place and are accordingly implemented to meet set goals.

Quality assurance is therefore defined as those planned and systematic actions necessary to provide adequate confidence that a product or service will satisfy given requirement for quality (Taylor & Hosker, 1992); as a process of building-in quality by carrying out set of activities to ensure set of standards are met (Nyenga & Gabi, 2016). While the Commonwealth of Learning (1999) definition of quality assurance is an approach to organising work that sets in place system that checks that everything is working according to plan. Similarly, Ajayi and Awe (2008) defined quality assurance as a proactive process, mechanisms, procedures and processes in place to ensure that the defined quality is achieved. Quality assurance as a modern concept is applied to enhance the internal efficiency of a system or of an institutional operation (Ajayi and Awe, 2007).

Quality assurance when applies to educational system is a mechanism put in place to guarantee quality educational outcomes and to satisfy the purpose for which an educational system seeks to achieve (CHE, 2008). It is a systematic process of monitoring and evaluation of various aspects of an educational system to ensure standards and quality is met (Olusola, 2011 in Nyenga &

Gabi, 2016). Whitely (2001) considers quality assurance as an all- embracing concept that includes all policies, processes and actions through which the quality of education provided is developed and maintained. Quality of education is thus a combination or a set of elements that constitute the input, process and output of the education system. These elements should meet the requirement for quality and satisfy to both the internal and external strategic constituents of the educational system. (Eriksen, 1995; Cheng & Tam, 1997; Pounder, 1999).

Quality assurance is essentially meant to guarantee internal efficiency of the educational system and to enhance effective implementation of education process, the teaching-learning process, the quality of academic, the provision of courses and objective review of their quality (Mackown & Witkowshi, 2005). Quality education and attainment of academic excellence are the overall goal of quality assurance.

Quality Assurance Framework

A framework is an organised mental or a conceptualized structure that describes generic processes and standards that guides good practices and serves as a common reference point for engagement. It is described as a comprehensive policies, procedures, guidance and tools which enable an organization to define set of principles and embed a consistent approach to the delivery of standards (UNSW, Australia, 2015). QAF is required for conceptualization of a functional and effective quality management system. The following QAF models for teaching and learning have been identified in the literature (Frank, 2015);

Massey QA Model for teaching and learning (Massey University, 2013). The framework is centred on engendering a strong culture of creativity, innovation and connectedness of students, staff and curriculum. The defining elements of the framework are the emphasis on Applied, Research-Led, Digital, Distance and Life-Long Learning,

An Integrated Framework for Teaching and Learning was also evolved by Carleton University (2013-2018) based on eight (8) principles;which emphasizes student- centredness, technology meditated teaching strategies Experiential, Active and Collaborative Learning. This involves providing educationally effective experience for student, engaging them in their own learning

through active participation, peer and faculty interaction in their discipline.and adoption of assessment practice which aligns with learning outcome framework; It focuses more on result of learning and emphasizes a shift from a teacher-center to learner-center learning and student's achievement the use of assessment outcomes as a means for providing feedback to improving teaching and learning; and the assessment management practice that involve internal and external moderation. Also the learning outcomes should align to the curriculum and lesson objectives and contents in assessing the learning outcomes either based on classroom tasks, discussions, assignments, tests or examinations.

Learning outcome model is adopted by Royal Institute of Technology, Sweden. It is described as Swedish Model. The model is built on the theories and research on active learning (Hake, 1998; Prince, 2004). The learning outcome model specifies that learning outcome can be formulated at the national, institutional and instructional programme level by individual teacher.

A framework for assessing quality of student learning experience and learning outcomes was also developed by Tam (2002, 2006). The assessment quality is measured in terms of students growth i.e. students outcomes in cognitive and non-cognitive of learning, skills and satisfaction. The model helps to investigate relationship between learning experience and students learning outcomes as a means of determining teaching and learning effectiveness and University's success in meeting its education goals.

Chinhoye University of Technology adopts an outcome –based approach to curriculum planning. The ultimate outcome of learning is holistic development of students, acquiring generic skills, for example, critical and creative thinking, life-long learning, effective communication, ability to select and manage information, etc. and development of professional competencies. Professional competencies as learning outcomes encompass academic knowledge, procedural knowledge and overarching functional abilities.

The National University Ho Chi Minh developed a multi – level QA model. It presents a balance between centralization and decentralization in quality management structure operating at three levels; the QA Council and Centre for Educational Testing and Quality Assessment (CETQA) at the central level, while at faculty level of the university operations are where set functions on QA practices take place.

The implication for adopting learning outcomes framework practice is to include learning outcomes and assessment methodology as feature of curriculum and course/module development with the assessment type explicitly described. It also implies that teaching and learning, and assessment should be aligned to the learning outcomes to enable the achievement of the learning outcomes. Statements of learning outcomes should involve the use of appropriate action verbs, focus on abilities and attributes that are valued by the discipline concerned, and reflect the appropriate level of sophistication ranging from memory of facts, seeing relationships among ideas, to creating and extending beyond what is taught.

Zimbabwe Council for Higher Education (ZIMCH, 2009) evolved a Students Assessment Framework. The framework focuses on QA through assessment and identifies key issues such as comparability, consistency, accountability and transparency. It outlines specifications for students' assessment practices, effective internal and external assessment practices that include internal and external moderation, feedback to inform teaching and learning, and assessment procedure that ensures feedback to students

The development of the QAF for IBB University adopts specific principles underpinning the different QAF models for teaching and learning which emphasizes student- centredness, technology meditated teaching strategies and adoption of assessment practice which aligns with learning outcome framework; the use of assessment outcomes as a means for providing feedback to improving teaching and learning; and the assessment management practice that involve internal and external moderation.

Quality Assurance Management System

Quality assurance management is the process supported by policies and systems, used by an institution to maintain and enhance the quality of education experienced by its students, of research, of its staff and of all its operations (Harvey, 2004; 2012). According to Gwarinda and Kurasha in Nyanga and Gabi (2016), planning and design of QA management system should be in line with the policies and practices that meet the vision, mission and value of the university. In this context, many institutions of higher education have evolved quality management system in

the context of their peculiarities; policies, vision, mission, mandates and their external environment in the establishment of their IQA management system.

Quality Management System

The Total Quality Management system (TQM), the CIPO/IPO and the Multi-level QA management models readily fit the academic management system are the different QA management models and structure are the commonly conceived as models for QA management system. It is these models of QA management that were adapted and integrated in to the IBB University QA management system.

Methodology

The University employed a mixed research method based on concept of research and development in the development of the QAF. A descriptive research method involving documentary analysis of the relevant university documents on educational processes and related literature on quality assurance, and the use of survey method in collection of input of stakeholders qualitatively and quantitatively in the development and validation of the QA framework were employed

The documentary method allows the documentation of existing practices and to isolate the different dimensions, standards and procedures of quality assurance for educational processes of teaching, learning, assessment, curriculum standards and review process, while the survey method allows collection of input of stakeholders qualitatively and quantitatively in the development and validation of the QA framework towards the development of the QAF. The process involves the following steps taken;

STAGE 1: This involved extensive reviewing of existing university's strategic plan document and related literature on QA.

STAGE 2: Collection of stakeholders input (Deans and Heads of department) to accommodate their inputs into the preparation of zero draft of the quality assurance framework

STAGE 3: Critiquing of the QAF draft by more inclusive stakeholders including also Council members at a retreat organized by the University

STAGE 4: Internal Validation of the fully developed quality assurance framework Senate members of the University and the University QA Technical Board for further critique and inputs

STAGE 5: External stakeholders' validation of the quality assurance framework involving QA experts from Federal Ministry of Education, Abuja, NUC, Abuja, UK DFID, Abuja and University of Ilorin

STAGE 6: Analysis of the views of experts, using Haris's (1973) technique for assessment of consensus on the items that describe the quality indicators or elements that fit into the quality framework at decision level of consensus = 0.4. Value less than 4 indicates low consensus while value greater than 0.4 indicates high consensus. Subsequently, further review was carried out to reflect the quantitative input of the experts for the final draft of the QAF.

STAGE 7: Approval and ratification by the University Senate and the University Council respectively. of the developed QAF.

STAGE 8: Printing of hard copies of Quality Assurance Policy Framework.

STAGE 10: The developed QAF was finally adopted for implementation in the University after a Management Orientation and Quality Assurance workshop in August, 2019.

Analysis of Validation of the QAF

The response data of the QA experts was analysed using Haris's (1973) technique for assessment of consensus on the items that describe the quality indicators or elements that fit into the quality framework at decision level of consensus = 0.4. Value less than 4 indicates low consensus while value greater than 0.4 indicates high consensus

.Haris's consensus involves computing;

i. The % response of each of the response categories; Agree (A) = 1, Undecided (U) = 0, Disagree (D) = -1

ii $\bar{x}$ of the assigned scores for each item, variance **(S^2)** and standard deviation (SD)

iii Measure of consensus: 1- S^2

Table 1: Institutional Context for Quality Assurance: Provision for QA policy vision, mission and specific objectives and associated mechanisms

S/N	STATEMENT	RESPONSE			
		$\bar{x}$	**SD**	**S^2**	**1-S^2**
1.	The vision, mission and mandates of the university are germane to institutionalization of Quality Assurance system in IBB University.	**1.0**	**0.0**	**0.0**	**1.0**
2.	The stated Quality Assurance vision and mission are properly embedded in the vision and mission of IBB University.	**1.0**	**0.0**	**0.0**	**1.0**
3.	The Quality Assurance vision and mission statement are clearly stated.	**1.0**	**0.0**	**0.0**	**1.0**
4.	The aim and specific objectives of Quality Assurance are clearly stated and relevant to the institutional context for Quality education.	**1.0**	**0.0**	**0.0**	**1.0**
5.	The Quality Assurance policy, vision, mission and specific objectives and the proposed QA management system can guide in the fulfillment and implementation of Quality Assurance practices in the University.	**1.0**	**0.0**	**0.0**	**1.0**

The measure of consensus was greater than (>) 0.4 for each of the items. That is, the formulated institutional context for quality assurance vision, mission, specific objectives, and management system are explicitly described, relevant to the institutional context and would serve as guide for QA management practices in the university.

The details of the policy framework are described in the relevant section A of the published QA Policy Framework which is publicly available in print and online…

Table 2: Quality Assurance Management System

S/N	STATEMENT	RESPONSE			
		$\bar{x}$	**SD**	**S^2**	**1- S^2**
1.	The Quality Assurance model of CIPO is appropriate for Quality Assurance operation of the University.	**1.0**	**0.0**	**0.0**	**1.0**
2.	The Total Quality Assurance Management system adopted for the university is appropriate	0.84	0.4	0.16	0.84
3.	The Quality Assurance Management system covers all units, department/faculties with specified responsibility appropriate for Quality Assurance institutional functions/ roles of group of stakeholders are clearly spelt out.	**1.0**	**0.0**	**0.0**	**1.0**
4.	The roles and functions of the respective stakeholders embed in the Quality Assurance management framework are relevant and implementable.	0.84	0.4	0.16	0.84
5.	The Quality Assurance management system framework embeds quality service delivery for academic activities and administrative support.	0.84	0.4	0.16	0.84
6.	The implementation and monitoring mechanisms for institutionalization of Quality Assurance activities/ quality service delivery are appropriate.	0.84	0.4	0.16	0.84
7.	The Quality Assurance Management System is appropriately delimited to different levels of operations yet creates effective coordination for management of Quality Assurance in the university.	0.84	0.4	0.16	0.84

There is consensus in the views of the experts (Harris's value > 0.4) for all the items. That is, the QA management system and structure and stakeholders roles specific are appropriately described and the management system would create effective coordination in institutionalizing QA culture and practices in the University.

Table 3: Quality Assurance for Educational Processes; teaching and learning, assessment, course and curriculum/programme design and review, research project and community engagements

S/N **STATEMENT** **RESPONSE**

		$\bar{x}$	SD	S^2	$1-S^2$
1.	The policies and mechanism for enhancement of quality of Teaching and learning are clearly stated.	**1.0**	**0.0**	**0.0**	**1.0**
2. 3	The Quality Assurance framework for teaching and learning is implementable. The context, inputs, processes and outputs specified for teaching standards are appropriate for enhancement of teaching and learning.	**0.8** **1.0**	**0.4** **0.0**	**0.16** **0.0**	**0.84** **1.0**
4.	The policies and mechanism for assessment of learning and attainment of learning outcomes are clearly stated.	**1.0**	**0.0**	**0.0**	**1.0**
5	The stated assessment practices are implementable.	**1.0**	**0.0**	**0.0**	**1.0**
6	The framework for students' research/project and supervision is clearly stated and implementable.	**1.0**	**0.0**	**0.0**	**1.0**
7	The framework for programme/curriculum standards is clearly stated.	**1.0**	**0.0**	**0.0**	**1.0**
8	The Quality Assurance framework for programme/curriculum standard/review/development of new programmes is appropriately described.	**1.0**	**0.0**	**0.0**	**1.0**
9	The quality features and Implementation mechanisms are appropriate for the following educational processes;				
I	Teaching and Learning	**1.0**	**0.0**	**0.0**	**1.0**
Ii	Assessment of Learning	**1.0**	**0.0**	**0.0**	**1.0**
iii	Curriculum/Programme development/view	**1.0**	**0.0**	**0.0**	**1.0**
iv	Students' Research/project supervision.	**1.0**	**0.0**	**0.0**	**1.0**
V	Community development	**1.0**	**0.0**	**0.0**	**1.0**

Quality Assurance for Educational Processes; had consensus (value > 0.4) among the experts on all the items that describe the policy, standards, procedures and the mechanisms for

implementing quality of educational processes; teaching, learning assessment, programme/curriculum, students' research project and community service.are appropriately described.

Table 4: Mechanism and Tools for Monitoring and Evaluation of Quality Management and of Educational Processes

S/N	**STATEMENT**	**RESPONSE**			
		$\bar{x}$	**SD**	**S^2**	**1-**
1.	The framework provides the internal Quality Assurance monitoring and evaluation mechanisms for quality management of educational processes.	**1.0**	**0.0**	**0.0**	**1.0**
2	The Quality Assurance monitoring and evaluation mechanisms can enable quality service delivery and data collection.	**1.0**	**0.0**	**0.0**	**1,0**
3.	The Quality Assurance monitoring and evaluation tool/mechanisms can enable monitoring effectiveness of teaching and learning, assessment, students' project/research, programme/curriculum development/review, and community services.	**1.0**	**0.0**	**0.0**	**1.0**
4	The monitoring and evaluation tools/mechanisms embed in the Quality Assurance framework of IBB University can help fulfill the measure of Quality Assurance objectives.	**1.0**	**0.0**	**0.0**	**1.0**
5.	The Monitoring and evaluation tools/mechanisms and performance indicators are relevant and appropriately described	0.8	0.4	0.16	0.84
6.	Relevant data and feedback obtainable through the monitoring and evaluation mechanisms can enable attainment of the goal of Quality Assurance and for enhancement and improvement of standards.	**1.0**	**0.0**	**0.0**	**1.0**
7.	The Quality Assurance performance indicators provide clear description for monitoring and evaluation of the University quality management operations (teaching, learning, assessment, programmme development/review standards) that are very encompassing.	**1.0**	**0.0**	**0.0**	**1.0**

Quality Assurance for Educational Processes; had consensus (value > 0.4) among the experts on all the items that describe the policy, standards, procedures and the mechanisms for implementing quality of educational processes; teaching, learning assessment, programme/curriculum, students' research project and community service.are appropriately described.

Basic Features of IBBU Internal Quality Assurance System and the QAF

Along the above quality assurance dimensions and analysis, the IBBU QAF was structured. The QAF describes the standards, generic processes and procedures that are to guide the implementation of IQA management system in the university The QAF provides the operational guidelines for establishment of IQA management system and operations in areas of teaching and learning, assessment practices, academic programmes development and review/annual appraisal and students' research/project supervision. The QAF encompasses four sections;

1. Brief background defining the institutional context of quality enablers in terms of institutional governance provisions that include the institutional mandate, vision, mission and core values and from which the QA vision and mission statements and QA objectives are derived.

The overall aim of the QA policy is to ensure operational efficiency and effectiveness of IBB University, Lapai, through quality service delivery in all operations of the university that will lead to quality of educational processes and enhancement of quality outcomes in the University's core activities; teaching and learning, research and community service.

The specific objectives of the QA policy are:

i. To institutionalize quality culture in the operations of the university towards achieving academic excellence.
ii. To ensure that the quality of academic programmes offered at IBB University meet expected standards of the NUC as well international benchmarks.
iii. To ensure that students and graduates of IBB University acquires requisite knowledge, skills competencies and attitudes through high quality teaching and learning.
iv. To ensure validity and credibility of awards and certificates of the University.

v. To enable IBB University to assure itself, its stakeholder and the National Universities Commission that the University's policy, system and process for maintenance and enhancement of quality in all its educational provisions are in place and functioning.

vi. To enable the University assess itself by identifying its area of strengths and areas that are in need of improvement, thus enabling continuous self-improvement.

vii. To promote academic freedom of academic members of staff in the context of QAF while discharging of their statutory functions to foster creativity and innovation.

viii. To keep the University in state of preparedness for external accreditation evaluation.

ix. To ensure researches carried by staff and students are of community and national relevance and problem focused.

x. To promote University impact on the development of Niger State and the nation at large.

2. The QA Management structure based on Total Quality management model with stakeholder's role clearly specified. The quality assurance management system encompasses policies and processes for management and structure of the IQA system.

The developed QA Management structure is an integrated model based on the principle of Total Quality Management. This Quality Management model synchronizes the roles and responsibilities of all the operating units and the respective stakeholders in the University to bring about quality service delivery, enhancement of efficiency and effectiveness in the university's operation and therefore engendering quality education. The IQA Management system reflects a multi – level operational structure which ensures a balance between centralization and decentralization of roles and responsibilities. The quality management structure is at three levels;

i. The Vice Chancellors Office and the Senate at the apex with central authority and roles.

ii. The QA Board and the Directorate of QA at the middle level that ensures coordination and strategic implementation of quality service delivery and of educational processes towards institutional efficiency and effectiveness in liaison with the faculties QA coordinators.

iii. The Faculty QA operating units are at the faculty and department levels of the university operations with set functions and standards on QA practices for teaching, learning, assessment, curriculum development/review, project/research supervision and community engagement.

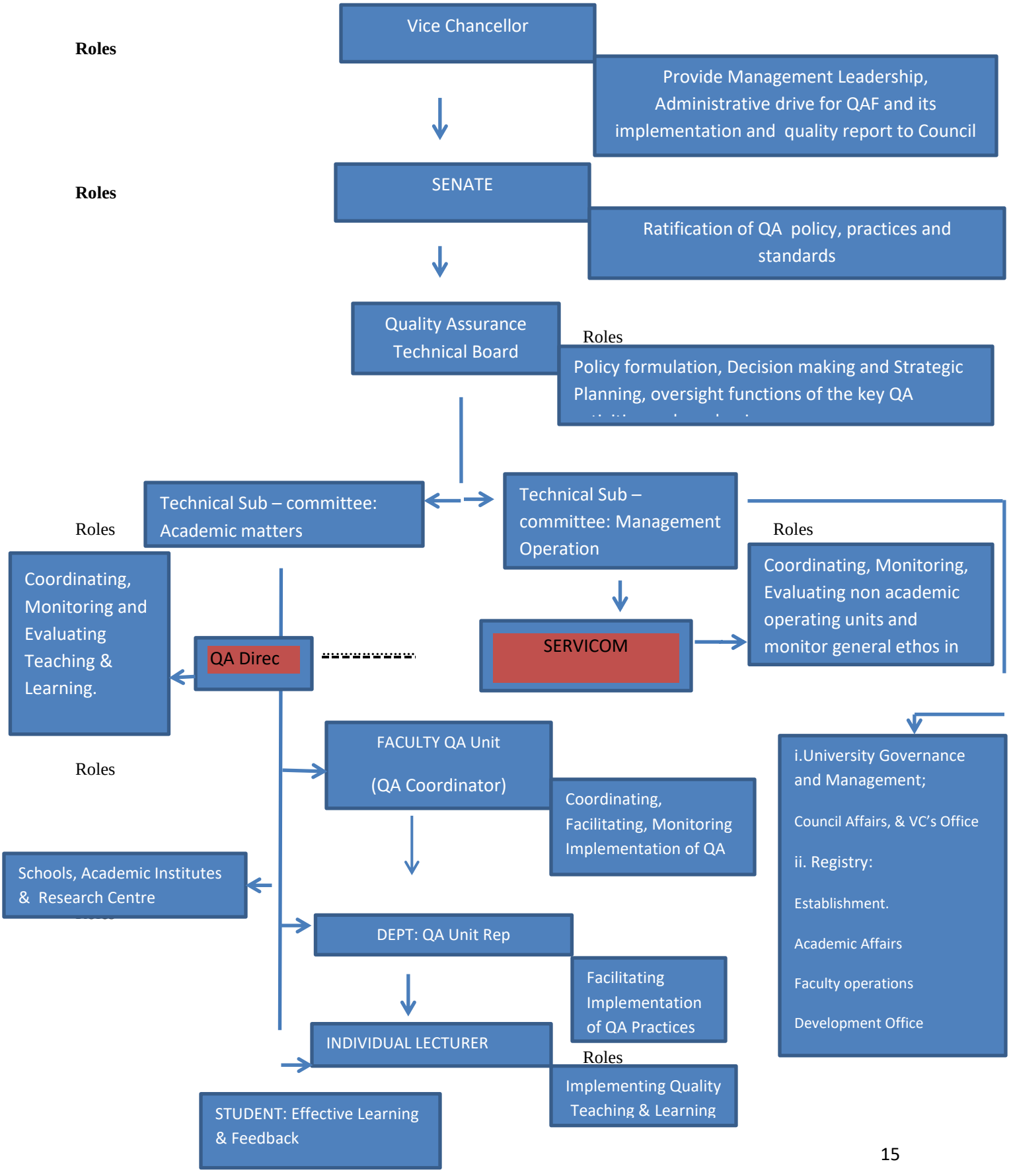
Roles
Vice Chancellor
Provide Management Leadership, Administrative drive for QAF and its implementation and quality report to Council
Roles
SENATE
Ratification of QA policy, practices and standards
Quality Assurance Technical Board
Roles
Policy formulation, Decision making and Strategic Planning, oversight functions of the key QA
Roles
Technical Sub – committee: Academic matters
Technical Sub – committee: Management Operation
Roles
Coordinating, Monitoring and Evaluating Teaching & Learning.
QA Direc
SERVICOM
Coordinating, Monitoring, Evaluating non academic operating units and monitor general ethos in
Roles
FACULTY QA Unit
(QA Coordinator)
Coordinating, Facilitating, Monitoring Implementation of QA
i.University Governance and Management;
Council Affairs, & VC's Office
ii. Registry:
Establishment.
Academic Affairs
Faculty operations
Development Office
Schools, Academic Institutes & Research Centre
DEPT: QA Unit Rep
Facilitating Implementation of QA Practices
INDIVIDUAL LECTURER
Roles
Implementing Quality Teaching & Learning
STUDENT: Effective Learning & Feedback

Fig1; ***IBBUL Total Quality Management model***

The QA management structure is represented in fig 1 (See appendix)

3. The QA framework of educational processes.

This is focused on administrative and academic operations; teaching and learning, assessment and research, curriculum development/review process. It describes the element/features of the educational processes; the policies, standards and procedure for teaching and learning, assessment practices, programm/curriculum standards/review process, and Students' research and supervision;

Teaching and Learning;

Policy

IBBUL considered teaching and learning framework based on input, process and outcomes dimensions and emphasizes the principles for effective teaching and learning that is learner-centred and ICT driven in a resourceful and a socio-psychological environment that encourages healthy classroom climate and healthy interaction between students and lecturers.

The input dimension consists of 10 standards, the teaching process consists of 11 standards, and the learning outcomes consist of 11 standards. Course/teaching content consists of 7 standards and the evaluation of teaching effectiveness consists of 13 standards. QA of academic staff consists of 7 standards and the evaluation framework for academic staff award of excellence consist of 17 standards

Assessment

The QAF describes the assessment policy and outlines assessment practices and procedures that include the following that are critically and elaborately described;

i. Adoption of a wide range of assessment methods including computer based assessment.
ii. Internal and external moderation of questions, marking and awards.
iii. Monitoring of students' performance and performance standards.

iv. Validity and reliability of assessment practices etc.

The framework prescribed assessment as a tool for monitoring students' learning, data gathering of student progress/achievement , drop out and pass rates and a means to providing feedback for enhancement and improvement of students learning and also as a tool for measuring quality of teaching.

The assessment framework also describes the principle of evaluation based on learning outcomes and prescribes quality of assessment based on the basic structure of Bloom's taxonomy of educational objectives to setting examination questions. It specifies standards and quality of examination questions based on the criteria of validity, reliability, fairness, transparency and requires that examination questions;

- cover all the course content and align to learning objectives and outcomes
- are distributed to cover the Blooms cognitive taxonomy in the following proportion across level;

Examination level	Low level cognition; Comprehension	Higher level cognition Application and critical thinking
• 100L	60%	40%
• 200L	50%	50%
• 300L	40%	60%
• 400L	30%	70%

The QA of assessment consists of 6 standards and the QA of examination process /management standards consists of 8 standards

Programme/Curriculum Standard

QA of study programmes in IBBUL is based on the Benchmark for Minimum Academic Standard (BMAS) provided by the National Universities Commission, Abuja - Nigeria.

The standard allowed provision for enrichment of the programmes/curricular contents above the minimum standards to meet international standards and the requirement to prepare students for self-reliance through entrepreneurship training and for employment in emergent sectors in national and international economy. Guides for annual review and establishment of new programme of study are outlined.

The QA of curriculum/programme consists of 7 standards; Curriculum review consists of 4 standards; Establishment of new programme of study consists of 12 standards

4 QA Tools/Instruments and Performance indicators for Monitoring and Evaluation of Quality Assurance Processes

Quality assurance tools/instruments and performance indicators for monitoring and evaluation of quality of educational processes including students' support services are also embedded in the QAF. There are 19 varied tools/instruments that have been developed for tracking, monitoring and evaluation of the implementation of QA practices for educational processes;

i. Students' Teaching and Course Evaluation
ii. Students' Evaluation of Academic Support Services
iii. Staff and Students Lecture attendance (manual/electronic).
iv. Teaching plan/Laboratory practical work schedules guide
v. Teaching plan and teaching output guide
vi. Mid-Semester Lecture Monitoring tool
vii. Monitoring and Evaluation of Teaching instrument
viii. Teaching and learning Performance indicators
ix. Development of Course Module Format
x. Quality of Assessment indicators
xi. Guide for Framing Examination Questions
xii. Quality of programmes of study indicators
xiii. Quality of assessment and assessment practices indicators
xiv. Project assessment standard format

xv. Community engagement standards

xvi. Performance indicators for University–wide Audit for evaluation of educational processes; teaching and learning, research and publication, structural and infrastructural facilities, management and leadership.

Conclusion

The developed QA Framework describes the QA management system, policies, standards and procedures, instruments and performance indicators for QA monitoring and evaluation of educational processes in IBB University. The QAF was well conceived and incorporated the inputs of key stakeholders in its development. The content was validated by quality assurance experts and further reviewed in the context of the European standards and guidelines (ESG) and the proposed African Standards and Guidelines for Quality Assurance for higher educational institutions. The QAF has the approvals of the University's Senate and Council as an official document of IBB University for implementation from 2017/2018 academic session. It is published into a resource book as a guide for effective implementation of IQA management system in the University. The QAF is therefore readily available as institutional document in print and online for stakeholders. The hard copy is widely distributed internally and to other universities at conference and workshop forum.

The establishment of IBBU IQA system can be described to satisfy the following elements;

and the developed QAF was subjected to a review in context of the European standards and guidelines (ESG) in European high education (ENQA, 2005; 2015), and the African Standards and Guidelines for Quality Assurance in higher educational (ASC-QA) (2019) satisfy the following elements and features of international standard;

i. The QA policy and management system that have official status and publicly available

ii. Prescribed QA management structure and processes involving internal stakeholders and external stakeholders in developing and implementing the QA policy.

iii. A monitoring system that allows the institution to collect information about quality of its activities.

iv. Established processes for the design and approval of study programmes. Such programmes designed to meet set objectives and the intended learning outcomes.

v. Procedure for periodic review/audit of study programmes to ensure they are achieving set objectives and respond to the need of students and society and the review directed toward continuous improvement of the programme

vi. Delivery of the study programme through active students' participation including deployment of ICT in teaching and that learning process and assessment reflect such approach.

vii. Quality assurance of student assessment by having a clear policy and procedure to assure the quality of assessment.

viii. Mechanism for periodic review of the core activities; teaching and learning, research and Curriculum development.

ix. Processes for collection, analyses and use of relevant information for effective management of study programmes.

x. Pulished a QA handbook.

Acknowledgement

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