

**FEDERAL UNIVERSITY OF TECHNOLOGY  
MINNA**



**TEACHING, LEARNING AND ASSESSMENT POLICY**

2024

## CONTENTS

### CHAPTER ONE

Foreword.....	4
1.0 Introduction.....	5
1.1 Background of the University.....	5
1.2 Mission and Vision of the University.....	5
1.2.1 Vision.....	5
1.2.2 Mission.....	5

### CHAPTER TWO

2.0 General Provisions.....	6
2.1 Aim and Objectives of the Policy.....	6
2.1.1 Aim.....	6
2.1.2 Objectives.....	6
2.2 Scope of the Policy.....	6
2.3 Terms and Acronyms.....	6

### CHAPTER THREE

3.0 Management of E-Learning.....	7
3.1 Types of E-Learning Adopted.....	7
3.2 Quality Assurance.....	7
3.3 Intellectual Property Rights and Ownership.....	7
3.4 Staff Incentive for Development of E-Content.....	7
3.5 Staff and Learner Access.....	7
3.6 Capacity Building for E-Learning.....	7
3.7 Student Photo Identification.....	8
3.8 Course Delivery.....	8
3.9 Learner Support.....	8
3.10 Assessment of Students' Performance.....	9
3.11 Student's Assessment of Lecturers on E-Teaching.....	9

### CHAPTER FOUR

4.0 Administration of the Policy.....	10
4.1 The Establishment of the E-Learning Advisory Board (ELAB).....	10

4.2 The Establishment of the University E-Learning Office.....	11
4.3 Responsibilities of the Directorate of Information Technology Services.....	12
4.4 Responsibilities of Deans of Schools/Directors of Centres.....	12
4.5 Responsibilities of Heads of Departments.....	13
4.6 Responsibilities of Academic Staff.....	13
4.7 Responsibilities of the Director, University E-Learning Office.....	13
4.8 Responsibilities of the Deputy Director, University E-Learning Office.....	14

**CHAPTER FIVE**

5.0 Miscellaneous Provisions.....	15
5.1 Dispute Resolution.....	15
5.2 Amendments.....	15
5.3 Review.....	15
5.4 Breach of the Rules of this Policy.....	15
5.5 Entry into Force of this Policy.....	15
5.6 Sources of Information.....	15

## **FOREWORD**

As we navigate the ever-evolving landscape of education, the Federal University of Technology, Minna remains steadfast in its commitment to excellence, guided by a vision to stand among the world's leading institutions. Our mission, rooted in specialised training and innovation, drives us to harness Nigeria's natural resources and transform them into a powerhouse of goods and services.

At the heart of our mission lies the dedication to cultivating a skilled and entrepreneurial workforce. We embrace Information and Communication Technology (ICT) as a catalyst, propelling us toward a future where our graduates will shape and redefine Nigeria's economy.

This e-learning policy stands as a testament to our unwavering dedication to capacity building and service delivery. It heralds a new era where technology converges with learning, empowering both educators and learners to excel in an interconnected world.

I extend my gratitude to all who have contributed their expertise and passion to craft this policy. Together, we embark on a journey to not only uphold academic excellence but also to pave the way for a brighter future for our nation and its people.

Embracing this policy means embracing the transformative power of technology in education. Let us collectively propel our beloved Federal University of Technology, Minna toward its rightful place among the world's foremost institutions, shaping a future where innovation knows no bounds.

Prof Faruk Adamu Kuta  
Vice-Chancellor  
Federal University of Technology, Minna

## **1.0 INTRODUCTION**

### **1.1 Background of the University**

**1.1.1** The Federal University of Technology, Minna (FUT Minna), Nigeria, was established on 1<sup>st</sup> February 1983. The objective of its establishment was to give effect to the nation's drive for the much-needed self-reliance in science, engineering and technology.

**1.1.2** The University comprises nine Schools: School of Agriculture and Agricultural Technology, School of Electrical Engineering and Technology, School of Innovative Technology, School of Environmental Technology, School of Information and Communication Technology, School of Infrastructure, Process Engineering and Technology, School of Life Sciences, School of Physical Sciences, School of Science and Technology Education and the Postgraduate School.

**1.1.3** There are also seven research centres, namely: West African Science Service Centre on Climate Change and Adapted Land Use (WASCAL), Centre for Human Settlements and Urban Development (CHSUD), Centre for Disaster Risk Management and Development Studies (CDRM&DS), Centre for Genetic Engineering and Biotechnology (CGEB), Centre for Open Distance and e-Learning (CODEL), Africa Centre of Excellence for Mycotoxin and Food Safety (ACEMFS) and Centre of Excellence for Technology Development Studies (CoETeDeS).

### **1.2 Mission and Vision of the University**

#### **1.2.1 Vision**

The vision of the University is to become a world-class and Nigeria's leading University recognised for its excellence in capacity building and service delivery.

#### **1.2.2 Mission**

To train a skilled and innovative workforce that would transform Nigeria's natural resources into goods and services, driven by entrepreneurship and Information and Communication Technology, to positively affect the economy and thus the quality of life of her people.

## **2.0 GENERAL PROVISIONS**

### **2.1 AIM AND OBJECTIVES OF THE POLICY AND STRATEGY**

#### **2.1.1 Aim**

The Aim of this Policy is to provide a framework for the facilitation and support of e-Learning in the Federal University of Technology, Minna.

#### **2.1.2 Objectives**

The Objectives of the Policy and Strategy are to:

- i. Provide operational guidelines for e-learning in the University;
- ii. Help to ensure that learning activities efficiently take place online;
- iii. Promote student success through effective and efficient e-learning classes;
- iv. Enhance a student-centred system of instructional flexibility;
- v. Increase student and staff motivation for quality e-learning;
- vi. Promote the development of courses that are in line with the University's strategic planning; and
- vii. Achieve international best standard and national leadership as a University with a reputation for providing e-learning opportunities suitable to different levels and varieties of learners and needs.

### **2.2 SCOPE OF THE POLICY AND STRATEGY**

**2.2.1** The E-learning Policy applies to all Schools, Departments, Centres, Units, Research Groups, Staff, Students, Visitors and all parties and/or persons in such Academic and/or Research relationships with the University as are covered under the provisions of this Policy.

#### **2.3 Terms and Acronyms**

**2.3.1** E-learning: This is an interactive instructional activity which is enhanced, supported, mediated, delivered or assessed online or by electronic means.

**2.3.2** E-Learning Content: This is also called E-Content and it means e-learning resources specifically developed as part of standard University courses.

**2.3.3** E-Learning Module: This is a complete e-content package designed and intended for a single University course.

**2.3.4** LMS: This means Learning Management System

**2.3.5** ICT: This means Information and Communication Technology

**2.3.6 University:** This means Federal University of Technology, Minna

### **3.0 MANAGEMENT OF E-LEARNING**

#### **3.1 Types of E-Learning Adopted:**

Online classes are typically made up of some combination of synchronous and asynchronous activities. Synchronous learning takes place when people interact with each other at the same time, and asynchronous learning takes place when people are interacting with content on their own time.

##### **1. Collaboration (Synchronous)**

This enables groups of students to participate in a learning activity together at the same time, from any place in the world. Real-time synchronous online learning often involves online chats and video conferencing, as these tools allow training participants and instructors to ask and answer questions instantly while being able to communicate with the other participants. This kind of community-oriented online learning has been made possible with the rapid development of online learning technologies.

##### **2. Content (Asynchronous)**

Asynchronous learning refers to students accessing materials (Audios, Videos, and Note etc.) online at their own pace and interacting with each other over longer periods.

#### **3.2 Quality Assurance:**

- a. E-content development shall adhere to the University's e-content quality assurance process and standards.
- b. The materials uploaded into the LMS must be current and in line with the standards set by the University and relevant accreditation bodies
- c. An appropriate e-content quality assurance process shall be established.
- d. E-content presentation structure shall be standardized and successfully pass a departmental level peer review process and language editing.
- e. E-learning modules shall be received and approved by the University's E-learning Office.
- f. Course modules uploaded must be coherently plan to provide a sequence of e-learning pathway for Students.
- g. Quality Assurance and Productivity Unit shall monitor and evaluate the quality of e-learning delivery.

#### **3.3 Intellectual Property Rights and Ownership:**

All matters relating to Intellectual Property shall be considered and treated in accordance with the provisions of the University's Intellectual Property Policy.

**3.4 Staff Incentives for Development of E-Content:**

- a. Staff should be encourage monetarily for developing e-content.
  - b. There should be appropriate incentives or recognition for staff and Departments, Schools and/or Centres which are active in using and implementing e-Learning.
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**E-LEARNING POLICY**

**OF**

**THE FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA**



- ii. Course handbook that shows the intended learning outcomes and teaching, learning and assessment methods of the course(s);
- iii. a clear schedule for the delivery of their study materials and for assessment of their work.

### **3.9 Learner Support**

- a. Students shall receive a clear and realistic explanation of the expectations placed upon them for study of the programme or elements of study, and for the nature and extent of autonomous, collaborative and supported aspects of learning.
- b. Students shall be provided with:
  - i. clear and up-to-date information about the learning support available to them locally and remotely for their programme or courses of study;
  - ii. documents that set out their own responsibilities as learners, and the commitments of the University and faculties for the support of a programme or courses of study.
  - iii. from the outset of their study, an identified contact, either local or remote through email or telephone which can give them constructive feedback on academic performance and authoritative guidance on their academic progression;
  - iv. where appropriate, regular opportunities for inter-learner discussions about the programme, both to facilitate collaborative learning and to provide a basis for facilitating their participation in the quality assurance of the programme;
  - v. appropriate opportunities to give formal feedback on their experience of the programme.

### **3.10 Assessment of Students' Performance**

- a. Students shall be provided with information on the ways in which their performance will be assessed, and the relative weighting of units, modules or elements of the programme in respect of their overall assessment.
- b. Ways to strengthen the integrity of assessments shall include but not limited to the following:
  - i. Orientation of students on what constitutes plagiarism;
  - ii. Establishment of a culture of academic integrity in online courses just as in an onsite course.
  - iii. Inclusion of an academic honesty statement for every assignment and exam.

- iv. Subjecting student works to plagiarism test, using tools such as Turn-it-in, SafeAssign, etc.

### **3.11 Students Assessment of Lecturers on E-Teaching**

- a. Students' assessment scale of lecturers shall take cognizance of their online performance.
- b. An assessment scale that would provide valid, reliable and useful feedback shall be developed and provided for lecturers so as to have a prior information of the University's expectation of them.

## **4.0 ADMINISTRATION OF THE POLICY**

### **4.1 The Establishment of the E-Learning Advisory Board (ELAB)**

**4.1.1** There shall be an E-Learning Advisory Board constituted by the Vice-Chancellor

**4.1.2** Membership of the Board shall include:

- i. The Deputy Vice-Chancellor (Academic) appointed by the Vice-Chancellor as Chairman;
- ii. 2 representatives of Senate;
- iii. Deans of Schools;
- iv. Director, University E-Learning Office;
- v. Deputy Director, University E-Learning Office;
- vi. Director, Academic Planning Unit;
- vii. Director, Quality Assurance and Productivity Unit;
- viii. Director, Centre for Open, Distance and E-Learning;
- ix. Director, Centre for Preliminary and Extramural Studies;
- x. Focal Officer, SERVICOM Unit;
- xi. Director, Information Technology Services;
- xii. Director, Legal Unit;
- xiii. Coordinator, Intellectual Property and Technology Transfer Office;
- xiv. 3 representatives of the Student Union who must be Class Representatives with CGPA not below 4.00;
- xv. The Deputy Registrar (Academic) who shall serve as the Secretary; and
- xvi. A nominee of the Registrar who shall serve as the Assistant Secretary.

**4.1.3** The Board shall serve for such term as may be determined by the Vice-Chancellor

**4.1.4** The duties of the Board shall be to:

- i. consider and advise the Vice-Chancellor on all matters of policy relating to E-Learning;
- ii. interpret and provide oversight for the administration of the University's E-Learning Policy;
- iii. Promote the implementation of the University's E-Learning Policy;
- iv. Develop and implement an evaluation plan to assess the impact of this policy;
- v. determine the general performance of University E-Learning Office and approve action plans for the office;
- vi. consider and approve periodic reports and recommendations of the University E-Learning Office; and
- vii. perform other duties provided for by this policy or as may be necessary from time to time for the proper implementation of this policy.

#### **4.2 The Establishment of the University E-Learning Office**

**4.2.1** There shall be a University E-Learning Office established by the Vice-Chancellor

**4.2.2** The University E-Learning Office shall be constituted by the Vice-Chancellor with the following members:

- i. A Professor appointed by the Vice-Chancellor as Director;
- ii. An appointee of the Vice-Chancellor to serve as Deputy Director;
- iii. The E-learning Coordinators for all the Schools and Centres with Academic programmes appointed by their respective Deans or Directors;
- iv. Heads of such Administrative Units as the Director of the University E-Learning Office may deem necessary to establish in the office;
- v. A nominee of the Registrar who shall serve as the Secretary of the University E-Learning Office.

**4.2.3** Members of the University E-Learning Office shall serve for a period of two years, renewable once.

**4.2.4** The University E-Learning Office shall have the responsibility of:

- i. The day-to-day administration and implementation of the E-Learning Policy of the University;
- ii. Advising the University, it's Schools, Centres, Departments and relevant offices on all matters relating to E-Learning;
- iii. Promoting E-Learning through advocacy, orientation, sensitisation, training, appropriate incentives and the provision of support and opportunities;

- iv. Interfacing with University E-Learning stakeholders to enhance synergy and optimise productivity;
- v. Monitoring the implementation of e-Learning policies, plans, strategies and activities among instructors, learners and other stakeholders;
- vi. Evaluating of Departments, Centres and other affiliates of the University to enhance motivation, productivity and competitiveness in E-Learning activities;
- vii. Designing and managing an effective E-Learning feedback system;
- viii. Organizing, facilitating or providing e-learning capacity building opportunities such as professional certification trainings, workshops, conferences etc. for relevant staff and students;
- ix. Assisting instructors with resources and technical expertise necessary to design and develop E-Learning modules;
- x. Providing e-learning user manuals, tutorials, guidelines and best practices for instructors and learners;
- xi. Reporting to relevant University authorities on the effective implementation of the E-Learning Policy;
- xii. Ensuring that:
  - a. E-Learning pedagogy is engaging and motivating for learners;
  - b. E-Learners have a formative assessment;
  - c. E-Learning courses have coherence, consistency and transparency;
  - d. E-Learning provisions can meet the need of a full range of flexible and independent learning experiences include special accommodation required by persons with disabilities;
  - e. All E-Learning systems and activities both manual and electronic interoperate effectively; and
  - f. E-Learning through internal quality assurance processes meet set standards and expectations of the University, regulations, legislations and third party partners or funders;
- xiii. Establishing and maintaining effective Learner Support and Instructor Support Systems;
- xiv. Liaising with the Directorate of ITS to integrate LMS with other systems in the University;
- xv. Researching and recommending new and innovative E-Learning technologies; and

- xvi. Doing all other things reasonably incidental to or necessary for the implementation of this policy.

#### **4.3 Responsibilities of the Directorate of Information Technology Services**

It shall be the responsibility of the Directorate of Information Technology Services under this policy to:

- i. provide and manage the technology infrastructure (internet connectivity, hardware and software) required for the implementation of e-Learning
- ii. provide system and database administration support for servers and applications.
- iii. integrate LMS with other relevant University academic systems

#### **4.4 Responsibilities of Deans of Schools/Directors of Centres**

It shall be the responsibility of Deans of Schools/Directors of Centres under this policy to:

- i. appoint e-Learning coordinators(s) from each School/Centre to assist the University E-Learning Office in the implementation of e-Learning Policy at the School/Centre level
- ii. Encourage and promote E-Learning activities at the School/Centre level.

#### **4.5 Responsibilities of Heads of Departments**

It shall be the responsibility of the Heads of Departments under this policy to:

- i. Actively participate and lead the efforts for the implementation of this policy at the departmental level
- ii. appoint e-Learning Officer(s) from each department to assist the University E-Learning Office in the implementation of e-Learning Policy at the departmental level
- iii. Encourage and promote E-Learning activities at the departmental level.

#### **4.6 Responsibilities of Academic Staff**

It shall be the responsibilities of Academic Staff under this policy to:

- i. develop e-Learning content for their courses.
- ii. upload course description and course materials to the LMS for learners' reference.
- iii. Ensure that e-learning materials for upload passes through appropriate peer review and editing processes.
- iv. continuously update and enhance the e-Learning content of the course.

- v. attend e-Learning trainings provided by the University E-Learning Office depending on the latest development of e-Learning technologies.
- vi. regulate the use of LMS in their course(s)

#### **4.7 Responsibilities of the Director, University E-Learning Office**

The Director, University E-Learning Office shall be responsible for:

- i. the day-to-day management of the University E-Learning Office;
- ii. implementation and enforcement of the E-Learning Policy; and
- iii. any other duty as may be assigned by the Vice-Chancellor.

#### **4.8 Responsibilities of the Deputy Director, University E-Learning Office**

It shall be the responsibility of the Deputy Director, University E-Learning Office to assist the Director of the office in the discharge of his responsibilities, to accept delegated responsibilities from the director, to deputise him at his instance or in his absence and to do all other things reasonably assigned to him by this policy or the Vice-Chancellor.

## **5.0 MISCELLANEOUS PROVISIONS**

### **5.1 Dispute Resolution**

**5.1.1** Disputes which may arise under this policy are to be resolved under the provisions of the University's Policy on Alternative Dispute Resolution.

### **5.2 Amendments**

The University's E-Learning Board shall have the powers to amend any error or inconsistency observed in this document in so far as such amendments do not amount to policy changes. Policy changes shall be addressed by reviews as provided in Section 5.3 of this Policy.

### **5.3 Review**

**5.3.1** This Policy may be reviewed at intervals not exceeding five years in order to take account of new legal, policy and institutional developments.

**5.3.2** The Vice-Chancellor shall set up a Committee to review the policy as and when necessary.

### **5.4 Breach of the Rules of this Policy**

**5.4.1** Breach of the provisions of this policy shall amount to misconduct and shall be dealt with under the normal disciplinary procedures of the University for both Staff and students.

### **5.5 Entry into Force of this Policy**

**5.5.1** This policy shall come into effect on approval by the University's Governing Council.

### **5.6 Sources of Information**

The provisions of this E-Learning Policy are based on existing E-Learning Policies of several Universities. The following E-Learning Policies and documents were taken into account to significant degree during the development of this Policy.

- i. E-Learning Policy of the International Islamic University, Malaysia
- ii. E-Learning Policy of the Egerton University, Egerton, Kenya
- iii. CSN E-Learning Policy
- iv. E-Learning Policy of the First Technical University, Ibadan
- v. The University E-Learning Policy of Nkumba University, Uganda
- vi. E-Learning Policy of the Valley University of Science and Technology, Uganda
- vii. E-Learning Policy of Uganda Technology and Management University
- viii. E-Learning Strategy and Policy of the National Open University of Nigeria