DISTANCE LEARNING INSTITUTE
UNIVERSITY OF LAGOS

Open Distance Learning

Institutional Policy
GUIDELINES

(2020 – 2022)

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FORWARD

Congratulations and welcome to the Distance Learning Institute, University of Lagos. The Governing Council of the University of Lagos in line with the statutory provisions, approved the establishment of the Distance Learning Institute in 2012.

The Distance Learning Institute programme of studies is the same as that offered for the full-time students of the University of Lagos. The only difference is the mode of delivery which is the ICT Enabled Supported Blended Learning model (IESBL) of the Open Distance Learning mode. It is designed for those whose schedules, distance, financial situations and other circumstances may not permit them to enroll in full-time studies at the University.

The Institute has prepared study packs comprising learning materials in mixed media formats for you to study at your convenience, communicate with your lecturers through various multi/social media platforms and online interaction via the DLI Mobile App and the Learning Management System (LMS)

Let me assure you that with the resources available, we have migrated fully to the Open and Distance Learning Platform and are now well positioned to meet your needs as you learn with us largely online.

DLI Management hopes that this policy document will provide useful information about your Academic Programme, Learner Support, Guidance and Counselling Services, Open Educational Resources and Assessment.

We are optimistic that you will find your academic career with us a rewarding and fulfilling experience. We wish you the very best at the University of Lagos – The University of First Choice and the Nation's Pride!

Welcome On Board!!

Professor Uchenna Udeani
Director,
Distance Learning Institute,
University of Lagos.

CONTENTS

SECTION ONE

WHO WE ARE

VISION

To be a leading Institution in the Provision of Quality Open Distance and Life-long Education Opportunities for producing high level skilled manpower.

MISSION

To Provide seamless access to high quality education which adds life-long values through blended learning platforms for the fulfillment of individual's educational aspirations

CORE VALUES

- Lifelong Education
- Learner Centredness
- Continuing Learning
- Learner Support
- Learner Satisfaction
- Egalitarianism
- Integrity
- Honesty

PHILOSOPHY

The Philosophy of the University of Lagos Distance Learning Institute is premised on the belief that University Education which includes life-long learning should be accessible to all Nigerians and Foreigners irrespective of age, race, sex, religion and any other circumstances including employment.

OBJECTIVES

The Institute's main objectives are to:

- Provide unrestricted access to University education and life-long learning for desiring learners who because of peculiar circumstances are not able to attend the conventional face-to-face.

- Collaborate with other Open and Distance Learning Institutions for mutual benefits and best practices

- Continuously provide robust staff training and development programme for optimal performance

- Provide blended learning platform for knowledge creation and acquisition

- Utilize the power of Open and Distance Education enabled by technology to provide learning at scale and accelerate progress towards the Sustainable Development Goals (Especially SDG 4,5, & 8).

- Make education open to all and promote social justice through the development of knowledge and skills.

- Empower people through the use of Open Educational Resources (OERs) Massive Open Online Courses (MOOCs) and multi-platform technologies.

- Provide demand-driven programmes through Distance Learning to address the needs of the local and international labour markets.

- Maintain high level quality assurance in service delivery

- Address the needs of diverse learners through excellent learner support services

- Make the needs of learner's central in-service delivery

- Promote scholarship and research in all fields of human endeavour for sustainable national development.

- Offer community services within the catchment area of the University.

SECTION TWO

OPEN DISTANCE LEARNING POLICY

2.0 Introduction

Right from its establishment in 1962, and through its periodic Strategic Plans since inception, the University of Lagos has reiterated its commitment to providing all persons the opportunity of acquiring a higher education without distinction of race, ethnicity, creed, sex and political conviction. It is determined to provide courses of instruction and other facilities for the pursuit of learning in all its branches and to make those facilities available on proper terms to such persons as are equipped to benefit from them.

Within the Nigerian University System, University of Lagos has the longest history of distance learning with structured changes and streamlining from part-time studies in Business Administration, Accounting, Law and Education, to Correspondence Studies and then, Distance Learning in 2012.

At present, UNILAG is one of the twelve universities which are regarded as dual-mode universities with limited capacity to deliver degree programmes by the Open and Distance Learning (ODL) in addition to the conventional face-to-face mode by the National Universities Commission, (NUC).

2.1 Purpose of UNILAG ODL Policy

The purpose of the ODL policy is firstly, to position DLI to continue to maintain its leadership role in curricula renewal, programme articulation, preparation and establishment of ODL. Secondly, it is purposed to commit DLI to NUC guidelines for true Open Distance Learning nationally and globally and the Minimum Academic Standards (MAS). Thirdly, it is to ensure and encourage partnerships, collaborations and interactions with institutional and world organizations in the development of quality assurance strategies and research.

2.2 Policy Statements

1. The Distance Learning Institute must demonstrate that the student who registers in any of its programmes must possess the entry qualifications approved by the University Senate; that it is the same student who participates in and completes the

course programme and receives the degree qualification by verifying the identity for a student who participates in class, and completes coursework by using methods approved by the institution for data capturing and verification, a secure login and Pin code and any practice that is effective in verifying student's identification.

2. Distance Learning Institute ensure that its courses and programmes comply with MAS of NUC and Quality Assurance regulations and practices.

2.3   Functions

DLI is a restructured open distance learning institute that performs the following functions:

- Offer quality degree programmes as regular courses in terms of course content and quality of degrees awarded.

- Provide quality education in an affordable and cost-effective way.

- Diversify the body of leaners for the purpose of introducing relevant programmes in areas that deal with social and cultural issues for the purpose of enhancing quality of life and improving standards of living such as health services, environmental protection, rural and community development and democratic studies.

- Encourage and support temporarily inactive leaners, monitor retention, shorten graduation time and implement the necessary interventions for improvement.

- Provide flexible work and home support; accommodate the peculiar status of leaners who often have to combine work with study.

- Register students to study anywhere in Nigeria or any part of the world with a common standard of service at any study centre when put in place.

- Develop capacity building processes in distance education delivery through staff training and re-training processes.

- Develop curriculum, course materials and media resources long before prospective learners' are admitted and registered; to enable better pre-registration decision making for them as well as better planning, development and coordination of programmes by staff.

- Engage in research and development of open distance practices and contribute extensively to national and international debate in this area.

2.4   Definition of Terms

- **Distance Learning**

  In conformity with the provision of an ODL policy, and for the purpose of the NUC accreditation, distance learning is any educational process in which all or most of the teaching is conducted by someone geographically removed from the learner, while all or most of the communication between teachers and learners is done through electronic or print mediums. Instruction may be synchronous or asynchronous.

4

- **Open Distance Learning**

  The policy lays emphasis on open distance learning which is a combination of approaches and methods that provide learning in a flexible manner with consideration for geographical, social and time constraints. Learners may not be required to attend classes or have face-to-face contact, unless there are compelling reasons to justify it such as examinations, periodic facilitation and practicum.

- **Learning**

  Learning is active engagement in the acquisition and dissemination of knowledge, behaviours, skills, values and cultural influences through critical thinking and creative imagination using a collection of sources including print, electronic media and cultural artefacts, for self-development, improvement and empowerment to influence others and society positively.

- **Blended Mode of Learning**

  Blended mode of learning is the combination of pedagogical structures and deployment of ICT tools to produce multiple, flexible and learner-centred methods of instruction to keep them engaged in their learning.

- **Tutoring in ODL**

  Tutoring shall consist of a diversified range of teaching, modeling, mentoring activities that guide learners through their study programmes on schedule, motivate interest in the study materials and facilitate the learning process.

SECTION THREE

GOVERNANCE AND ADMINISTRATION STRUCTURE

3.0 Introduction

The University Management at its meeting held on 6th July 2015 approved the following Administrative structure for DLI. (Figure I)

3.1 DLI Management Board

The Distance Learning Institute has a Management Board duly constituted by the Vice Chancellor. The Board includes statutory and non-statutory members. Statutory members are those whose membership of the Board is by virtue of their official positions in the University and non-statutory members are those appointed on their individual merit.

3.1.1 Membership and Functions of the Management Board of the Institute

- **Membership**

Vice-Chancellor's nominee	-	Chairman
Director, DLI	-	Member
Director, Academic Planning	-	Member
Senate Representatives (2)	-	Member
Dean, Faculty of Management Sciences	-	Member
Dean, Faculty of Education	-	Member
Dean, Faculty of Science	-	Member
Dean, Faculty of Social Sciences	-	Member
Chairman, UNILAG Media Services	-	Member
Director, CITS	-	Member
University Librarian / Nominee	-	Member
Institute Secretary	-	Member
Secretary to the Board/Registrar's nominee	-	Member

- **Functions of the Management Board**
  1. To advise on the administrative policies, future expansion and direction of development of the Institute.

  2. To oversee the implementation of University policies, as they affect the Institute other than those relating to its academic programmes.

  3. To consider the Institute's annual estimates and make appropriate recommendations to the Development Committee through the Vice –Chancellor.

  4. To advice the Vice-Chancellor on the adequacy of staff and facilities which would enable the Institute to execute its mandate of carrying out distance education programmes.

  5. To make recommendations on staff conditions of service, staff development and promotion of administrative staff of the Institute.

  6. To consider and make recommendations or act on any other matter referred to the Board by the Vice-Chancellor or any other appropriate organ of the University.

  7. The board must report to and obtain the approval of the Vice Chancellor on all its activities.

- **Tenure of the Board**
  The tenure of each board member so appointed shall be for a period of two years. They may be re-appointed only once for another tenure of two years.

- **Meetings of the Board**
  The board shall meet once every quarter. If and when necessary, emergency meetings of the Board can be convened to deliberate on urgent matters.

- **Quorum**
  The quorum for any meeting of the Board shall be one-third of the membership of the Board as constituted at any point in time.

3.2   Institute Management Committee (IMC)

The Institute Management Committee is chaired by the Director, of the Institute with membership drawn from Heads of academic and administrative units.

- **Composition of the IMC**

  The following are members:
  1. Director of the Institute   –   Chairman
  2. Deputy Director, Academic Planning & Development   –   Member
  3. Deputy Director, Media Services & Course Materials   –   Member

4. Heads of Department	–	Member
5. Institute Accountant	–	Member
6. Institute Secretary	–	Secretary/Member

- **Functions of the IMC**
  The IMC is responsible for the day – to – day running of the Academic and Administrative matters of the Institute and is responsible to the Management Board of the Institute.

- **Meetings of the IMC**
  The Institute Management Committee meets once a week or more frequently as the situation might demand.

- **The Duties of the Principal Officers in IMC**

  A. Director
  i. Director is the Chief Executive as well as the Chief Accounting Officer of the Institute.

  ii. Director is responsible for the day-to-day running of the Institute with the assistance of the Institute Secretary and is the coordinator of the activities of the Institute.

  iii. All staff of the Institute, both academic and non-teaching, are answerable to the Director.

  iv. Director must ensure that the line of communication of the Institute is not breached.

  B. Deputy Director (Academic & Planning & Development)
  i. Assist the Director on all academic matters.

  ii. Handles the lecture and examination time-tables.

  iii. Heads of Department report to the Deputy Director (Academic & Planning & Development) on academic matters.

  iv. Processing of question papers for examinations, if Heads of Department have not been appointed.

  v. Recruitment of invigilators for DLI examinations, ad-hoc and casual staff, for residential programmes.

  vi. Overseeing the DLI Students' Association activities.

C. Deputy Director (Media Service & Course Materials)

i. Management of course text writing and production

ii. Distribution of course text materials, study guides and study packs.

iii. Coordination of library activities and study aids

iv. Coordination of all online lectures

v. Casting services.

vi. Coordination of students' and lecturers' support programme

vii. Coordination of students' counselling activities.

D. Institute Secretary

i. Assisting the Director in the day-to-day running of the Institute.

ii. Handling of Personnel and Administrative matters of the Institute.

iii. Secretary to the Board of Studies/Examiners and Management Board of the Institute.

iv. Handling of ceremonies – Matriculation and Convocation.

v. Processing of students' requests – Deferment, Leave of Absence, Studentship Extension, Confirmation, etc.

vi. Processing of statements of results, keeping of students' records, academic profile/transcripts, verification of certificates, etc.

vii. Distribution of certificates, students' identity cards, processing NYSC Exemption Letters, etc.

viii. Screening and registration of new students.

ix. Arrangement of examination venues.

E. Institute Accountant

i. In charge of accounting and financial matters of the Institute.

ii. Reports to the Director on financial matters of the Institute.

3.3   The Institute Board of Studies
The membership and functions of the Board of Studies of the Distance Learning Institute.

- **Membership**

  i. The DLI Board of Studies shall consist of the Vice-chancellor, Deputy Vice-Chancellor (Academic & Research), Director, Deputy Director (Academic & Research), Deputy Director (Management & Media Services) and all teachers assigned to the Institute as Senate may determine.

  ii. The quorum of the Board of Studies shall be one third (or the whole member nearest to one-third) of the total number of the members of the Board, and subject to Article 9 (3) of the Statute and provision made by regulations in that behalf. The board may also regulate its own procedure.

- **Functions of the Board of Studies**
  Subject to the provision of the act setting up the University, it shall be the functions of the Board of Studies to:

  a. To advise and report to the Senate on all matters relating to the organization of education, teaching and research in subjects of the Institute or other teaching unit, including curricula and examination;

  b. To consider the progress and conduct of students in the Institute and to report thereon;

  c. To recommend to the Senate, persons for appointment as examiners; and

  d. To deal with any academic matters referred to it by the Senate.

  All academic activities of the Institute must be processed to Senate for approval.

3.4   Committee System in the Institute
The Institute uses the Committee System for the smooth running of the Institute. The following Committees are in place:

a)   **Admissions Committee**

Deputy Director (Academic Planning & Development)	-	Chairman
Heads of Academic Department or Nominees	-	Member
Institute Secretary/Nominee	-	Secretary

b)   **Appointments & Promotions Committee**

Director	-	Chairman
Deputy Directors	-	Member
Heads of Department	-	Member
Institute Secretary	-	Secretary

c) Curriculum Review Committee

Director	-	Chairman
Deputy Directors	-	Member
Heads of Department	-	Member
Institute Secretary	-	Secretary

d) Examinations Committee

Deputy Director (Academic Planning & Development)	-	Chairman
All Heads of Academic Department or Nominees	-	Member
Institute Secretary/Nominee	-	Secretary

e) Finance/Procurement Committee

Director	-	Chairman
Deputy Directors	-	Member
Institute Secretary	-	Member
Institute Accountant	-	Member
Institute Secretary/Nominee	-	Secretary

f) Office Allocation Committee

Director's Nominee	-	Chairman
Deputy Directors	-	Member
Heads of Department	-	Member
Institute Secretary Nominee	-	Secretary

g) Publication Committee

Deputy Director ((Academic Planning & Development))	-	Chairman
Heads of Academic Department Nominees	-	Member
Institute Secretary Nominee	-	Secretary

h) Research and Development Committee

Deputy Director (Academic & Research)	-	Chairman
Heads of Academic Department Nominees	-	Member

i) Sanitation & Beautification Committee

Institute Secretary	-	Chairman
Heads of Department Nominees	-	Member
Institute Secretary Nominee	-	Secretary

j) Security Committee

Director to constitute the Committee

k) Staff Welfare Committee

Director to constitute the Committee

l) Student Welfare Committee

Deputy Director ((Academic Planning & Development))	-	Chairman
Heads of Department Nominee	-	Member

Institute Secretary Nominee	-	Member
President, DLI Students Association		
Welfare Officer, DLI Students Association		

m) **Teaching Practice Committee**

Director's Nominee	-	Chairman
Head of Department of Education	-	Member
Coordinators of Units under Education	-	Member

n) **Time-Table Committee**

Deputy Director ((Academic Planning & Development))	-	Chairman
Heads of Academic Department's Nominees	-	Member
Institute Secretary's Nominee	-	Secretary

ADMISSION GUIDELINES

4.0   Introduction

The overall goal of the policy on admission to the Distance Learning Institute, (DLI), University of Lagos is to open up greater access to quality university education for the teeming population of workers, out-of-school youths and adults and unemployed secondary school graduates, who are hitherto denied access to university education in Nigeria.

It is recognized that the DLI has migrated fully to the Open and Distance learning (ODL) mode, there is the need to adopt an appropriate admission policy that is ODL friendly. Therefore, with effect from the 2014/2015 academic year, the following requirements are prescribed for admission to degree programmes in the Distance Learning Institute.

4.1   General Admission Requirements

1. Candidates seeking admission to DLI need not take the Tertiary Matriculation Examination (UTME) or any other Entrance Examination. However, selection instruments such as the UTME and entrance examination will be replaced with on-line and personal interactions with a view to determining individual candidate's learning needs and potentials.

2. Candidates must meet the minimum entry requirements of Five (5) credits in SSCE/GCE/NECO O' level, including English Language and Mathematics, taken at not more than two sittings.

3. Applicants awaiting result are not eligible to apply.

4. The minimum age requirement is sixteen years.

5. Admission is open to all applicants irrespective of any learning disability or challenge.

6. Applicants are required to possess basic ICT skills to enable them navigate the ICT Enabled Supported Blended Learning Model (IESBL) of the ODL mode.

7. Candidates offered provisional admission will be required to:

a. Submit their credentials for revalidation

b. Go through an Applicants Induction Course (AIC) on ODL culture
c. Submit themselves to capturing of their biometrics

8. Admission process is done strictly online.

4.1.1 Admission Requirements to Year 1

Candidates seeking admission to Year 1 should possess one of the following:

1. Five credits in the SSCE/GCE/NECO O' Level, including English Language and Mathematics, and any three other subjects relevant to the cognate area taken in not more than two sittings.

2. Five merits in the NABTEB/TC II in relevant subjects.

4.1.2 Admission Requirements to Year 2

Candidates seeking admission to Year 2 should possess one of the following:

1. The National Certificate of Education (NCE) with at least Merit grades in two relevant teaching subjects.

2. The National Diploma (ND) in relevant fields with a minimum of lower credit.

3. The Joint University Preliminary Examinations Board (JUPEB) certificate with at least credit grades in relevant subjects.

4. GCE A' Level with at least credit grades in three relevant subjects.

5. The Higher National Diploma (HND) in relevant fields with a minimum of lower credit (for Education Science only).

4.1.3 Admission Requirements to Year 3

Candidates seeking admission to Year 3 in relevant programme should possess at least one of the following:

1. Higher National Diploma (HND) in relevant fields with a minimum overall grade of lower credit.
2. Bachelor's degree with a minimum pass Class in relevant discipline obtained from a university recognized by the Senate of the University of Lagos.
3. Recognized professional qualifications such as ACA, ACMA, ACIA, ACIS, ACIB, etc.

Candidates seeking admission to Years 2 and 3 must in addition possess the minimum O' Level requirements.

SECTION
FIVE

ACCESSIBILITY, FLEXIBILITY AND LIFELONG LEARNING

5.0 **Introduction**

Our policy on flexibility and lifelong learning is in tandem with the major objectives of Open and Distance Education in Nigeria, that is to increase access to education for all.

The Open and Distance Learning mode of the Distance Learning Institute, University of Lagos has been structured to provide education for all in a flexible mode.

5.1 **Objectives of Open and Distance Learning**

The major objectives of Open and Distance Education in Nigeria is:

i. To increase access to formal and non-formal education to all desiring learners.

ii. To be convenient & flexible and cater for the continuous education of the individual.

It is on this premises that Distance Learning Institute, University of Lagos' flexibility and lifelong policy is based on the following:

- Fostering access to continuing and lifelong education for all and to all, regardless of differences in gender, age, race, marital status, creed, religion and socio-economic status.

- Promoting increased access to education provisions to all categories of interested applicants who meet the basic admission requirements.

- Making learning flexible, individualised and custom-made to meet the needs of the learners.

- Encouraging collaboration among comparable institutions in areas of research, visiting scholar in any area that may be beneficial to the Institute.

- Providing blended learning platforms, including occasional face-to-face meeting, e-learning, Learning Management System (LMS), podcasting, tutor-marked assignments (TMAs), online lab simulations etc. for our learners.

- Permitting entry into programmes at enhanced level, for prospective learners with recognized professional qualifications.

- Employing flexible devices (such as online interactions & self-assessment report, learning needs assessment) and criteria in selecting applicants into programmes.

- Allowing learners to complete their programmes within a maximum of ten years for a five-year programme.

- Providing flexible channels for distributing and collecting self learning resources.

SECTION SIX

LEARNER SUPPORT SYSTEMS

6.0   Introduction

Learner support is an important and integral component of open and distance education. Thus, the Distance Learning Institute (DLI) places great importance on its wide range of support services and resources that are provided to help learners succeed in their studies and to manage other areas of life that may affect their academic performance.

The learner-support system in the Distance Learning Institute is commensurate in quality as in the conventional face to face mode. However, Learner-support services shall manage potential risks from challenges and complexities in the administration of Distance Learning programmes. The support offers effective ways of overcoming barriers to accessibility characteristic of traditional teaching delivery and provide learning materials in a flexible and readily accessible manner alongside peer support and academic mentoring.

The various learner support services provided by the Institute, are grouped as follows:

6.1   Pre-enrollment Support

- Innovative support and advice to prospective learners relating to entry requirements, and programme choices.

- Career counselling, guidance, information and advice to help prospective learners make informed decisions.

6.2   Support during the Programme

The DLI assists learners in acquiring the necessary skills that will enable them benefit from the online learning platforms.

These include:

- Basic ICT skills needed to navigate online learning platforms

- Training on how to navigate and optimally utilize the Moodle LMS for their learning.

- Adopting effective study skills and habits that would enable them achieve success in their study.

- Encourage learners to develop personal skills and qualities necessary for success in their academic pursuit.

- Develop effective time management skills.

- Timely referrals as at when required

- Continuous support on assessment monitoring and submission within stipulated time/period.

- Career counselling, guidance, information and advice to help learners plan for the future.

- Opportunity for feedback on DLI operations including quality of support, course materials course delivery etc.

6.3 Helpdesk Support

The Institute provides well trained and motivated Help Desk Officers located within its office as well as on-line to provide support and render robust assistance to the needs of learners when it arises especially those relating to pre-admission, admission, registration and course delivery. The Centre for Information Technology and Systems (CITS) provides both on-line and physical helpdesk services for complaint management, problem resolution and information access on matters relating to Network Infrastructure, LMS, University Enterprise Resource Planning (ERP) system, Email systems and other E-services provided by the University. The Helpdesk shall provide linkage opportunities to facilitators, e-tutors, different departments and units and among learners and staff.

6.4 Support Provided after Programme Completion

- Graduates are supported to identify other possible learning opportunities and the ways in which these opportunities could be accessed.

- Graduates request for documents (transcript, Statements of result, Studentship status etc.) and employer's requests for confidential reports are attended to promptly.

6.5 Monitoring and Impact Measurement Support

The Learner Support is subjected to close monitoring by the Head/Coordinator of the Learner Support unit and subjected to annual review by the Academic Board. This policy shall be amended periodically to accommodate new ideas. Annual monitoring of the effectiveness of the support system against retention and achievement data for learners who receive additional learning support is used as an impact measurement tool. Impact is measured by the number of learners who access the various support services available to them and the number of staff who attend development sessions on learner support. Systems shall be developed and used to monitor and measure the retention and success of learners who received additional learning support.

6.6 Tracer Study / Graduate Survey

The study is a retrospective analysis of graduates through a survey. This is undertaken by the Institute after the learners' graduation between six months and three years of graduation.

The information gathered assists the Institute to evaluate the medium to long term impact of their programmes and learning resources. (The study is aimed at improving programmes strategies, training contents for staff, study conditions, transition of graduates from education to the labour market for better matching the supply skills with the demand for them). The questions are channeled towards study progress, transition to work, work entrance, career, use of learned competencies on current occupation.

The feedback from the survey is an important way of improving study conditions and contents and also a powerful tool to be used for policymaking.

SECTION SEVEN

SELF LEARNING RESOURCES DEVELOPMENT (SLRD)

7.0   Introduction

The purpose of this policy is to provide a framework, principles, and guidance for self-learning resources development at the Distance Learning Institute of the University of Lagos. The Institute recognizes:

1. That its self-learning resources represent a critical interface between the Institute and its learners.

2. That its self-learning resources are produced in a manner that ensures educational effectiveness, and ease of use.

3. The need to schedule and manage the production of self-learning resources in a way that maintains high standards for design and quality production.

4. Its obligation to provide its learners with self learning resources in different media formats that are consistent in meeting high standards of quality and accuracy.

5. Its obligation to obtain copyright clearances for all self-learning resources prior to their delivery

6. Its obligation to provide public and consistent information about its self-learning resources.

The Self-Learning Resources are in different media formats namely:

1. Prints (Course Modules)

2. Audio (Recorded Radio Lecturers & Voice over modules in rewritable compact Disc (CD)).

3. Audio Visual

    i.   Studio recorded virtual course facilitation videos

    ii.   CAMTASIA (Recording)

4. Learning Management System (LMS)

7.1   **Course Module Development (CMD):** The development, production, delivery and maintenance of CMD proceeds according to the Institute's seven-phase process. The overall management of that process rests primarily with the course coordinator. Others who share responsibility for coordination and implementation of the process include course team members; multimedia instructional designers, editors and visual designers. Course modules are developed and revised in alignment with University strategic and operational educational plans, using principles of learner centredness and respectfulness, clear outcomes, and appropriate and accessible use of online and other technologies.

7.2   **Stages of the Module Development**

Stage 1   **Training of Module Writers**

The minimum qualification for course material writers is a Ph.D. in the discipline. Writers are selected based on availability, interest and competence.
A specialized training is organized by facilitators to put course module writers through the requisite ODL format for module writing before engagement.

Stage 2   **Plagiarism test**

All course modules submitted must be subjected to plagiarism test. The Institute makes use of 'Turnitin' software for the test.

The report on index of similarity generated by 'Turnitin' is attached to the manuscript. The requirement of acceptance in the Distance Learning Institute is 19% maximum with 7word count. Any course modules that passed the 'Turnitin' test will then be subjected to content and language editing.

Stage 3   **Content Editing**

The developed course modules undergoes a detailed content editing by a specialist (not below Senior Lecturer) in the area to make sure that writers adhered strictly to the approved course outline/synopsis. Also, for quality assurance to ensure that the content covered all assigned areas.

Stage 4   **Language Editing**

Language editing follows immediately after the content editing. The course module is subjected to language editing by a specialist both in ODL and Language to ensure that the module is interactive, conversational, self learning, appropriate use of ODL language to mention a few.

Stage 5   **Design and Digitization**

The Instructional Design unit amongst other responsibilities check all the SLMs developed to ensure the:

a. Overall usability of the learner interaction with media and provide leadership in the design and creation of the multimedia components of online and blended courses.

The instructional design unit shall create customized content – related graphics to ensure functionality, easy navigation as well as visually appealing.

Stage 6   Quality Assurance Approval

Course materials are subjected to scrutiny by the Quality Assurance Committee to ensure quality in compliance with ODL global best practices. This will ensure that the course materials:

a. Comply with guidelines of the NUC BMACS.

b. Attain the international standard for technical content of ODL courseware.

c. Properly acknowledge all sources cited in the courseware

d. Do not fall below the University maximum standard for plagiarism

e. Provide feedback to the course developers for observed anomaly by the QA committee.

Stage 7   Self Learning Resources Production

All SLRs are produced in quality multi-media formats and shall include but not limited to hard print, electronic format, on-line and offline format capable of being stored in various storage devices such as flash device, CD, DVD, etc. for easy access to learners. The electronic copy is uploaded on the DLI LMS.

The final manuscript is sent to the publishers for printing. After formatting the proofs are returned to the module writers for final editing before it is signed out for final printing. Each module thus printed is assigned an ISSN number.

Stage 8   Warehousing and Delivery to Learners

The Self Learning Materials are stored in the store within the Institute premises for subsequent distribution to learners by the staff.

The Institute presently has two channels of delivery of learning resources:

i.   Through couriers' services.

Currently the Institute has a valid MoU with DHL Courier Service. Interested learners who indicated interest to receive learning resources via courier by filling an online form will have them delivered at subsidized rate to their physical address.

ii. Physical Collection

Designated areas are provided by the Institute which is stress free at no cost attached.

7.3 Intellectual Property and Copyrights

The Institute requires authors to be original in the writing. The SLMs developed by a facilitator or group of facilitators becomes a permanent document of the Distance Learning Institute, University of Lagos after due payments have been done. Even though a brief on the course writers and other contributors are included in the course materials, the Institute is the copyright owner of the materials and shall obtain copyrights for its entire materials from the University of Lagos, Intellectual Property Rights Office.

COURSE FACILITATION

8.0 Introduction

This policy applies to any course that forms part of an award programme of the Distance Learning Institute, University of Lagos. The Institute adopted the blended mode of course delivery.

8.1 Delivery Methods

The distance learning delivery method makes use of innovative social and educational technologies and best possible mix of different media formats to improve the quality of its course facilitation. The distance learning delivery methods are determined by the nature of the course, learner disability and accessibility to materials at their disposal. Therefore, the following principles are considered in choosing appropriate methods:

a. Methods shall encourage learners' active participation.

b. The mode of delivery shall build on the learners' experience and knowledge which would enable them to construct new knowledge and experience.

c. The chosen method(s) shall be student-centered.

d. Where learning outcomes can only be achieved through work-based experience, work-integrated learning should be used (practical oriented courses).

e. OER utilization shall be encouraged.

f. Library use shall be encouraged.

g. Course facilitators and E-tutors assigned to each course will work collaboratively to ensure that learning is delivered effectively.

8.2 Use of Multimedia Technology

Technology is a tool for learning or for delivery of materials, and such will only be used as appropriate to achieve the learning outcomes of each course.

a. Student and tutor feedback, accessibility, and other factors affecting learning are used to determine University standards for multimedia delivery.

b. Technologies such as audio and video cassettes, CDs and DVDs, online distribution of content and information, audio and video podcasting are used to compliment and facilitate content delivery.

c. Multimedia such as telephone conversation, audio and video conferencing, SMSs and MMSs are deployed to facilitate learning.

d. Social network such as Blogs, Wiki's Twitter, Face-book etc. through cell phones, e-mails and chat are used for delivery where it is applicable.

e. Print Media of good quality, inexpensive, prepared according to DLI regulation are used to guide learners through learning process to inculcate skills, attitude and knowledge for effective delivery and understanding of the content.

f. Face-to-face interaction is encouraged (Which shall be made optional) in difficult areas of the course content.

However, any media selected to be used to deliver and facilitate student learning must be:

- Accessible and available
- Methodologically appropriate
- Integrated media into a coherent experience
- Flexible to accommodate changes.

8.3 Course Delivery System in DLI

The Course Delivery System in DLI, shall undergo the following processes:

- Course Coordinators are appointed for the online and distance education course. If this course is also delivered on campus then the same person should coordinate all forms of delivery. Where the Course Coordinator is not the same person, there is close liaison.

- Any course offered by ODL mode MUST have the approval of the Senate of the University of Lagos.

- A Course Checklist must be used as a compliance guide by Course Coordinators during the course development, delivery, evaluation and completion.

- A Course Outline is developed for every course.

- Course Coordinators submits a statement to the Director (before each teaching period) verifying that the Course Outline satisfies the University Course Outline Policy.

- Course Materials for modules/study sessions are developed by or in consultation with academic staff.

- If materials including modules/study sessions, course outline etc. are to be sent in paper copy to learners then this must occur one week prior to the delivery time.

- The Course Coordinator provides for those learners with visual disabilities who request a Course Outline in an appropriate format and timeframe.

- Course materials are reviewed at each third delivery of the course, or at least once every two years (whichever the more frequent), by the Course Coordinator and an independent academic 'reader".

- Course Coordinators are required to include in their materials (either in written or electronical) some information on the communication/interaction mechanisms to be used in the courses. There are a variety of forms that can be used including Discussion Boards, Forums, chat rooms, e-mail, phone, webinars, online tutorials etc.

- Responses to learners' direct questions to the teacher or Course Coordinator are answered within an appropriate timeframe from the time of the contact. Online and Distance Education learners must receive comparable levels of regular and appropriate academic interaction and feedback to avoid isolation.

- The learning outcomes (including graduate attributes) of any online, blended learning or distance education course must be the same as the face to face equivalent.

- An online presence for each course is established which includes contact details of the Course Coordinator, Facilitators, E-tutors with e-mail address, a course outline, links to online resources and support services, and appropriate University policies. If an electronic teaching environment is used then the website must have a link to the teaching environment where information can be placed. All websites must be developed within a standard format.

- The Institute provides interactive online lectures for learners on its Learning Management System (LMS).

- Learning Management System can also be assessed on DLI App which learners can make use of at anytime and anywhere on their smart phones.

8.4 The UNILAG Radio

The UNILAG radio is also utilized by the Institute to broadcast lectures to distance learners within the coverage of its transmission.

8.5 Academic Calendar

The Institute is regulated by the University. The Calendar of the Institute is approved by the Board. All activities such as application for admission, release of admission outcomes, orientation, resumption of studies, study Center meetings, residential programme and examinations are scheduled well in advance and adhered to strictly. The calendar of events is released at the beginning of each academic session, with specified duration for each activity.

OPEN EDUCATIONAL RESOURCES

9.0 Introduction

The undertaking of the Distance Learning Institute (DLI) is to provide an enabling environment for teaching and research. The Institute is therefore committed to dynamic knowledge generation, leadership in innovation and a culture of excellence. It is on this premise that DLI has embraced the concept of Open Educational Resources and its use in higher education.

9.1 Definition of OER

Open Educational Resources (OER) are teaching, learning and research resources available for free access and use with no or limited restrictions and adapted for teaching, learning, development and research. DLI envisages that the use of other OERs will become fully incorporated into teaching and learning at all levels within the institute to further ensure that the highest standards of education are achieved.

To ensure smooth take off of the OERs at DLI, the ICT Directorate has been strengthened with both human resources and equipment. The university ICT infrastructure is supported by fibre optic backbone and internet bandwidth of 50Mbps to facilitate improved and efficient access throughout the university campus. OER are available in digital formats (online and offline formats such as DVD or CD-ROM).

The IT network will be continuously upgraded to support the OER website that would share selected materials on the World Wide Web. OER are also available in printed form.

9.2 Types of OER Materials

The term OER will be used to refer to learning materials such as:

- Learning objects (quizzes, crossword puzzles, flashcards, animations, interactive maps, timelines, etc.)
- Audiovisual lectures
- Images
- Sounds and music
- Entire course content

- Collection of journal articles and instructional repositories
- Textbooks
- Any other materials that have been designed for use in teaching and learning

9.3   Benefits and Functions of OERs

The potentials of Open Educational Resources (OERs) include:

- Expanding access to learning

- Ease of distribution

- Augmentation of class materials

- Enhancement of regular course content

- Quick circulation

- Less cost to students and institution

- Continually improved resources

Considering the immense benefits of Open Educational Resources, the Institute shall use and adopt available OERs to supplement course materials. They shall be used to:

- Broaden the scope of alternatives to textbooks, while maintaining quality

- Foster pedagogical innovation and relevance

- Reduce the alluring lethargy of teaching from textbooks

- Lower cost of course materials for students and institution.

- Promote easy and free access to academic content

- Facilitate collaboration with other institutions in developing expertise in OER.

9.4   Purpose of Policy

The policy outlines the DLI, University of Lagos position on Open Educational Resources (OERs) and provides guidelines and operational framework for its use. The University encourages staff and learners to use, create, and publish OERs to enhance the quality of the learners' experience, enhance the provision of learning opportunities for all, and improve teaching practices. It also recognizes that use, creation, and publication of OERs are consistent with the University of Lagos reputation, values, and mission to "make a significant, sustainable and socially responsible contribution to Nigeria and the world.

9.5   Policy Statement

All materials released on the Distance Learning Institute site are covered under the Creative Commons Attribution-Share Alike 3.0 Unported license (CC BY-SA). This license allows you to freely modify, rework and extend any of the material, and later distribute it under the following two conditions:

- You must provide attribution to the creator of the materials, and
- You must license your derivative version under the same license (CC BY-SA)

9.6   Regulation on the Use of OER

The Institute keeps in mind the copyrights Act for digital online Higher education in Nigeria.

DLI operates Open license under Creative Common (CC) that grants permission to access, reuse, remix or redistribute with or without restriction except with some materials that have non-derivative clause are not open.

9.7   DLI Tools to Identify and Select OER

Several resources are available on the Internet that provides teachers and learners with tools to identify and select OER for use in instruction. Some of these are:

- African Virtual Library OER portal, http://oer.avu.org, developed by 12 African Universities.
- Textbooks uploaded on the social network Scribed: http://www.scribd.com/
- OER Commons
- MERLOT
- Connexions
- Internet Archive
- FREE: Federal Resources for Educational Excellence
- COL Knowledge Finder
- Creative Commons
- Open DOAR
- Curriki
- Hippocampus
- Edu 2.0

9.8   Criteria for Selection of OER

DLI Criteria/Guidance for Selection of OER Materials are listed below

- Quality of content, literary merit and format
- Timeliness
- Favourable reviews

- Permanence/lasting value
- Authority: author
- Scope and depth
- Physical quality
- Formats available: print, DVD, flash Drive, Tablet format and Android, CD-ROM, online, etc.
- Reading level
- Accessibility

9.9 Scope Mandatory Policy

This policy applies to all learners and staff of the Distance Learning Institute, University of Lagos. It is overseen by the Intellectual Proprietary Right Quality Unit of the University of Lagos.

9.10. Types of Licenses

UNILAG (DLI) shall adopt the Creative Commons (CC) license scheme as its basis for sharing OER as it addresses various copyright issues and sharing options that have been identified. Creative Commons is a not for profit organization that develops, supports, and stewards legal and technical infrastructure that maximize digital creativity, sharing, and innovation. Creative Commons allow authors, scientists, artist 66+ and educators to easily mark their creative work with the freedoms they want it to carry, so others can share, remix, and use commercially, or any combination thereof.

9.11 Review

The OER Policy shall be reviewed periodically as part of the University's review of policy compliance or in response to changes in the legislative or regulatory requirements.

ASSESSMENT

10.0 Introduction

Assessment is the process through which learners are evaluated to determine their level of success and the category of grade to be awarded. It is also an objective way by which learners are measured to determine whether they have satisfied the examiners for the award of degree/certificate. In other words, assessment is a way of determining learning outcomes of learners with the aim of providing feedback.

10.1 Scope of Assessment

The policy is applicable to all programmes of undergraduate, postgraduate and diploma courses and subjects offered by the Distance Learning Institute (DLI), University of Lagos.

10.2 Principles of Assessment

The fundamental aims of assessment are to guide learners' development through ensuring high quality of output regulated by quality assurance and delivery in all courses offered by the Distance Learning Institute, University of Lagos. Based on these, the following principles guides DLI assessment.

i.   Assessment is aligned to specific learning outcomes and specific skills expected of learners.

ii.   Assessment is designed and structured to provide an objective evaluation of knowledge, theoretical, practical and analytical skills acquired by learners.

iii.   It is a transparent process, administered with high level of honesty, integrity and confidentiality.

iv.   Question databanks are created for all courses out of which expert in the field shall select for specific session assessments.

v.   Assessment ensures reliable and consistent judgement of learners' performance.

vi.   Each course unit is graded in accordance with University grading procedure.

10.3 Grading Procedure

The DLI uses grades as specified below:-

Table 1: Score, Grade and Grade point

S/N	Score	Grade	Grade Point
1	70% and above	A	5
2	60% - 69%	B	4
3	50% - 59%	C	3
4	45% - 49%	D	2
5	40% - 445	E	1
6	0 – 39%	F	0

10.4 Assessment Forms

- Assessment is both formative and summative in nature.
- Formative evaluates current skills of learners while summative evaluates the extent of new skills acquired by learners through effective individual task, group task, multiple choice type, essay type and other means of developing learners' skills and competencies.
- Assessment is all inclusive to ensure that all areas of skills expected of learners are covered and tested.

10.5 Tutor Marked Assignment (TMA)

- Continuous assessment is minimum of two and maximum of four Tutor Marked Assessment (TMA). The weight attached should range between 5 and 10 marks.
- Total tutor marked assignment ranges between 30% - 40% of the total mark obtainable while the final assessment ranges between 60% - 70% of the total mark obtainable.
- The turnaround timer for assessed work by the tutor is a maximum of three weeks from the due time.
- All TMA scores are submitted two weeks before the commencement of the final assessment.

10.6 Computer Marked Assessment (CMA)

The CMA follows the same procedure with TMA as highlighted above. However, this shall be used strictly for large classes or as deemed fit by the facilitators & E-tutors of the course.

10.7   Assessment of Learning Resources by Learners

The end users of all our learning resources are learners. The Institute allows learners to evaluate / assess the effectiveness and shortcomings of all resources through self constructed questionnaire. The feedback from learners' evaluation / assessments is used to further improve on learning resources for the next session. Major observations are effected immediately while minor ones are effected during the five year review of learning resources.

10.8   Regulation for Assessment

- All formative assessments for the session are made available online through the Learning Management System (LMS).
- Details of the formative tasks expected, as well as the opening and closing due dates for each formative assessment are specified, while possible date for the summative assessment are put online.

- The only acceptable identification of learners on the assessment documents (scripts etc) is the unique matriculation number.

- Instructions are part of assessment, failure to follow instructions are sanctioned.

- Learners are required to be at the venue of assessment not later than half an hour before the commencement of any assessment.

- It is mandatory for learner to visit the LMS at least three (3) times a week.

10.9   Academic Misconduct

- Plagiarism is a grievous offence, any learner who is involved shall face Assessment Misconduct Committee and if found guilty shall be sanctioned according to the University regulations.

- Cheating on assessment constitute academic misconduct which attract severe punishment. If found guilty, candidates are punished according to the following stated rules on the table below:-

Misconduct	Penalty
Impersonation	Expulsion
Physical attack or assault	Expulsion
Coming to the examination hall with microchips, prepared answer scripts, and other prepared materials.	Rustication (2 sessions)
Consultation, soliciting or giving information or assistance	Rustication (1 session)
Coming to the examination hall with mobile phones	Rustication (1 session)
Failure to appear before the misconduct panel	Suspension for 1 session after which non-appearance leads to expulsion
Rude and disorderly behaviour in the examination hall	Rustication (1 session)
Failure and/or refusal to fill the examination misconduct form when apprehended	Rustication (1 session)

- Examination Misconduct Committee is a standing committee of the University established to try any form of assessment misconduct with appropriate sanctions.

10.10 Moderation and Review

- Summative assessment questions and marking guide are reviewed by external examiners from comparable institutions before administering to the learners.
- Graded scripts are also subjected to review and moderation by external examiners.

10.11 Results and Feedback
- Results of all assignment, tests, and examinations are made available to the learners within the shortest possible time.
- At the end sessional examinations all results are processed to the Senate of the University for approval.
- Results are made available to learners after Senate approval.
- The system ensures that during registration, compulsory carry-over courses are registered before new courses.

SECTION
ELEVEN

INFORMATION, ADVICE AND GUIDANCE (IAG)

11.0   Introduction

Distance Learners are of diverse backgrounds and are often faced with lots of challenges, which include, but are not limited to:

- Educational background
- Socio-economic background
- Different occupational and family challenges, and
- Different personal challenges.

Therefore, there is a unit called IAG, charged with the responsibility to provide useful information to prospective learners, those on the programme and feedback from employers of labour to assist them in managing their challenges and achieving success in their programme of study.

11.1   Aim of Information, Advice and Guidance (IAG)

The aim of IAG unit in Distance Learning Institute, University of Lagos include; providing accessible, personalized, up-to-date, effective, timely, usable and impartial information, advice and guidance on the programmes, facilities and services available at the Institute to current and prospective learners and other interested individuals.

11.2   Objectives of IAG

The objectives of IAG in Distance Learning Institute, University of Lagos include:

- To provide accessible, up-to-date and usable information to learners, potential learners and others who may require such information.
- Help learners manage isolation that is typical of open distance learners.
- Assist learners in adopting effective study skills and habits that would enable them achieve success in their study.
- Provide interpersonal counselling devoid of coercion and subjective biases.

- Treat all learners who come for IAG services individually on the basis of their needs and challenges.

- Guide learners in making informed decisions concerning their studies and academic pursuit.

11.3   IAG Services

The services to be provided by IAG are in three-folds, Information, Advice and Guidance.

11.3.1 Information Service

It covers:

- Dissemination of up-to-date information on the programmes available in the Institute.

- Provision of information on services and facilities in the Institute.

- Use of printed materials such as hand-bill, posters, bill boards, and through electronic media including social media, Institute's Website and Learning Management Systems (LMS) and

- Access to the help desk staff, who are strategically positioned to attend to anybody that needs information.

11.3.2 Advice

This is equal with confidential counselling and help that is provided to prospective learners and current learners as the need arises. This shall be provided through face-to-face, telephone, email, and other personalized methods to the learners.

The areas covered under advice include but not limited to:

- Career problems and progression,
- Educational matters and personal issues.
- Advocacy and referral may sometimes be used by IAG staff in helping learners find solutions and achieve success in their endeavour.

11.3.3 Guidance

Guidance is aimed at supporting prospective learners and leaners in making informed choices that would help them in achieving their goals of studying at the Institute.

Guidance also aims at:

- Increasing retention rates
- Success and achievements rates.

- Reduction of attrition rate among learners

- Guidance services are provided on person-to-person, individual basis or in group.

- On-line counselling services are also available through the DLI website and LMS for learners who may not be able to access face to face counselling.

11.3.4 Implementation

- Availability of professionally trained counsellors in the Institute who are poised to provide impartial and individualized services to prospective learners.

- Availability of well trained and motivated Help Desk Officers to provide support for learners and potential learners as well as those who have graduated but still need one form of information or the other from the Institute.

SECTION
TWELVE

CURRICULUM REVIEW

12.0 Introduction

There exists a Curriculum Review Committee saddled with the responsibility of designing and reviewing programmes in conformity with ODL policy and NUC BMACs

12.1 Objectives of the Committee

- To design and review DLI academic programmes
- To ensure proper programme implementation by facilitators.
- To ensure that learning resources are utilized to complement teaching and learning.
- To propose new programmes.

12.2 Curriculum Design/Review

Course materials are reviewed within a period of five years or whenever necessary.

SECTION
THIRTEEN

STAFF CAREER DEVELOPMENT

13.0 Introduction

The Distance Learning Institute (DLI) continually ensures that:

- Her teaching staff have the opportunity for an academically acceptable career development and path for all categories.

- Opportunity is given for continuous development of skills, knowledge, and trainings of teaching staff.

- Programmes are developed to facilitate retention for all categories of teaching staff.

- Staff members are exposed to collaboration with other allied institutions both locally and internationally.

13.1 Category Identification

The various teaching staff of DLI can be categorized into Full-time, Part-time/ adjunct faculty and non-faculty members.

13.1.1 Full-Time Lecturers/Facilitators

- Are given the opportunity to move up the hierarchical organogram based on approved institutional criteria.

- Have the opportunity to attend relevant academic and career trainings, seminar and workshops locally every year and internationally once in three years as funds permit to enhance their career opportunities.

13.1.2 Part-Time/Adjunct Facilitators

- Part-Time/Adjunct staff are given the opportunity to attend relevant academic and career trainings, seminar and workshops locally and internationally, that will enhance their understanding of ODL and enhance delivery of their courses.

13.2 Conditions of Service

The conditions of service of staff are as contained in the University of Lagos condition of service governing senior staff.

13.3 Training and Development of Staff

This policy underscores the need for, and commitment to, continuous training and re-training of management, academic and administrative staff of the Institute.

In pursuance of this policy, the Institute:

- Ensures appropriate funding of staff training and development programmes
- Encourages and supports Assistant Lecturers to acquire their Ph.D. degree.
- Undertakes on regular basis an assessment of the training needs of all categories of staff and develop appropriate programmes to meet the needs.
- Encourages inter-disciplinary research in Open Distance Learning in which younger lecturers will have the opportunity of learning from their older counterpart.
- Organizes appropriate training programmes for management staff and Board of DLI.
- Encourages mentoring of junior staff by their senior counterpart.
- Encourages members of the Management Board, Management Staff, Academic and Administrative Staff to attend seminars, workshops, conferences.

13.4 Research

As the DLI fully operate ODL, the Institute recognizes research as an important component of teaching and learning activities.

DLI through the DLI/Research Committee provides leadership in research and support academic and scholarly studies in:

- Emergent and contemporary trends in ODL
- The challenges and obstacles to quality course materials development.
- Delivery, pedagogical and instructional effectiveness.
- Programmes evaluation, learning assessment and students' achievements.
- Formulating Open Education Resources (OER), theoretical explanations and impact on ODL activities.
- Assessment of Quality Assurance theory and practice
- Evaluating student perception of ODL activities.

Through research, DLI will constantly review teaching and student support services in order to protect the integrity of its degrees.

13.5   Academic Collaborations

Academic collaborations are an important ODL strategy for human resources development in the following areas:

a.   Student support activities

b.   Course material development

c.   Capacity building for academic and administrative staff

d.   Integration of technology to support teaching, learning and assessment.

e.   Exchange of ideas on common policy issues

f.   IT support for e-tutoring

DLI collaborates with open distance education institutions in Nigeria, Africa, the United Kingdom, and other developed countries to improve its course materials and expertise in system/structures and processes, to develop a robust research culture.

DLI currently is a full member of International Council on Distance Education (ICDE).

INFRASTRUCTURE DEVELOPMENT

14.0 Introduction

The Distance Learning Institute in accordance with its 5 years Strategic Plan Goal 4 detailed the development of adequate learning infrastructure for its academic programmes and activities.

14.1 Building Infrastructure

The process of procuring a 7 storey high-rise building is in progress. The building when completed will provide lecture rooms, laboratories, office space etc. required to support its programmes.

- The Nurudeen Alao Auditorium, a 1500 seating capacity auditorium was refurbished in 2019 to a world class facility with 4 multi-media projectors and excellent acoustics.

- The eight classrooms within the premises are large lecture rooms with capacity to seat about 400 students each. The classrooms are fitted with multimedia projectors and public address systems to cater for large tutorials.

14.2 E-Resource Center and ICT Facilities

The University's management support for the provision of full complement of digital tools to enhance ODL delivery has been quite sublime. These include:

- Provision of a fully equipped Recording Studio

- A video-conferencing room with enhanced technology to host webinars.

- Provision of upgraded Operating System for the 500 capacity CBT E-resource room. There is a medium-term strategic plan to increase the CBT rooms to 1000 capacity.

- Provision of new upgraded Host Servers, Inverters and Batteries.

- Increase in the University of Lagos bandwidth and provision of Wi-Fi hotspots in designated areas.

14.3   Extension of Entrepreneurial Skills

 The University has a World Class Entrepreneurship Centre responsible for training students in various entrepreneurial skills in accordance with NUC policy. The aim of the programme is to enable graduates of the University to acquire skills to enhance their employability or become employers of labour themselves. For our DLI leaners, appropriate pedagogy will be adopted to extend practical skills acquisition via simulations and other methods convenient for distance learners.

14.4   Library/E-Library

The Distance Learning Library has the capacity to seat 120 students with space to scale it up to 150 when the need arises. The library has about 8000 print books and is subscribing to the following data bases:

 i.   IG Publishing Plc and

ii.   Emerald Publishing Ltd

In addition, the University of Lagos operates an Integrated Library System that enables DLI learners access all the E-library resources in the Main Library. The e-book databases cover all subject areas and meets both onsite and offsite users' information needs. In addition to the databases efforts are always made to procure print books in all the programmes being offered.

14.5   Storage Facilities

The Institute boosts of a large capacity warehouse for storage of learning resources and other operational materials. Printed modules, DVDs etc. are delivered for storage and distribution to learners. DLI has a contractual MoA with DHL to dispatch course materials especially printed modules to learners who require such services.

14.6   Transportation

There is adequate maintenance of all the official cars and project vehicles in the fleet owned by the Institute. Budgetary allocation are made to procure additional vehicles when the need arises.

14.7   Healthcare Facilities Services

The University of Lagos has a well-equipped Medical Centre within the Akoka Campus to provide both primary and secondary health services to staff and students. On registration, learners are enrolled in the Tertiary Social Health Insurance Programme (TSHIP) which qualifies them to access medical services at the Medical Centre. In addition, during the Saturday Study Centre meeting and the residential programme health personnel and an ambulance is stationed within the DLI premises to provide First Aid to students and staff in case of emergency before such cases are referred to the Medical Centre for evaluation and treatment.

14.8   Security and Safety Measures

- The Distance Learning Institute is well secured with physical fencing and four fortified access gates. For additional security the premises are covered with a 24-hour CCTV.

  There are security personnel posted for surveillance at all times.

- Safety issues especially in case of fire outbreak is taken seriously by the Management. To this effect there are fire extinguishers, sand buckets and water hydrants located at designated locations within the premises. These are serviced on a yearly basis by the UNILAG Fire Dept. Periodic Fire drills are carried out for staff to keep them abreast of what should be done in a case of fire outbreak.

14.9   Municipal Services

- The Distance Learning Institute has two Generators – 250 KVA electric generator and 60 KVA mechanical generator to provide alternative power in case of outage by PHCN.

- There is a water borehole in the premises. Two (58,000 & 36,000 litres) metal tanks and five 5000 litre plastic tank help in distribution of water to all the buildings in the premises.

14.10 Maintenance of Facilities

This are regular maintenance and upgrading of the Institutes infrastructure. Soft and hardwares shall regularly be updated as the need arises. Overhauling of infrastructure shall be done every session before learners resume back for both online and face to face interactions.

QUALITY ASSURANCE/SERVICOM

15.0 Introduction
The Distance Learning Institute Quality Assurance policy is determined by the relevance of learning materials and adequacy of services provided for students to achieve desired standard performance as contained in its Mission and Vision statement. Quality assurance is embedded in the assessment process as the continuous existence of the Institute is in its ability to operate within internationally best practices. In order to maintain high level of quality among learners, the following are put in place.

- Ensure quality study materials which must have passed through a three stage editing: content, language and ODL instructional design process.

- Well specified learning outcomes for each study session, in-text questions (ITQs) and end of study session Self Assessment Questions (SAQs) designed to ensure learners intermittently evaluate their learning progression.

15.1 Quality Assurance Mechanisms
The following quality mechanisms are deployed:

- **Quality Assurance**
  This proactive process are deployed during the academic session for improving the quality of course content delivery.

- **Quality Control**
  Intensive control measures are implemented to ensure that required standards for ODL for online and face to face facilitations are achieved.

- **Quality Improvement**
  This process is deployed for the enhancement of infrastructure especially ICT infrastructure.

- **Feedback Mechanism**
  The Institute provides feedback to the learners through the appropriate feedback channels.

15.2   Sustainability of Programmes

To sustain the programmes run by the Institute, the Institute embarks on aggressive marketing of programmes in prints, social media, advocacy, TV and Radio adverts throughout the six geopolitical zones of the country to create maximum visibility of programmes and showcase importance of ODL. This is done in line with the laws and approval by the Senate of the University of Lagos. New programmes are continually being developed according to the needs of the society. This is done with strict compliance to the University regulations and National University Commission (NUC) minimum Academic Standards.

15.3   Learning Resources

Learning resources are reviewed at every 5 years of its production. Additional resources are added periodically. OER are updated regularly while additional resources are added.

15.4   Human Resources

There is staff capacity development as detailed in chapter Eleven of this document

15.5   Learners' and Alumni Associations

The Institute supports Distance Learning Students Associations activities aimed at the general well-being of learners (religious, welfare, sports, social). DLI Alumni Association is aligned with the main body of the University of Lagos Alumni Association.

15.6   Servicom Unit

The unit ensures that complaints from learners and staff are attended to timely and effectively. It also ensures that learners get value and good service delivery. Other activities include:

- You have a right to be served right.
- Say NO to poor service delivery
- Ask Servicom

Note that

All complaints/Enquiries should include Matriculation Number, Department, Full name is optional.

15.7   Policy Implementation

The implementation strategy is as outlined below:

Implementation Plan

i. Specific procedures of implementation, monitoring, evaluation and (internal and external) review are compiled and reviewed every five years or before every accreditation.

ii. An ODL management committee monitors, evaluate and review the implementation procedures

iii. An ODL training plan indicates the short, medium- and long-term goals of staff development of DLI employees in the delivery of ODL.

iv. Research in ODL influences essential and continuous process to ensure best practices in ODL.

v. Appropriate, efficient and effective systems and structures are consolidated around the teaching and learning process.