



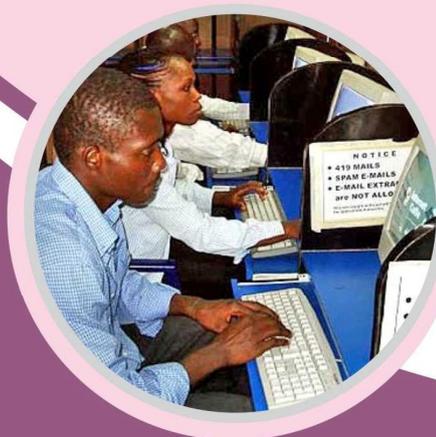
**FEDERAL UNIVERSITY OF TECHNOLOGY,  
MINNA, NIGERIA**



**CODeL**

**CENTRE FOR OPEN DISTANCE AND e-LEARNING**

# POLICY



Approved by FUT Minna Governing Council – 10<sup>th</sup> May, 2012

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA,  
NIGERIA



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## OPEN DISTANCE AND e-LEARNING POLICY

- Policy Title: Centre for Open Distance and e-Learning Policy  
Policy Administrator: Director, Centre for Open Distance & e-Learning.  
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- Policy Implementation
1. Overall: Director, Centre for Distance Learning
  2. Assistance: Deputy Director,  
Staff of the Centre for Open Distance & e-Learning (CODeL)  
Academic Departments,  
Schools,  
Postgraduate School
  3. Training: Centre for Open Distance & e-Learning (CODeL) and  
Information Technology Services (ITS)
  4. Quality Management: Centre for Open Distance & e-Learning (CODeL) and  
Academic Planning
  5. Technical and Pedagogical Quality: Centre for Open Distance & e-Learning  
(CODeL)
  6. Academic Quality: Academic Departments and Postgraduate School.

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## SECTION A: PHILOSOPHY OF CODEL

### 1.1 Preamble

The concept of establishing Centre for Open Distance and e-Learning (CODEL) in Federal University of Technology, Minna was born out of the necessity to provide access to higher education to a larger number of interested students presently limited by the existing structure (human and physical resources) or engaged in other life demanding issues. This is in line with the Nigerian National Policy on Education (FRN, 2004) which recognized open and distance learning as a way of providing access to quality university education for those who otherwise would have been deprived through the conventional process. The Federal University of Technology Minna has demonstrated its commitment to partnership with other tertiary institutions and international educational bodies to promote open and distance learning. This development informed the university senate's position to approve the establishment of the Centre for Open Distance and e-Learning (CODEL) in 2011.

### 1.2 Principles

The concept of Federal University of Technology, Minna CODEL programme submits to the following principles:

- (i) Availability of system of remote training for a wide range of consumers;
- (ii) Provision of quality education in an affordable and cost effective way;
- (iii) Introduction of Distance Learning new technologies in framework and integrating same naturally with traditional education system;
- (iv) Priority to the pedagogical approach at the design and realization of educational process in the environment;
- (v) Encouraging, supporting and monitoring students progress to implement intervention for improvement when necessary;
- (vi) Availability to the trainees various models of educational processes;
- (vii) Constant updating of CODEL educational services; integration of automated training systems as means of maintaining educational process.
- (viii) Development of capacity in open distance and e-learning delivery through regular staff training and development processes.

### 1.3 Justification

- (i) Currently, there is virtually no global University that is not on Open Distance Learning
- (ii) The University is desirous of fully utilizing the Memorandum of Understanding entered into with its international partners such as Indira Gandhi National Open University, New Delhi, India, Universities in Belarus, National Open University of Nigeria and many others.
- (iii) The University is one of the foremost Nigerian tertiary institutions in the application of ICT in several facets of teaching, learning and research. Therefore, there is the need to take advantage of the huge investment by the University in Information Technology infrastructure development.
- (iv) The University has numerous experienced and skilled academic, technical and administrative staff members who can assist in effective delivery of distance learning programme.
- (v) The need to grant learning access to diverse learner population (matured students, people with learning disabilities, employed workers, inmates, full-time housewives, etc) who may prefer to study from home or workplace at the times that suit them.

- (vi) Open Distance Learning keys into the Federal University of Technology, Minna, strategic vision to offer mass education to qualified teeming population of Nigerians that are desiring to acquire it.

#### 1.4 Vision

To be a global Centre of excellence in e-learning.

#### 1.5 Mission

The centre is committed to the delivery of quality distance learning through dynamic and pragmatic training, research and entrepreneury services, driven by Information and Communication Technology.

#### 1.6 Objectives

The objectives of the programme are in line with the National Policy on Education 2004 which shall be to:

- (i) Provide access to quality education and equity in educational opportunities for those who otherwise would have been denied;
- (ii) Meet special needs of employers by mounting special certificate courses for their employees at their work place;
- (iii) Encourage internationalization especially of tertiary education curricula;
- (iv) Ameliorate the effect of internal and external brain drain in the University by utilizing Nigerian expert teachers regardless of their location or places of work.

## SECTION B: STRUCTURE OF CENTRE FOR OPEN DISTANCE & E-LEARNING

The Centre for Open Distance and e-Learning structure would create synergy among the major stakeholders in order to achieve the mission and vision of the University's distance learning programme.

### 2.2 The Centre for Open Distance e-Learning (CODEL)

The Centre for Open Distance and E-Learning is the Administrative Unit for all distance learning programmes of the University and is accountable for all programme management and delivery process and will also provide all necessary learner support services. The Centre would serve as the hub for the University's distance learning programmes. The Centre shall perform the following functions.

- (i) Promote, plan, direct, and coordinate the provision of distance learning
- (ii) Liaise with Departments and the Postgraduate School in the development of appropriate programmes.
- (iii) Facilitate the recruitment and training of full-time and part-time staff required for course development, production and implementation.
- (iv) Manage and oversee the development and delivery of distance education through the study centres which are operational centres for students' registration, advisement, administration of residential session and other forms of face-to face contact.
- (v) Facilitate the distribution of study materials and administer marking assignments to ensure two-way communication between students and their tutors.
- (vi) Maintain an accurate and comprehensive record system of systems, material production and records of study centres.
- (vii) Administer examinations and process students' results in conjunction with relevant departments, faculties, and the Postgraduate School.
- (viii) Write handbook for students, course writers, tutors, and study centre coordinators.
- (ix) Liaise with the University library in the provision of library services at the study centres.
- (x) Collaborate with other institutions to provide laboratory facilities and equipment for distance learners.
- (xi) Provide accountability reports and statistics on enrolment, finances, retention, graduation, etc., on the operation of the distance learning programmes.
- (xii) Where appropriate schedule on-campus orientation for distance learners and part-time tutors.
- (xiii) Perform programme review every three years to keep abreast of global developments and to improve programme quality, effectiveness and efficiency.
- (xi) Administer programmes for and on behalf of its partner Institutions.

### 2.2 Administration and Management of the Centre

The Centre for Open Distance and e-Learning is to be managed by a Director who shall directly be responsible to the University's Vice Chancellor. The Director is to be assisted by Deputy Director who shall be responsible for course design and creation, and tutorial support system. The Centre will also have three Assistant Registrars to deal with course registration, students' records, assignments, and despatch, production schedule. The most senior Assistant Registrars will also be designated as the Secretary to the CODEL. The Centre will also require at least three instructional designers, two IT staff, a Student Counsellor who will deal with distance learners' problems and other support staff.

### 2.3 Committees in CODEL

2.3.1 Committee of Studies: The Committee will comprise the Heads of Departments of participating Departments. They are to plan, develop and submit curriculums to the

Centre for subsequent approval. This is probably after it must have been thoroughly discussed and vetted from their respective Departments.

2.3.2 Committee of Examiners: The Committee shall comprise of examination officers of all the participating Departments. They shall be responsible for the collection, collating, scrutinizing and to approve results on behalf of the centre. They are also to submit the result to Senate through the centre.

2.3.4 Finance Committee: The Committee is to recommend the remuneration payable to both the external and internal members of staff. It is also to advise on relevant charges to be made. However to make the Centre very viable and attractive, staff of the Centre must be highly motivated.

2.3.5 Committees Chairman: All the Standing Committees are to be chaired by the Director of the Centre.

## 2.4 Roles and Responsibilities of CODEL Officers

### 2.4.1 Office of the Director

The Director of the Centre is its Chief Executive and reports directly to the Vice-Chancellor. He is responsible for the day-to-day administration of the programme and liaises directly with all arms of the University and beyond that services the ODL academic courses in various ways.

### 2.4.2 Deputy Director

The Deputy Director assists the Director in day to day administration of the centre.

### 2.4.3 Centre Secretary

The Centre Secretary of the ODL is responsible to the Director for all secretarial matters related to the ODL. All other secretarial staff report to the confidential secretary.

### 2.4.4 The Head of Department

The Head of Departmental shall be responsible for initiating distance education programmes in terms of subject content and academic quality. The Department will also recognise and incorporate staff contribution to distance education (Programme Coordinator, Course Coordinator, tutoring, etc.).

### 2.4.5 Administrative Officers

The Administrative Officer of the ODL reports to the Director and liaises with the University Registrar on all administrative matters related to the programme.

### 2.4.6 Finance Officer

The Financial Officer of the ODL reports to the Director and liaises with the University Bursar on all financial matters related to the ODL.

### 2.4.7 The Programme Coordinators

He/she must be from lecturer II and above from participating department. The Programme Coordinator shall be appointed by the participating Head of Department. He/she shall be the coordinator of the programme for his/her department. He/she shall be responsible to the Director, CODEL. He has the responsibility for carrying out duties on behalf of the course development team through the monitoring of day-to-day course development. The PC also liaises with writers, instructional designers, editors, and also verifies the accuracy of

illustrations and ensuring that course development deadlines are met. He coordinates the activities of the ODL in his department.

#### 2.4.8 Students Advisers

Student advisers should be available for information, assistance and guidance

#### 2.4.9 Academic Staff

The Academic staff reports and liaises with the course and programme coordinators of the ODL for the administration of various courses and programmes offered by the ODL students, and liaise with the Heads of Service Departments on academic matters related to their courses and academic programmes. All teaching staff for the ODL are responsible to the Director through their course and programme coordinators.

#### 2.4.10 The Course Development Team

The Course Development Team is a multi-disciplinary team that designs interactive and user friendly self-instructional learning courseware/packages. The team is drawn from course writers, instructional designers, editors, graphic artists, media producer, reviewers, and other relevant personnel.

#### 2.4.11 Course Writer

A member of course development team with expertise in the subject matter of a given course with appropriate training and skills in the development of user-friendly self-instructional materials. He must have undergone some training on courseware development.

#### 2.4.12 Instructional Designer

As the course development project manager, it is the role of the Instructional designer to:

- (i) Serve as the dedicated liaison between members of the development team (faculty member, creative lead, web developer, technical, copyright)
- (ii) Ensure that all development team members are aware of the course development process.
- (iii) Orient faculty to the educational technologies that will be used
- (iv) Provide an overview of the development process & clarify the roles & responsibilities of team members
- (v) Negotiate timelines and deliverables for development of course content (which are forwarded to the programs to form the basis of the contract)
- (vi) Provide an orientation to the educational philosophy and approach to online development at RRU and direct the faculty member to additional course development resources that are pertinent
- (vii) Suggest instructional strategies and approaches that are appropriate for the content area
- (viii) Suggest appropriate educational technologies that could be incorporated
- (ix) Review and provide feedback on: learning activities, assessment and evaluation strategies, course resources, use of discussion groups, course workload, balance between team and individual activities, clarity of the course schedule, use of multimedia, overall course design
- (x) Review and provide feedback on clarity of language
- (xi) Ensure that course development is on schedule (project management)

When course development is completed it is the role of the instructional designer to:

- (i) Provide an orientation to new faculty members on how to manage, and facilitate in,

- (ii) the online learning environment
- (ii) Participate in the quality check process

#### 2.4.13 Interactive Media Developer

It is the role of the Interactive Media Developer to:

- (i) Ensure the overall usability of the learner interaction with media
- (ii) Lead the design and creation of multimedia components of online or blended courses
- (iii) Create customized content-related graphics
- (iv) Ensure the course is visually appealing as well as functional

#### 2.4.14 E-Learning Technician

It is the role of the E-Learning Technician to:

- (ii) Work with the instructional designer to create online courses
- (iii) Provide quality control checks
- (iv) Once the course "goes live", provide ongoing support as required

#### 2.4.15 Editors

- (i) Prepare, write, and edit copy to improve readability or supervise others who do this.
- (ii) Read copy or proof to detect and correct errors in spelling, punctuations and syntax.
- (iii) Allocate print space for story text, photos, and illustrations according to space parameters and copy significance, using knowledge of layout principles.
- (iv) Plan the contents of publications according to the publications style, editorial policy, and requirements.
- (v) Verify facts, dates, and statistics, using standard reference sources.
- (vi) Review and approve proofs submitted by composing room prior to publication production.

#### **2.4.16 IT Specialists**

The Centre shall have robust IT specialists including Web designers, Web Managers and programmers. All staff of the Centre is expected to be IT complaints and be trained to manage the LMS to be deployed.

## SECTION C: PEDAGOGY IMPLEMENTATION

### 3.1 Programme Development and Approval

- (i) The CODEL and Academic Planning Unit of the university shall consider programme development based on institutional mission; priorities; student numbers; and course and programme cost (cost-benefit analysis).
- (ii) Programme proposal and approval for existing and new programmes will be based on market demand and possibility of capitalizing on new opportunities, staff availability and suitability, financial and budgetary implications and availability of support staff.
- (ii) The approval process of distance education courses and programmes shall be in accordance with the existence procedure for programmes and courses approval of the University.
- (iv) Programmes should be updated at appropriate frequency (three years interval). The process for periodic review of programmes will be subject to and consistent with the existing provisions of the Federal University of Technology, Minna academic programmes.

### 3.2 Programme Viability

The financial viability of a programme must be carefully considered before it is developed. The Centre for Open Distance and e-Learning needs to develop a distance learning programme-costing model to guide programme development. Heads of Departments and Deans of Schools should be able to offer guidance to the University.

### 3.3 Curriculum Development

- (i) The curriculum for each academic programme should be in line with the NUC Approved programme in the face-to-face mode.
- (ii) The curriculum will have academic integrity and be responsive to the vision and mission of FUT, Minna, national educational imperatives, and societal and employment needs,
- (iii) The curriculum will ensure that the learning outcomes are clearly articulated in terms of competences, skills and behavioural attributes.
- (iii) It will be aligned with the student profiles,
- (iv) The curriculum development process will be conducted by a team involving academics, curriculum and course designers, student support specialists, language specialists, tutors, and relevant stakeholder
- (v) Evaluation strategies will assure the quality of the learning process and will suggest improvements. Particular emphasis will be placed on student feedback. FUT, Minna will ensure that it supports the student throughout his/her study.

### 3.4 Teaching in ODL

The CODEL shall disseminate all materials using various asynchronous technology. Management of the programmes shall be supported by a web-based learning management system (LMS). The print-based self-study instructional materials shall be the core of this project. However the teaching and learning methods for a particular programme or course:

- (i) will be determined by the nature of the programme, the profile of the students, students' access to resources and the level of the programme.
- (ii) will include independent study of learning materials, completion of various activities, formative assessment tasks, tutorials, practical work and opportunities to interact with others as well as research activities.
- (iii) will include work-integrated learning as a planned component of a curriculum when outcomes can only be achieved through work-based experience.

- (iv) courseware will be developed by a team of lecturers taking particular course(s) for distance e-learning. In doing so, learning objectives should be well defined; evaluation should be inline with the stated objectives.
- (v) online delivery will be facilitated by the use of appropriate ICT facilities such as JoomlaLMS software, Skype, e-mail, Blogs, wiki educator, internet streaming technologies. etc.
- (vi) database and portal website will be developed to access learning and knowledge resources.
- (vii) Developed courseware should be accompanied with a well written Study Guides that will lead the study
- (viii) Lecturers taking particular course will be responsible for teaching, examining and grading of students learning outcomes.

### 3.5 Learning Resources

- (i) Course material will prepare student for learning, develop the necessary skills, attitudes and knowledge that the student needs, guide the student through the learning process and include sufficient and appropriate learning activities to enhance knowledge.
- (ii) CODEL will invest in good quality course design and study material and will provide effective student support services.
- (iii) CODEL will make effective use of the Open Education Resources (OER), educational and social technologies in learning programmes in appropriate and innovative ways that improve the quality of teaching and learning.
- (iv) CODEL will collaborate with other Institutions to develop and share study materials to improve the ODL quality of teaching.

To achieve these, learning materials:

- (i) will be systematically designed and tailored to ODL format, (i.e. interactive, comprehensive, accessible, contemporary, etc).
- (ii) will be accessible to target students,
- (iii) will require the active engagement of the student,
- (iv) will make appropriate use of media and ICT
- (v) will build on the students' experience and knowledge enabling the student to construct new knowledge.
- (vii) The learning resources will meet international quality standard
- (viii) Courseware will be well designed to facilitate access to information.

### 3.6 Delivery Channels

Advanced teaching and learning models, well designed courseware, effective/efficient administration and student support using a wide range of delivery channels are core to the success of our students. FUT, Minna will use the best possible mix of media to support these core functions which includes:

#### 3.6.1 Technologies with limited interaction

- (i) Other resources such as digital media (audio and video cassettes, CDs, DVDs), satellite broadcasting, online distribution of content and information and corporate websites, audio and video podcasting and streaming, and possibly radio and television will be used to facilitate the process of teaching and learning.
- (ii) Asynchronous technologies such as wikis, blogs, social networking facilities and e-portfolios will be used effectively to support teaching and learning.

### 3.6.2 Multimedia with interactive possibilities

- (i) Diverse and current technologies that will serve CODEL's educational mission and be sustainable will be included in the delivery of courseware. Technologies such as telephony, multimedia CDs and DVDs, video and audio conferencing, SMSs and MMSs via cell phones, e-mail and discussion forums/chat facilities will offer new possibilities for supporting innovative learning in distance education and must be integrated from the design phase of courseware. These various options are used to facilitate interaction in support of the courseware. Highly interactive multi-party engagement can use:
  - (ii) well equipped facilities for face-to-face contact sessions, and
  - (iii) many of the above technologies in combination with rich media and multi-directional, multi-user, collaborative toolsets in a distributed web-based environment.

CODEL will use advanced synchronous technologies which range from web based document and application sharing, online whiteboards combined with audio/video and texting facilities, interactive assessment, to simulations and virtual reality. The appropriate use of technology is essential to the survival of the ODL in our institution as a pace setter in Nigeria. Technology makes it possible for employees, students and other stakeholders to interact with CODEL anytime and from anywhere in the world. Therefore, it forms an essential part of the skills base of our students who have to compete in a knowledge-driven globalized society.

The multimedia approach with interactivity between students and lecturer(s), students and tutors, students and students, and student and institution is much more effective than a single medium. Criteria for the selection of media will include:

- (i) access and availability
- (ii) pedagogical appropriateness
- (iii) integration of the media into a coherent experience.

NB: CODEL will not engage in any form of print media (i.e. courseware will be 100% e-compliant)

### 3.7 Student Support Services

The University will provide student, administrative and technological support services that would facilitate distance learners' access to quality education. This will:

- (i) take into consideration the diverse needs of students as well as the level of study,
- (ii) be a critical factor for teaching, learning and research in open distance learning,
- (iii) includes detailed, formative and timely feedback on students' assignments via the decentralised distribution of assignments as well as opportunities to engage in argument and debate with their peers and tutors through a variety of accessible and appropriate media, such as face-to-face, telematic and online.
- (iv) The CODEL will play a crucial role in providing learning support as well as access to library materials and internet links
- (v) enhance communication between the student and the lecturer(s), student and peers, student and courseware, student and administrative support and student and institution, using dedicated phone lines, online chat, e-mail addresses, Skype, etc. to get immediate support.
- (vi) ensure that distance learners are aware of the full range of advisory services provided to them by the CODEL on campus and in study centres.
- (vii) provide learners with choices relating to entry requirements, contents choices within programmes, and assessments.

### 3.8 Roles of Tutors in CODeL

The tutor will be central to both student support and assessment. The role of the tutor at undergraduate level is to:

- (i) facilitate and guide the learning of the students so that they gain knowledge, understanding of the content and acquire the necessary skills and competencies to cope with their studies. In at least all high-volume first year modules, students will be assigned a tutor who will be responsible for liaising with students, motivating them to complete.
- (ii) prepare students to become self-directed learners, attending to any difficulties they might have, conducting tutorials as prescribed in the course design, and marking and providing feedback on assignments. This will be done through face-to-face, telephone and online tutoring.
- (iii) Tutors will be appointed by the academic departments with the support of the directorate to develop courseware, tutorial services, discussion classes, practicum classes, etc.

### 3.9 Evaluation and Assessment

Assessment is central to student learning and fundamentally influences the way students respond to courses and behave as students, therefore:

- (a) Continuous assessment will be well entrenched to promote learning through feedback and will include tutor marked assignments (TMAs) and Computer marked assignments (CMAs) appropriate to the programme.
- (b) Evaluation and assessment in ODL will have demonstrable integrity as it apply to conventional programme.
- (c) All assessment MUST be completed before a student is allowed to sit for examinations.

The assessment strategy:

- (i) will ensure that students develop effective cognitive, reflective, self-management and practical skills,
- (ii) will include formative assessment which is designed to support the teaching and learning processes or support research skills,
- (iii) will include formative and summative assessment aspects that will be used for making a judgment about the achievement of the learning outcomes,
- (iv) will assist students and tutors to monitor their learning in relation to formative assessment tasks and feedback.
- (v) will improve students' performance in their courses if there is prompt submission of the assignment by the students and immediate feedback by the tutor.

### 3.10 Conduct of Examination

- (i) Computer-based examinations can be taken ONLY at the study centers.
- (ii) The system uses 'intelligent' mapping of location by computers to restrict access to the testing system.
- (iii) Invigilators MUST physically be present during the examinations in the study centers.
- (iv) Cameras will be installed in our study centers to capture the entire examination processes which can be played back for spot checks.

### 3.11 Results and Feedback

- (i) The results of all assignments, tests and examinations will be instantly generated and made available to the student. Students will receive results of assignments completed via sms/email, results of tests and examinations are communicated via sms and e-mail.

- (ii) Progression from one year to the following year is automatic and system - driven. At the end of the last examination of the semester, the system sends a report card to the student via e-mail with details of the courses passed/failed for the semester.
- (iii) At the end of the session's examination, the system will automatically sends a report card on the session's performance and informs the student whether he/she has successfully completed the session. Successful students will automatically promoted to the following year of study.
- (iv) The system will ensure that during registration, prerequisite carry-over courses are registered first before new courses.

### 3.12 Research in Open and Distance Learning

Reflexive research is an extremely important component of ODL research therefore CODEL will be committed to scholarly teaching in ODL as well as the scholarship of teaching and learning. Research in ODL can assist in:

- (i) Describing and analysing current trends.
- (ii) Revealing challenges and obstacles to ODL effectiveness in delivery.
- (iii) Investigating potential contributions of ODL to socio-economic development.
- (iv) Evaluating ODL programmes and building models that work in the South African ODL context.
- (v) Formulating ODL theoretical explanations for ODL phenomena.
- (vi) Identifying strategies to improve student throughput.
- (vii) Evaluating impact of ODL practices.

Research will assist this institution to constantly reflect on teaching and support services in order to improve on the practices. To achieve this, there will be:

- (i) Review of current literature on distance learning and benchmark the progress of similar tertiary institutions against the FUT, Minna achievement.
- (ii) Conduct research into distance learning practices within the university
- (iii) Provide information to ODL tutors on emergent technologies.
- (iv) Dissemination of information on open and distance learning issues to staff.
- (v) Postgraduate students to be encouraged to embark on relevant research on all facets of distance learning.
- (vi) Encourage those involved in distance learning to present papers at conferences and seminars.

### 3.13 Academic Collaboration and Globalization / Internationalization

#### 3.13.1 Collaboration in Distance Education

Collaboration is an important strategy for renewal and development in ODL. CODEL will:

- (i) involve in various forms of intra and inter-disciplinary; and inter-institutional collaborations between schools and departments, and with other distance education bodies and providers will be encouraged by the Centre. This is to ensure provision of quality cost effective programmes and courses.
- (ii) collaborate with other institutions for the provision of student support for courses or programmes requiring laboratories and equipment, and even for testing purposes.
- (iii) collaborate with distance education institutions in Nigeria, Africa and internationally to make opportunities available for employees and students.

CODEL will use academic collaborations strategy for capacity building in the following areas:

- (i) Student support strategies in ODL
- (ii) Academic strategies in ODL
- (iii) Other aspects of ODL such as the development of courseware and the use of multimedia

- (iv) The integration of technology to support teaching, learning and assessment at a distance
- (v) The integration of technology to support communication at a distance
- (vi) The training and development of university employees
- (vii) Joint development of formal or non-formal courses or instructional material or the licensing of material
- (ix) Sharing experience on common policy issues
- (x) The sourcing of tutors for face-to-face or e-tutoring.

### 3.13.2 Globalization /Internationalization

It is necessary to promote the globalization of delivery of distance learning by the University. This will be achieved by:

- (i) Encourage Departments to consider globalization of their programmes.
- (ii) assisting the department to explore opportunities of the Universities linkages to promote departmental programmes via distance learning.
- (iii) The University participating in the national and international conference, workshops on open and distance learning.
- (iv) The Centre will promote the University as a distance education provider and to also inform Departments about new opportunities in the area of distance education.
- (v) Liaise with the Commonwealth of Learning (COL), African Council for Distance Education, and ODL organisations and providers to ensure that the University runs quality distance learning programmes.

## SECTION D: PROGRAMME ADMINISTRATION

### 4.1 Open Distance and e-Learning Programmes

The Centre will undertake undergraduate and postgraduate degree programme. The postgraduate programme shall be executed under the Cross Boarder Higher Education (CBHE) model. The centre will also run short diploma programmes in various disciplines.

### 4.2 Undergraduate Programmes

The centre will take off with the following programmes based on the accreditation status of the host Departments, signed Memorandum of Understanding with partner Institution(s) on adoption and adaptation of course manuals, etc: The departments include: Mathematics, Physics, Information Technology, Mathematics Education, Physics Education, Computer Science, and Cyber Security Science. Other programmes shall be introduced as the relevant requirements as satisfied by the responsible Departments.

### 4.3 Conditions for Admission

- (ii) The lecturer to student ratio MUST the same as specified by the National Universities Commission (NUC).
- (iii) The number of allowable admissions into each programme will determined by the number of e-tutors and facilities available.

### 4.4 Advertisement and Placement for Admission

CODEL will be conducting admission twice a year (Rain semester & Hammattan Semester)

### 4.5 Entry Requirement

All entrants into degree programmes offered by CODEL MUST meet the minimum existing national requirements for university registration.

### 4.6 Waiver

Candidates with deficiency in O' level physics may be admitted on the condition that he/she must remedy the deficiency before getting to 300Level. For exceptional cases, physics at O' level will be waived for candidates seeking admission into some degree programmes.

### 4.7 Duration of the Programme

Student can only graduate after meeting the minimum credit requirements for his/her programme. Minimum duration of the programme shall be five (5) years.

### 4.8 Cost of the Programmes

- (a) The admission application form will be sold at N5,000.00 (Five Thousand Naira only); this is subject to review.
- (b) The initial tuition fee and other charges will be N122,000 (See Appendix 2). Students will be allowed to pay instalmentally (60% & 40%) per each semester.
- (c) No other fees (textbook/handout/tutorials, etc.) will be paid by the student outside these 2 fees.
- (d) All fees are subject to be reviewed by the University senate.

### 4.9 Students' Registration

- (i) Students registration will be strictly online.
- (ii) Online payment will be accepted using Master Card, ATM cards, etc.
- (iii) All registration processes will be done online once a student paid the school fees

#### 4.10 Matriculation and Orientation

Students will report to the CODEL office for matriculation, orientation and introduction to study materials for a week, during which necessary units (academic office, the library, students' welfare) would make sure distance learners are fully registered and issued with necessary documents. This orientation would provide distance learners with the opportunity to identify themselves with the University. It will also assist them in knowing where to get necessary assistance when needed.

#### 4.11 Transfer Cases

There will be provision for students to switch from face-to-face mode of study to Open Distance e-Learning and vice versa. Such students will continue from the same level.

#### 4.12 Students Undergoing Disciplinary Action

Students undergoing one form of disciplinary action will not be admitted into ODL programme unless he/she has completed his punishment.

#### 4.13 Contact Periods

To sustain quality and parity between the on-campus and off-campus programmes academic staff who teach courses to on-campus students will write study materials and conduct tutorials in distance learning for periodic facilitation and practicum. All students of CODEL shall spend between 3 to 4 weeks in each semester on FUTMinna campus for the laboratories and examinations

#### 4.14 Inmate Students

Inmate students will be allowed to sit for examination in the prison custody under the close supervision of an invigilator.

#### 4.15 SWEP/SIWES

Students will be required to fulfill 3 months SWEP and 6 months SIWES programme

#### 4.16 Certificate

The certificate obtained through CODEL will be the same certificate obtained by those in the face - to - face university study mode. The courses are exactly the same and the lecturers for ODL courses are the same lecturers who facilitate the same courses in the face-to-face mode.

#### 4.17 National Youth Service Corp (NYSC)

The CODEL offers four types of undergraduate admission:

- (a) Entry Through UTME: Students admitted through JAMB after sitting for Unified Tertiary Matriculation Examination (UTME) and scored the minimum passmark for entry into university in the UTME conducted for that year will be mobilized for youth service (provided they meet NYSC requirements).
- (b) Direct Entry Through JAMB: Students admitted through JAMB after meeting the minimum A'Level requirements (OND, HND, NCE, IJMB, B.Sc etc) will be mobilized for youth service (provided they meet NYSC requirements).
- (c) Direct Entry without JAMB: Students whose admission were not through JAMB after meeting the minimum A'Level requirements (OND, HND, NCE, IJMB, B.Sc etc) will NOT be mobilized for youth service.

#### 4.18. Graduation

Distance learners will graduate as conventional students. They will attend the University convocation, get awards and prizes like their counterparts in on-campus mode.

## SECTION E: MANAGEMENT, ADMINISTRATION AND ICT INFRASTRUCTURE

### 5.1 Distance Education Policy

This policy will provide the necessary framework for integration of open and distance learning practices into the University's academic culture and practices. It will provide the open distance and e-learning strategic goals, structure and policies for the University to mainstream distance e-learning throughout the University.

### 5.2 Implementation of Policy

This Policy will be fully implemented with effect from the date on which Council approves this Policy.

### 5.3 Degree of Autonomy

The centre will be given 5% of the revenue generated by it as the Centre's imprest.

### 5.4 Staffing

The University will employ sufficient academic, administrative and professional employees to ensure that the ODL business model and systems operate optimally and provide continuous, consistent and quality service to the students.

### 5.5 Staff Development

Staff development is essential for successful delivery of distance education. Short courses, attachment to distance education institutions, organised training and other training opportunities for staff of CODEL, academic staff, and support staff of the University will be essential.

The purpose of staff development in the CODEL environment has short-term and long-term dimensions. In the short term:

- (i) to raise awareness of what CODEL is, its underpinning philosophy and how it fits into the wider scheme of FUTMinna as a dual mode Institution.
- (ii) to engage with academic and support employees on the implementation of ODL at FUT, Minna.

In the longer term, a programme of continuous renewal is supported to:

- (i) develop ODL capacities of academics and support employees,
- (ii) promote convergence with institutional strategy, purpose and identity, and
- (iii) provide courses for ongoing employee development including support for research, scholarship and publication in ODL in order to inform teaching and learning strategies, practices and outputs.

### 5.6 Student Support Structure

Distance learners may lack the psychological security which is prevalent among conventional students. They need academic, financial, social, and psychological problem counselling, tutorial assistance as necessary, timely academic support in the area of course registration, programme regulations, and examinations schedules, etc. Enabling conditions will be provided for distance learners to be able to optimise their potentials.

### 5.7 Ownership of Distance Education Programmes

Programmes offered through distance learning are owned by the academic Departments and thus distant learners are bona fide students of and graduates of their respective Departments and schools. Consequently, Schools and Departments will pursue opportunities for enhancing student access to programmes and courses through distance education.

## 5.8 Participation in Distance Education

The University shall put in place formal means of recognising full-time staff for their participation and contribution in distance education. Participation shall be made integral part of standard University reward systems (remuneration and promotion). External writers and tutors will be remunerated based on established University standard.

## 5.9 Structure of Study Centre

Study centre across the country will assist with the placement of students for work-integrated learning.

- (i) Establishment of study centre will provide the platform for the provision of a range of student support and administrative structures.
- (ii) The decentralised study centre structure will bridge the gap between the University and its students.
- (iii) Study centre networks will provide an expanding range of services to students such as access to facilities for both independent and group-based study and discussion, materials collection, library facilities, computer facilities, counsellors, tutors and literacy development.
- (iv) Study centres will also arrange for facilities for limited contact classes and manage decentralised tutoring.
- (v) FUT, Minna will constantly review and develop these regional and decentralised services, including access to and support in the use of emerging technologies.

## 5.10 Quality Assurance

Quality shall be ensured in design, development, delivery, assessment, and management process for distance education to ensure effective delivery of service to distance learners. In specific terms, distance education programmes and courses shall be subjected to the same approval and quality control measures as obtained for conventional programmes within the University. In addition, the following are outlined as measures for quality assurance of the University's distance learning programmes.

### 5.10.1 Quality of Courses and Programmes

Quality control measures for programmes delivered through distance education are the responsibility of the CODEL. All programmes offered through distance education will be subjected to the same standard quality assurance measures like the on-campus programmes.

### 5.10.2 Assessment

Distance education courses and programmes will be consistent with the on-campus programmes in terms of curriculum, outcomes, resource availability, staff qualifications, and learners will undergo the same or comparable assessment as used for on-campus programmes.

### 5.10.3 Course Evaluation Procedure

Evaluation instruments for courses and instructors will be developed collaboratively between the Centre for Open Distance and e-Learning and the Academic Planning Directorate of the University. The evaluation will be as done for the on-campus courses and instructors.

### 5.10.4 Programme Review

The process for periodic review of programmes will be subject to consistent provision of the university academic programmes. Others include surveys of students and graduate opinion, and programme monitoring with schools and departments.

### 5.11 Learner Support Services

Because of the nature of distance education where learners are separated from the institution, instructors, and on-campus resources, learner support services are essential for successful delivery of distance learning. Therefore, learners must be provided with the necessary administrative, academic and infrastructural support system which would promote enabling environment for their learning experiences.

#### 5.11. Administrative Support Services

- i. The University through the Centre for Open Distance and e-Learning shall provide distance learners with administrative, advising, counselling, and necessary instructional support comparable to on-campus students.
- ii. The Centre for Open Distance and e-Learning will market and promote the distance learning programme, and also undertake pre-registration guidance and advise for a network of study centre.
- iii. Relevant units as applied to on-campus students, under the Coordination of the Centre for Open Distance and e-Learning will be responsible for undergraduate student services regarding applications, admissions, registration, scheduling, information services, grades and records, certification and graduation with same standard as applied to on-campus students.
- iv. The Postgraduate School will be responsible for handling admissions, registration, grades and records, etc., in accordance with procedure for postgraduate student matters.

#### 5.11.2 Academic support Services

- i. The Centre for Open Distance and e-Learning will prepare comprehensive students handbooks, guidelines, regulations and brochures for distance education which shall be made available to the distant learners through study centres across the country.
- ii. The Centre for Open Distance and e-Learning will put in place mechanism for regular monitoring of students' progress and ensure that students are provided with timely and helpful pedagogical comments on assignments.
- iii. The University Library Services will implement flexible strategies and procedures to assist distance access to library resources. Such flexible strategies may include re-purposing the acquisition; supply, loaning, developing inter library loaning system to cater for the non-campus nature of distant learners. The Library shall also ensure that distance learners have online access to sites which had been subscribed to by the University.
- iv. The Centre for Open Distance and e-Learning will also provide opportunities for academic advisement, guidance and counselling services through study centres, and they shall also have access to such services at the main campus of the University.
- v. The Centre for Distance Education portal on the University's website shall provide access for necessary academic support services for distance learners.

#### 5.11.3 Infrastructure for Distance Learning

The University will develop on the existing infrastructure, particularly information and communication technology related facilities, for the provision of efficient distance learning system. Assessment of the required infrastructural needs would be done to provide the necessary enabling environment for learning in the study centres. In addition in order to acquire necessary practical laboratory experiences for learners, CODEL will collaborate with established Institutions in the study centres.

#### 5.11.4 Media for Distance Learning

For effective implementation of distance learning, media are essential for instructional delivery, assessment, and communication (between tutors and learners, among learners, between the institution and the learners). While ICTs will be the major focus the systematic approach using media mix will be adopted. This will ensure that media serve specific purpose. Specifically, the following media among others will be used for distance learning; interactive audio or video conferencing, computer conferencing or electronic mail, pre-recorded audio and video tapes, internet based audio and video streaming, etc.

#### 5.12 Staff Support

Quality staff is essential for effective and efficient implementation of distance education. Staff in conventional universities needs to be re-conditioned to work in dual-mode setting for new challenges in the acquisition of new skills, methodologies and practices that are essential for developing instructional materials and providing necessary support for distance learners. Towards this end, the Centre for Open Distance and e-Learning (CODeL) will initiate and run induction programmes which promote staff awareness and participation in distance education. The Centre will also provide on-going professional development programmes on the technical and pedagogical training in the design, development, and delivery of distance learning materials.

#### 5.13 Responsibility

Successful implementation of distance learning programme will be ensured through proper definition of responsibilities at the institutional, school, departmental, and at individual levels.

#### 5.14 Administration of ICT systems

- (i) Centre for Open Distance and e-Learning will rely on well defined processes, procedures and robust organisational systems supported by ICT.
- (ii) It will review and develop technology infrastructure on an ongoing basis in order to give effect to its institutional vision and ODL mission.
- (iii) Design and maintain separate portal from university portal

#### 5.15 Schemes/Conditions Of Service

The staff of the Centre shall be subjected to the same University Schemes of Service and Conditions of Service.

#### 5.16 Staff Remuneration

- (i) Tutor that take part in tutorial classes and practical will be paid the sum of five thousand naira (N5,000.00) per contact hour subject to a minimal students population of 100 (one hundred).
- (ii) For a class that has more than 150 students, the lecturers should be paid additional N50,000 as bonus. Also its being recommended that for a class with over 300 students population, the lecturers should be paid the same amount.
- (iii) Lecturer(s) that develop course material for a particular course of 10 to 15 units shall be paid the sum of one hundred and fifty thousand naira only (N150,000.00). Such materials shall be used for staff promotion or other University's recognition.
- (iv) Course lecturers that assessed and marked the students scripts will be remunerated based on the number of scripts marked.

#### 5.17 Ownership of Course Material

Courseware developed by a lecturer or group of lecturers becomes a permanent document of the university after the payment is done. Such academic property can not be claimed by such lecturers again.

#### 5.18 Role definitions

In the ODL system, all the relevant roles will be redefined in order to ensure high quality ODL inputs, processes and outputs. The role definitions aim to have a significant impact in terms of our social mandate which is to provide access to a wide range of students with the correct support to ensure that access becomes a meaningful opportunity for success – work that supports this endeavour will be recognized and rewarded.

#### 5.19 Academic Definition

All academic staff either employed by the centre or appointed to serve in the centre shall be seconded to their mother departments where they will be taking fewer courses, project supervision, etc, that will qualify them for promotion.

#### 5.20 Distance Learning Programme and Industrial Action

Staff engaged in distance learning business shall not partake in any form of industrial action

## REFERENCES

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4. University of South Africa. Open Distance Learning Policy. 2008.
5. Open and Distance Learning. Trends, Policy and strategy Considerations. UNESCO 2002.
6. Report of Implementation Committee on CODEL, Federal University of Technology, Minna, 2011.
7. CODEL Director's Report to FUT Minna Council, September 2011.

## APPENDIX A

### DEFINITIONS

#### Dual Mode Institution

An institution which offers learning opportunities in the conventional classroom-based methods (on-campus) and distance method (off-campus). The same or different courses in both modes with or without common examination. In addition, the two types of learners (on-campus and distance) are treated differently.

#### Distance Students

A student enrolling for one or more courses or programme and no internal course or programme and no on-campus course or programme is defined as a distance student

#### Distance Education

This refers to education that takes place when a teacher and student(s) are separated by physical distance, and technology, often in concert with face-to-face communication, is used to bridge the instructional gap.

#### Distance Learning

This refers to learning activities which occurs when students and instructors are separated by geographic distance or time, and interaction between the learner and the teacher, among learners, and/or between learners and learning resources conducted through media; in real time or delayed.

#### Course Writer

A member of course development team with expertise in the subject matter of a given course with appropriate training and skills in the development of user-friendly self-instructional materials.

#### Programme Coordinator (PC)

This is a staff of the Distance Learning Centre (DLC) who has the responsibility for carrying out duties on behalf of the course development team through the monitoring of day-to-day course development. The PC also liaises with writers, editors, copyright commission for copyright clearance, and also verifies the accuracy of illustrations and ensuring that course development deadlines are met.

## APPENDIX B

### IMPLEMENTATION STRATEGY

1. Clear implementation procedures, monitoring, evaluation and cyclical review (internal and external) every five years will in place.
2. An CODEL Management Committee, chaired by the Deputy Vice Chancellor (Academics), will be constituted.
3. The CODEL Management Committee will monitor, evaluate and review the implementation procedures.
4. The CODEL Management Committee will report to the Management Committee and the Senate and Council on its activities.
5. The CODEL approach will be implemented on a project management basis in respect of selected courses.
6. The CODEL processes and procedures will be funded, in the interim, from the budget on special projects.
7. New processes and procedures must be introduced to operationalize CODEL through the annual portfolio budgets.
8. An CODEL training plan will indicate the short, medium and long term goals relating to the upgrading of the competence of FUTMinna employees in the delivery of ODL.
9. A communication plan will be prepared to ensure that the new approach to CODEL is communicated to the employees of the University in such a way that enables each employee to understand the approach and his/her role.
10. Tutorial Letter will be used to communicate the new CODEL approach to students.
11. A change management plan, including an ICT strategy will be prepared to ensure that CODEL is institutionalized by the University.
12. The implementation of this policy depends on systems and sub-systems which are consolidated around the teaching and learning process.

## APPENDIX C

### SCHOOL FEES

#### Tuition Fees

	Fresh Students (₦)	Returning Student (₦)
Tuition Fee	50,000.00	50,000.00
Acceptance fee	5,000.00	Free
Caution Deposit	5,000.00	Free
Verification of entry qualification	5,000.00	Free
Identification Card	1,000.00	1,000.00
Examination Fee	5,000.00	5,000.00
Library services	1,000.00	1,000.00
Students Handbook available on line	free	
Maintenance of facilities	5,000.00	5,000.00
Registration fee	5,000.00	5,000.00
Development levy	20,000.00	10,000.00
ICT	10,000.00	5,000.00
Administrative handling	10,000.00	10,000.00
TOTAL	122,000.00	92,000.00

\* For ease of payment, students should be allowed to pay twice, 60% and 40% for the 1<sup>st</sup> and 2<sup>nd</sup> semester, respectively.

\* Students must pay Tuition fee annually irrespective of whether or not they are registered for the programme that year to maintain their studentship.

\* All fees are subject to be reviewed by the University Senate.

