FEDERAL UNIVERSITY OF TECHNOLOGY MINNA

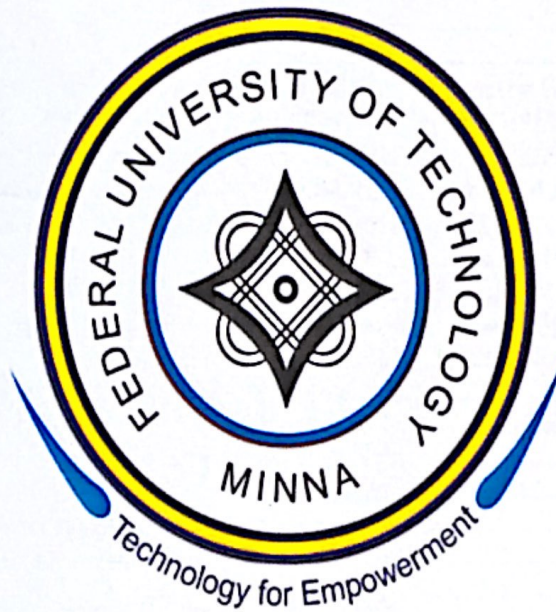## CODeL

CENTRE FOR OPEN DISTANCE AND e-LEARNING

POLICY

FEDERAL UNIVERSITY OF TECHNOLOGY
MINNA, NIGERIA

CENTRE FOR OPEN DISTANCE AND
e-LEARNING (CODeL)
POLICY DOCUMENT

Approved by

**Federal University of Technology
Minna, Governing Council**

10th May, 2012

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FEDERAL UNIVERSITY OF TECHNOLOGY
MINNA, NIGERIA

CENTRE FOR OPEN DISTANCE AND e-LEARNING POLICY

Policy Title:	Centre for Open Distance and e-Learning Policy
Policy Administrator:	Director, Centre for Open Distance and e-Learning.
Policy Reference Number:	To be advised.
Policy Implementation Date:	To be advised.

Policy Implementation

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

Content

Section A: Philosophy of Centre for Open Distance & E-Learning, Federal University of Technology, Minna

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 and the University Council in May, 2012.

1.2 Principles

The cardinal principles underlying the Centre for Open Distance and e-Learning shall be premised on the following:

- **Flexibility:** CODeL shall promote flexibility in the provision of its programmes and materials to ensure that the ODL structures adopted are dynamic and responsive to the ever changing demands and needs of the learners which may include but not limited to self-paced learning self-learning system and Fees payment system.

- **Openness:** CODeL shall be driven by the desire to open up access to quality higher education that meets the global standard and relevant education to facilitate reduction of barriers to entry/access for those who otherwise would have been denied access to quality higher education.

- **Learner Centeredness**: CODeL shall ensure that the learner is at the Centre of all the activities ensuring that the environment is conducive to learning and that basic resources are at his/her disposal.

- **Cost Effectiveness**: CODeL shall promote cost effectiveness in the development and deployment of her ODL programmes and facilities.

- **Collaboration and Partnership**: CODeL shall promote collaboration and partnership in the areas of materials development, learner support, quality assurance systems, research and exchange programmes.

- **Life Long Learning**: CODeL shall foster access to lifelong education for all, to all and at all time through the use of cost effective ICT technologies.
  In addition to the above mentioned guiding principles, CODeL shall also 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.

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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. The University is desirous of fully utilizing the Memorandum of Understanding entered into with its national and international partners such as Indira Gandhi National Open University, New Delhi, India, Universities in Belarus, National Open University of Nigeria and many others.
ii. 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.
iii. The University has numerous experienced and skilled academic, technical and administrative staff members who can assist in effective delivery of distance learning programme.
iv. 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.
v. Open Distance Learning (ODL) keys into the Federal University of Technology, Minna, and 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 providing access to flexible, open and long life learning education.

1.5 Mission

The Centre is committed to the delivery of quality distance learning through dynamic and pragmatic training, research and entrepreneuary services, driven by Information and Communication Technology (ICT).

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: Governance and Administration of Centre for Open Distance and E-Learning, Federal University of Technology, Minna

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.

2.1 The Centre for Open Distance e-Learning (CODeL)

The Centre for Open Distance and E-Learning (CODeL), FUT Minna 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 open distance and e-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. **Facilitate the distribution of study materials and administer marking assignments to ensure two-way communication between students and their tutors.**
v. **Maintain an accurate and comprehensive record system of systems, material production and records of study Centres.**
vi. **Administer examinations and process students' results in conjunction with relevant departments, faculties, and the Postgraduate School.**
vii. **Write handbook for students, course writers, tutors, and study Centre coordinators.**
viii. **Liaise with the University library in the provision of library services at the study Centres.**
ix. **Collaborate with other institutions to provide laboratory facilities and equipment for distance learners.**
x. **Provide accountability reports and statistics on enrolment, finances, retention, graduation, etc., on the operation of the distance learning programmes.**
xi. **Where appropriate schedule on-campus orientation for distance learners and part-time tutors.**
xii. **Perform programme review every three years to keep abreast of global developments and to improve programme quality, effectiveness and efficiency.**
xiii. **Administer programmes for and on behalf of its partner Institutions.**
xiv. **Ensure that all members of staff/personnel in the Centre have minimum ICT skills. This is to be adjudged through basic examination upon offer of employment/deployment to the Centre.**

2.2 CODeL Governing Board

CODeL will be governed by Governing board that consists of persons with relevant ODL experience with members consisting of: The Vice Chancellor as the Board Chairman;

Deputy Vice-Chancellor Academic); Deputy Vice Chancellor (Administration); Registrar; Bursar; University Librarian; Director, CODeL; Director, APU; Director, ITS; Director, Legal Unit; Deputy Directors, CODeL; Secretary, CODeL; All HODs of courses offered by the Centre; HOD Entrepreneurship and other approved attendees.

2.3 Administration and Management of the Centre

The Centre for Open Distance and e-Learning shall be managed by a Director who shall directly be responsible to the University's Vice Chancellor. The Director will be assisted by two Deputy Directors that shall be responsible for IT learner support and administration. The Centre will also have Staff to deal with course registration, students' records, assignments, production schedule and dispatch. The most senior Registry Staff will also be designated as the Deputy Director (Administration) to the CODeL. The Centre will also require instructional designers, IT specialist, Student Counsellor who will deal with distance learners' problems and other support staff. The full spectrum of the required staff is as shown in the Centre's organogram in appendix D.

2.4 Committees in CODeL

Committee of Studies:	The Committee will comprise the Heads of Programme Coordinators. 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.
Committee of Examiners:	The Committee shall comprise of examination officers of all the programmes. They shall be responsible for the collection, collating, scrutinizing and approving results on behalf of the Centre. They are also to submit the result to Senate through the Centre for approval.
Finance Committee:	The Committee is to recommend the remuneration payable to both the external and internal members of staff. It is also to advice on relevant charges to be made. However, to make the Centre very viable and attractive, staff of the Centre must be highly motivated.
Committees Chairman:	All the Standing Committees are to be chaired by the Director of the Centre.

2.5 Roles and Responsibilities of some selected CODeL Officers

Office of the Director:	He is responsible for the successful leadership and management of the Centre according to the strategic direction set and agreed upon by the university, the board chairman and NUC. Basically, his responsibilities shall cover the following roles: leadership, Operational planning and management, program planning and management, human resources planning and management, financial

	planning and management, community relations / advocacy, and risk management.
Deputy Director (IT Learner Support)	The Deputy Director (IT Learner Support) is a thought partner to the director of the Centre, and Reports directly to him. The Deputy Director (IT Learner Support) shall assist the Director in the day – to – day running of the Centre in accordance with the existing established organizational structure. He also plays a part in Leadership Direction.
Deputy Director (Administration)	The Deputy Director (Administration) is responsible to the Director and is responsible for ensuring that accurate and sufficient documentation exists, ensures the Centre is well guided in the rules, regulations and procedures of the University. Other responsibilities include: managing the general correspondence of the Centre; may be designated by the leadership of the Centre and/or by laws as one of the signing officers for certain documents; liaison to the University registry and ensure that proper records of the Centre are taken and kept at all times; implements new procedures and administrative systems and liaises with relevant organizations to achieve the goals and objective of the Centre.
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 recognize and incorporate staff contribution to distance education (Programme Coordinator, Course Coordinator, tutoring, etc.).
Finance Officer	The Financial Officer of the Centre shall report directly to the Director and liaises with the University Bursar on all financial matters related to the ODL.
The Programme Coordinators	The Programme Coordinator (PC) shall be appointed by the Director and shall be responsible to the Director, CODeL. The program coordinators will be responsible for carrying out duties on behalf of the course development team through the monitoring of day-to-day course development. The PC will also liaise 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 Programme.
Students Advisers	Student advisers shall be available for information, assistance and guidance to students. Other responsibilities shall include providing necessary Learning support to

students; Monitoring students' performance for progress; liaison between students and e-tutors when necessary.

Academic Staff

The Academic staff reports and liaises with the course and programme coordinators of the Centre for the administration of various courses and programmes offered by the Centre's students, and liaise with the Heads of Service Departments on academic matters related to their courses and academic programmes. All academic staff for the various programmes run by CODeL shall be responsible to the Director through their course and programme coordinators. All academic staff employed/deployed to CODeL shall have basic ICT skills required for proper functioning as academic staff. Basic ICT trainings will be conducted for those recommended for employment but with low ICT skills while continuous ICT training shall also be provided by the Centre as on-job training.

Section C: Course Materials Development and Acquisition

CODeL courseware development shall be governed by the following principles:

i. **Interface:** That courseware for learning at CODeL shall be one of the most important point of interface between the University and the students

ii. **Quality Attributes:** The courseware shall possess key attributes of contemporary distance learning materials such as interactivity, learners-friendliness, conversational in nature and ease of use by the students.

iii. **High Standard:** High standard will be adopted in the development of relevant courseware

iv. **Teamwork:** Team approach will be adopted in the development of relevant courseware for usage at CODeL

v. **Intellectualism:** CODeL courseware materials must meet high standard of quality intellectual materials capable of impacting the required knowledge to ODL students and endear them to lifelong learning philosophy

vi. **Standardization:** All the courseware materials produced at CODeL must adhere to the five -stage process adopted by the Centre (see Appendix E)

vii. **Intellectual Property:** Courseware developed and adopted by the Centre must be in accordance with appropriate copyright policy as applicable

3.1 The Course Development Team

AT CODeL, team approach will be adopted in the development of relevant courseware for usage and the course development team shall be a multi-disciplinary team that will design interactive and user friendly self-instructional learning courseware/packages for the Centre. The team will compose but not limited to the following: Subject matter expert (course writers); instructional designers; Technical editors; ODL Experts; Language Editors; graphic artists; media producer; reviewers, and other relevant personnel.

3.2 CODeL Courseware Development Process

The five-stage courseware development process shall be a planning and evaluation framework within which the courseware development process will be governed at CODeL. Every course material shall be arranged in Modules and Study Units. Such shall be structured to fit into a semester bearing in mind the time for exams, practical's and other activities. Study Units with inter-related ideas shall be arranged under a Module and given appropriate title. Hence there may be up 3 to 4 Modules in a Course material. The learning content in a study Unit shall be logically organized and presented in sub-topics. The adopted five stages are: Course Development initiation stage; Courseware Vetting, Evaluation and approval; Courseware Instructional System Design stage; Courseware Editorial stage and Courseware production stage.

Stage 1: Course Development Initiation Stage

The courseware development initiation stage will involve the preparation of necessary course materials as contained in NUC BMAS for specific program. The courses to be taught will be prepared according to the synopsis

contained in the BMAS. Courseware development initiation stage will consist of the following activities:

1. Scouting and nomination of subject matter experts to form the required courseware development team
2. Verification of the composed team and ensuring the team compose of at least a PhD holder
3. Courseware writing and development process and ensuring each Course material module contains but not limited to the following:
    i. Course material title
    ii. Overview/general aim/Module rationale
    iii. Instruction/How to study a unit
    iv. Units (topics/10, Subunits 5) and Time
    v. Graphic organizer (Flowchart unit relationships)
    vi. Prerequisite Course(s)
    vii. Prior knowledge
    viii. List of required reading including online references
    ix. Course content
    x. Unit Introduction
    xi. Learning Outcomes
    xii. Key concepts
    xiii. Learning activity (this should come at the end of each topic in a unit)
    xiv. Unit Summary
    xv. Assignment (Continuous assessment)
    xvi. Unit List for further readings
    xvii. Module summary
    xviii. Self-Assessment Questions and Answers

Stage 2: Courseware Vetting, Evaluation and Approval

The developed courseware will be submitted to the departmental or program committee with the residing Head of the Department as the program Chair. The Courseware Vetting, Evaluation and approval stage are to ensure that:

i. The developed courseware materials have been produced with synopsis contained in NUC BMAS.
ii. The developed courseware has been blind peer reviewed by two (2) reviewers who re not less than the rank of academic senior lecturers
iii. The technical content of the courseware meets international standard
iv. The developed courseware materials do not exceed the University maximum allowable standard for plagiarism.
v. All sources cited in the courseware have been properly acknowledged
vi. The evaluation committee provides feedback to the developers for observed anomaly
vii. The head of department approved the developed courseware upon corrections and to the satisfaction of the evaluation committee.

Stage 3   Instructional System Design

The approved courseware will then be forwarded to the Instructional System Design Unit. This unit will ensure that:

i. instructional strategies and approaches in the developed course materials are appropriate for the content area

ii. the evaluation and instructional effectiveness of the courseware are appropriate.

iii. the User friendliness adopted in the approved courseware is suitable

iv. appropriate educational technologies have been incorporated

v. Feedback mechanism are provided to the courseware development team for improvement should there arise any observed anomaly in the approved courseware.

Stage 4:   Language Editing

The Language editing stage mainly provide editorial services to the courseware development team. All observed editorial errors are highlighted and feedback provided to the courseware development team. The courseware development team are to reviewed the observed anomalies and ensure that the intended meanings are not loss due to editorial services. Approved edited materials are forwarded for production purpose.

Stage 5:   Course Materials Production

The edited courseware will be produced in quality mixed-media format which shall include but not limited to hard print, electronic format, on-line and off line format capable of being stored in various mediums such as flash drive, CD, DVD, etc. Policy guiding the production of high quality courseware either in-house or through outsourcing based on the capacity to deliver will be monitored by the quality assurance unit of ODL. Production in print and non-print formats, especially the highly interactive ICT compliant multimedia formats will be undertaken at this stage. Other activities that are of importance in the courseware development process is the courseware distribution at various designated distribution Centres. In addition to any reliable and fast means of distribution that may be in vogue, courier services may be used on request for students that may not find it easy to collect at designated Centres. Necessary evaluation will be provided at each stage of the courseware development process. Evaluation includes a feedback process for the purpose of making the course more effective. It involves collection of data from a variety of sources (e.g. students, programme reviewers, tutors, Library Services, and others as appropriate). Evaluation results will be reported to the Faculty Board of Studies and University Senate for necessary improvement. The shelf cycle of a course material shall be five years which corresponds with the period of mandatory review of curriculum. However, once every three years, updating of course materials shall be undertaken.

3.3 Roles of Course Materials Development Team

The roles and responsibilities of some of the course materials development members shall include:

▪ **Subject Matter Experts (Course Writers)**	CODEL course writers shall be members of courseware development team with professional knowledge in the field or subject matter whose roles shall include development and organizing courseware materials into a template that captures the key features of ODL materials such as: i. Interactivity ii. Objectives iii. Activities iv. Assessment v. Resources
▪ **Instructional Designer**	The instructional designer shall be the course material development project manager and shall among other responsibilities : Serve as the dedicated liaison officer between members of the development team; Ensure that all development team members are aware of the course development process; provide overview of the development process and clarify the roles and responsibilities of team members; Provide an orientation to the educational philosophy and approach to online development at open education resource and direct the faculty member to additional course development resources that are pertinent; Suggest instructional strategies and approaches that are appropriate for the content area; 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.
▪ **Interactive Media Developer**	The interactive media developer shall ensure the overall usability of the learner interaction with media and provide leadership role in the design and creation of multimedia components of online or blended courses. The interactive designer shall also create customized content-related graphics and ensure the course is visually appealing as well as functional
▪ **Language Editor**	At CODeL, the editor shall edit copy of the prepared courseware materials to improve readability; Read copy or proof to detect and correct errors in spellings, punctuations and syntax; Allocate print space for story text, photos, and illustrations according to space

	parameters and copy significance, using knowledge of layout principles. Other responsibilities shall include planning the contents of publications according to the publications style, editorial policy, and requirements; Verifying facts, dates, and statistics, using standard reference sources and Review and approve proofs submitted by composing room prior to publication production.
▪ **ODL Expert**	The ODL expert at CODeL will be responsible for ensuring that ODL Quality attributes of the approved courseware are in tandem with global practices and that approved by NUC. The ODL expert shall also ensure that the developed courseware materials contain key attributes of ODL as contained in NUC guidelines and the Delivery and tutoring approach suggested in the courseware are in accordance with ODL policy

3.4 Remuneration for Courseware Development

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.

3.5 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 cannot be claimed by such lecturers again.

Section D: Pedagogy Implementation

4.1 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, 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.

iii. 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.

4.2 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.

4.3 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 behavioral attributes.

iv. It will be aligned with the student profiles,

v. 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

vi. 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.

4.4 Evaluation and Assessment

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

i. 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.

ii. Evaluation and assessment in ODL will have demonstrable integrity as it applies to conventional programme.

iii.   All assessment MUST be completed before a student is allowed to write examinations.

The assessment strategy will:

i.   Ensure that students develop effective cognitive, reflective, self-management and practical skills,

ii.   Include formative assessment which is designed to support the teaching and learning processes or support research skills,

iii.   Include formative and summative assessment aspects that will be used for making a judgment about the achievement of the learning outcomes,

iv.   Assist students and tutors to monitor their learning in relation to formative assessment tasks and feedback.

v.   Improve students' performance in their courses if there is prompt submission of the assignment by the students and immediate feedback by the tutor.

4.5   Conduct of Examination

i.   CODeL will operate Computer Based Test (CBT) Centre with internet ready computers in line with NUC stipulation on quantity, quality and work station specification for computer based examinations.

ii.   The deployed system will be capable of using 'intelligent' mapping of location by computers to restrict access to the testing system.

iii.   Invigilators MUST physically be present during examinations.

iv.   Cameras will be installed in the CBT centers to capture the entire examination processes which can be played back for spot checks.

4.6   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 send a report card on the session's performance and informs the student whether he/she has successfully completed the session. Successful students will automatically promote to the following year of study.

iv.   The system will ensure that during registration, prerequisite carry-over courses are registered first before new courses.

Section E: Teaching, Learning and Research at CODeL, FUT, Minna

5.1 Teaching in ODL

The CODeL shall disseminate all materials using various synchronous and 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 will be well defined, evaluation should be in line with the stated objectives.

v. Online delivery will be facilitated by the use of appropriate ICT facilities such as *LMS software, MIS software, Audio-Visual Software, VOIP, e-mail, Blogs, wiki educator, internet streaming technologies, mobile apps technologies and other current technologies supporting ODL*. 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.

5.2 Roles of Tutors in CODeL

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

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 compute.

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.

5.3   Learning Resources at CODeL

CODeL will invest in good quality course design and study material, ICT for learning and will provide effective student support services to aid ODL. Thus, the Centre will make effective use of the Open Education Resources (OER), educational and social technologies in appropriate and innovative ways that improve the quality of teaching and learning. In achieving aforementioned objectives, CODeL learning materials will:

i. be systematically designed and tailored to possess key ODL course material quality attributes of interactivity, comprehensiveness, accessibility, learners' friendliness, use of conversational tone, etc.
ii. be accessible to target students,
iii. require the active engagement of the student,
iv. make appropriate use of media and ICT
v. build on the students' experience and knowledge enabling the student to construct new knowledge.
vi. be well designed to facilitate access to information.
vii. meet international quality standard
viii. include sufficient and appropriate learning activities to enhance knowledge.

5.3.1   Open Educational Resources, OER

CODeL will be driven by the desire to open up access to quality higher education that meets the global acceptable standard and facilitate reduction of barriers to entry/access for those who otherwise would have been denied access to quality higher education. Recent advancement in technology have shown increasing significance and benefits accruable in the use of OER materials for knowledge generation.

Based on this, CODeL will

- Embrace the use of OERs into teaching and learning at all levels in the University.
- Promote pedagogical innovation and relevance that avoids teaching from the textbook
- Reduce courseware production cost and time through the use of OER materials.
- Ensure that the highest standards of education are achieved by the use of OER
- Supplement the developed course materials by OER materials obtained.
- Maximize the availability of OERs materials in developing its academic modules wherever possible for improved quality
- Seek collaboration with other institutions in developing expertise in OER.
- OER materials shall be grouped but not limited to the following classes: Learning objects (quizzes, crossword puzzles, flashcards, animations, interactive maps, timelines, etc.); Audio lectures; Audiovisual lectures; Images; Sounds and music; Entire course content; Collections of journal articles; institutional repositories; Textbooks
- Avoid violating the rules on copyright Act for digital materials as applicable to ODL

- Adopt the use of appropriate tools for identifying OER materials. CODeL shall continuously update the tools and should be in tandem with current technology and tools and these shall include but not limited to: MERLOT; Connexions; Internet Archive; FREE: Federal Resources for Educational Excellence; COLKnowledge Finder; Creative Commons; OpenDOAR; Curriki; Hippocampus; Edu2.0
- Adopt the use of the following criteria for selection of appropriate OER materials; Quality of content, literary merit and format; Timeliness; Favourable reviews; Permanence/lasting value; Authority: author; Scope and depth; Reading level; Accessibility
- Access OER material and preserve it in the following Formats: print, DVD, Flash Drive, Tablet format and Android, CD-ROM, online, etc.

5.4   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:

5.4.1   Technologies for Learning

i.   Synchronous technologies for learning such as Online Synchronous Audiovisual Classroom, Online Laboratory system and Online tutorial systems shall be deployed where applicable to aid in teaching and learning at CODeL

ii.   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.

iii.   Asynchronous technologies such as LMS, MIS, wikis, blogs, social networking facilities and e-portfolios will be used effectively to support teaching and learning.

iv.   Teaching Efficiency Rating software, accessibility and other factors affecting learning will be used to determine University standards for multimedia delivery

5.4.2   Multimedia with Interactive Possibilities

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:

i.   well-equipped facilities for face-to-face contact sessions, and

ii.   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 pacesetter in Nigeria. Technology makes it possible for employees, students and other stakeholders

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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.

5.4.3   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.

6.1   Academic Collaboration and Globalization / Internationalization

6.1.1   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

viii. Sharing experience on common policy issues

ix. The sourcing of tutors for e-tutoring.

6.1.2   Globalization /Internationalization

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

i. Encouraging 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. Promoting the University as a distance education provider and to also informing 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 organizations and providers to ensure that the University runs quality distance learning programmes.

Section F: Learning Support Services

7.1 CODeL Support Services

The Centre for Open Distance and e-Learning (CODeL) Support services unit will offer a group of services to meet students, staff and other ODL needs. These services include but not limited to provision of: Student Support services, Academic Support services, Staff support and Technical Support Services. The support services unit will be committed to assisting and empowering students to achieve academic success. By providing them with easily accessible Services (i.e. Student support, Academic Support and Technical Support Services). The setting up of major s

7.2 Student Support Services

CODeL Student support services comprises all the assistance provided by the Center to augment Distance Learning. The primary functions of CODeL student support services must include:

    i. Cognitive: supporting and developing learning through the mediation of the standard and uniform elements of course materials and learning resources for individual students;

    ii. Affective: providing an environment which supports students, creates commitment and enhances self-esteem;

    iii. Systemic: establishing administrative processes and information management systems which are effective, transparent and overall student-friendly.

This unit will:

i. take into consideration the diverse needs of students as well as the level of study,

ii. 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, telematics and online.

iii. Play a crucial role in providing learning support as well as access to library materials and internet links

iv. 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.

v. 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.

vi. provide learners with choices relating to entry requirements, contents choices within programmes, and assessments.

7.3 Academic Support Services

CODeL Academic support services will be saddled with relevant activities aim at assisting students in developing appropriate knowledge base, skills, and strategies that will help them to become confident, independent, active and long life learners. Thus assisting students in meeting the challenge of rigorous academic standards. The unit will also offer

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quality academic support in a variety of formats to respond to individual student needs. In addition,

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.

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.

Other Academic Support Services for students will include:

i.   Tutoring services.

ii. Guidance and counselling services.

iii. Assessment of prior learning and credit transfer.

iv. Classroom/ Presentation room booking and arrangement

v.   e-Library services.

vi. Individualized correspondence teaching, including in some cases continuous assessment.

vii. Record keeping, information management, and other administrative systems.

viii. Materials which support the development of study skills, programme planning or career development.

7.3.1   Technical Support Services

The technical support services unit will provide the following essential functions:

i.   Deliver technical service and support to students and staff

ii. Interact with students and academic staff to provide and process information in response to inquiries, concerns, and requests about CODeL software and hardware devices;

iii. Gather customer's information and determine the issue by evaluating and analyzing the symptoms;

iv. Diagnose and resolve technical hardware and software issues involving internet connectivity, email clients, LMS, MIS, VOIP and more;

v. Identify and escalate priority issues per Client specifications;

vi. Redirect problems to appropriate resource;

vii. Accurately process and record call transactions using a computer and designated tracking software;

viii. Follow up and make scheduled call backs to customers where necessary;

ix. Stay current with system information, changes and updates

7.3.2 Administrative Support Services

i. The University through the Centre for Open Distance and e-Learning shall provide distance learners with administrative, advising, counseling, 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 advice 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.

7.3.3 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.

7.3.4 Information Advice and Guidance Unit

Premised on the fact that distance learners are of diverse backgrounds and are often faced with lots of challenges prior to commencement during and after graduation, CODeL shall operate the. IAG Unit in order to provide a range of support services and resources to help learners succeed in their studies. The unit shall be responsible for providing useful information to prospective learners, Present students and Alumnus of the Centre. The unit hall also provide feedback from employers of labour in assisting learners in managing their

challenges and achieving success during course of study. Other roles to be performed by the IAG unit will include:

i. Provision of accessible, up-to-date and usable information to learners, potential learners and others who may require such information

ii. Helping learners manage isolation that is typical of open distance learners.

iii. Assisting learners in adopting effective study skills and habits that would enable them achieve success in their study

iv. Provision of interpersonal counselling devoid of coercion and subjective biases.

v. Guiding learners in making informed decisions concerning their studies and academic pursuit.

Section G: Programme Administration

8.1 Open Distance and e-Learning Programmes

The Centre will undertake undergraduate and postgraduate degree programmes. 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.

8.2 Undergraduate Programmes

The Centre will start off with Computer Science programme based on the accreditation status of the host Department. Other programmes shall be introduced as the relevant requirements are satisfied by the responsible Departments.

8.3 Conditions for Admission

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

8.4 Advertisement and Placement for Admission

CODeL will be conducting admission twice a year (Rain semester and Hammattan Semester)

8.5 Entry Requirement

All entrants into degree programmes offered by CODeL MUST have the minimum cutoff mark.

8.6 Duration of the Programme

Student can only graduate after meeting the minimum credit requirements for graduation. Self-paced learners shall fall within the stipulated period under NUC guidelines for graduation.

8.7 Cost of the Programmes

i.   The admission application form will be sold at N5,000.00 (Five Thousand Naira only), this is subject to review.

ii. The initial tuition fee and other charges will be N122,000 (See Appendix 2). Students will be allowed to pay instalment (60% and 40%) first and second semester respectively.

iii. No other fees (textbook/handout/tutorials, etc.) will be paid by the student outside these 2 fees.

iv. All fees are subject to be reviewed by the University Council.

8.8 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

8.9 Matriculation and Orientation

This orientation would provide distance learners with the opportunity to identify them-selves with the University. It will also assist them in knowing where to get necessary assistance when needed. However, these ceremonies can be performed online, with all necessary documents duly signed and return to the CODeL Office.

8.10 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

8.11 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.

8.12 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 be trained on how to 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 FUT, Minna campus for the laboratories and examinations

8.13 Inmate Students

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

8.14 SWEP/SIWES

Students will be required to fulfill 3 months Student Work Experience Programme (SWEP) and 6 months Student Industrial Work Experience Scheme (SIWES) programme

8.15 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.

8.16 National Youth Service Corps (NYSC)

The CODeL offers four types of undergraduate admission:
i. **Entry Through UTME:** Students admitted through JAMB after sitting for Unified Tertiary Matriculation Examination (UTME) and scored the minimum pass mark for entry into university in the UTME conducted for that year will be mobilized for youth service (provided they meet NYSC requirements).
ii. **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).

iii. **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.

8.17 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 H: Management, Administration and ICT Infrastructure

9.1 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.

9.2 Implementation of Policy

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

9.3 Degree of Autonomy

The percentage of the fund to be plough back to the Centre from the generated income shall be govern by NUC policy on funding and autonomy. Not less than 70% of the revenue generated by the Centre will be retained as Centre's impress.

9.4 Staffing

Without prejudice to the existing university rules and regulations concerning staff recruitment, the Centre shall ensure adequate qualified programme leadership, resources and tutors are recruited to ensure compliance with NUC guidelines on Academic Staff Mix by rank ratio.

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 and this is based ASUU/academic staff recruitment guidelines of the University.

> **N.B.** In addition to meeting all necessary University guidelines on employment, members of staff of the Centre are expected to be able to demonstrate high level of proficiency in ICT backed by documentary evidence.

9.5 Staff Progression.

The staff progression at the Centre shall be in line with the statutory bodies in the University condition/scheme of service.

9.6 Staff Development

At CODeL, Staff development is essential for successful delivery and implementation of the Centre's Programmes and policies. Opportunities will be given to members of staff to attend local and international: trainings; workshops; short courses; and other skills acquisition programmes relevant to the objectives of the Centre. Other areas of staff development to be supported by CODeL include the provision of support for: research; scholarship and publication in ODL conferences/journals.

9.7 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 optimize their potentials.

9.8 Ownership of Distance Education Programmes

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

9.9 Participation in Distance Education

The University shall put in place formal means of recognizing 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.

9.10 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.

9.10.1 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.

9.10.2 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.

9.10.3 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.

9.10.4 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.

9.11 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.

9.12 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. CODeL will used an integrated portal which will consists of the following sub-systems:

i. CODeL Management Information System.
ii. CODeL Learning Management System
iii. CODeL instant Chat
iv. CODeL Staff Management System
v. CODeL and Institutional Repository
vi. CODeL Student Support services
vii. CODeL Learning Blog
viii. CODeL Mobile Learning System (I-pad)
ix. CODeL Examination Management System
x. CODeL Free Mobile Campus Call System

9.13 Responsibility

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

9.14 Administration of ICT Systems

i. Centre for Open Distance and e-Learning will rely on well-defined processes, procedures and robust organizational 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

9.15 Schemes/Conditions of Service

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

9.16 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 it's being recommended that for a class with over 300 student's population, the lecturers should be paid the same amount.
iii. Course lecturers that assessed and marked the students' scripts will be remunerated based on the number of scripts marked.

9.17 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.

9.18 Academic Definition

All academic staff either employed by the Centre or appointed to serve in the Centre shall be consider to be a direct staff of CODeL.

9.19 Distance Learning Programme and Industrial Action

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

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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 FUT, Minna 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 (=N=)	Returning Students (=N=)
Tuition Fee	50,000.00	50,000.00
Acceptance Fee	5,000.00	Free
Caution Deposit	5,000.00	Free
Verification of Entry		
Qualifications	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 Online	Free	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**

a. For ease of payment, students should be allowed to pay twice, 60% and 40% for the 1st and 2nd semester, respectively.

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

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