



**AHMADU BELLO UNIVERSITY  
DISTANCE LEARNING**

**STUDENT HANDBOOK**

**Postgraduate Diploma in  
Education (PGDE)**

© 2023 Distance Learning Centre, ABU Zaria, Nigeria

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First published 2018

*Published and Printed by*  
Ahmadu Bello University Press Limited, Zaria,  
Kaduna State, Nigeria.  
Tel: 08065949711  
abupress@abu.edu.ng  
info@abupress.com.ng  
Website: www.abupress.com.ng

## **FOREWORD**

Whereas the Distance Learning Centre Prospectus covers all aspects of the Distance Learning delivery in Ahmadu Bello University, the DLC Postgraduate Diploma in Education (PGDE) Student Handbook is designed to give you an overview of the Postgraduate Diploma in Education (PGDE) by Distance Learning in the Ahmadu Bello University.

A Handbook of this nature is a must read for you. It provides useful information on the nature, orientation and scope of the Postgraduate Diploma in Education (PGDE) programme as well as highlights the uniqueness of this delivery modality.

As you opt for the distance learning mode to acquire a Postgraduate Diploma in Education (PGDE), we shall strive to make your learning experience a memorable one.

I urge you to commit, discipline and submit yourself to the demand of distance education. This shall entail an appraisal of your obligations and most suitable time to commit to your studies. You are to note that your success as a distance learner largely depends on you as there are no lecture time table or lecturers to insist you should be in class at any specific time.

Once again I welcome you to a wonderful experience of distance learning and looking forward to seeing you on graduation day.

Prof. Muhammed Ibrahim SULE  
Director, Distance Learning Centre

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# **PART I**

## **GENERAL INFORMATION**



**Sir Ahmadu Bello, KBE, GCON**

Sardaunan Sokoto and Premier of Northern Nigeria  
Founder and First Chancellor, Ahmadu Bello University, Zaria

## **1.1 PRINCIPAL OFFICERS OF THE UNIVERSITY**



His Majesty, Nnaemeka Alfred Ugochukwu Achebe, CFR  
**Chancellor.**  
(Obi of Onitsha)



Malam Adamu Fika, CFR  
MICI Arb (Wazirin Fika)  
**Pro-Chancellor and Chairman of Council**



Prof. Kabiru Bala, FNIOB,  
**Vice-Chancellor**



Prof. Ahmed Doko Ibrahim  
**Deputy Vice-Chancellor,  
Administration**



Prof. Danladi A. Ameh  
**Deputy Vice-Chancellor,  
Academic**



Mal. Rabi Samaila  
**Registrar**



Mal. Muhammad Bello Aminu Gurin  
**Bursar**



Mal. Abdulhameed Gambo Liman  
**Ag. University Librarian**

## **1.2 VISITOR, PRINCIPAL OFFICERS, DEANS AND DIRECTORS**

**Visitor:** Bola Ahmed Tinubu, GCFR, President and Commander in Chief of the Armed Forces of the Federal Republic of Nigeria.

**Chancellor:** His Majesty, Nnaemeka Alfred Ugochukwu Achebe, CFR, Obi of Onitsha (Agbogidi).

**Pro-Chancellor and Chairman Governing Council:** Malam Adamu Fika, CFR, (Wazirin Fika).

**Vice-Chancellor:** Prof. Kabiru Bala, MBA, Ph.D, FNIOB, MAPM, MCABE, MSClarb

**Deputy Vice-Chancellor (Administration):** Prof. Ahmed Doko Ibrahim, B.Sc., M.Sc., Ph.D.

**Deputy Vice-Chancellor (Academic):** Professor. Danladi Amodu Ameh. B.Sc., MSc., Ph.D.

**Registrar:** Mal. Rabi Samaila

**Bursar:** Mal. Muhammad Bello Aminu Gurin

**Ag. Librarian:** Mal. Abdulhameed Gambo Liman

**Ag. Provost, College of Medical Sciences:** Prof. M. S. Shehu

**Dean, School of Postgraduate Studies:** Prof. Sani A. Abdullahi

**Director, Directorate of Academic Planning & Monitoring:** Prof. Bello Mukhtar

**Dean, Students Affairs:** Prof. M. Yakasai Fatihu

**Director, Distance Learning Centre:** Prof. M. I. Sule

**Director, Institute of Administration:** Prof. Siraj Barau Abdulkarim

**Director, Institute of Development Research & Training:** Prof. Binta Abdulkarim

**Director, National Animal Production Research Institute:** Prof. A. M. Kolo

**Director, Centre for Energy Research and Training:** Prof. S. A. Jonah

**Director, Institute for Agricultural Research:** Prof. M. F. Ishiyaku

**Director, Institute of Education:** Prof. Bashir A. Maina

**Director, University Health Service:** Prof. Muhammed S. Isah

**Director, Division of Agricultural Colleges:** Prof. Musa A. Mahdi

**Director, National Agricultural Extension and Research Liaison Services:** Prof. Ike Emmanuel Ikani

**Director, School of Basic and Remedial Studies, Funtua:** Prof. Balarabe Abdullahi

**Director, Ahmadu Bello University Consultancy Services:** Dr. Umar Farouq Yaya

**Director, Directorate of University Advancement:** Prof. Sani Abba Aliyu

**Director, Iya Abubakar Institute of Computing and ICT:** Malam Shuaibu Umar

**Managing Director, ABU Press:** Malam Ahmad Ibrahim Ja'e

**Director, Veterinary Teaching Hospital:** Prof. Sani Adamu



**Director, Centre for Biotechnology Research & Training:** Prof.

Muhammad Nasir Shuaibu

**Director, Centre for Historical Research and Documentation (CHRD) -**

**Arewa House:** Dr. S. S. Aliyu

**Director, Equipment Development & Maintenance Centre:** Prof.

Abdulghaffar Amoka

**Director, Centre for Disaster Risk Management & Development**

**Studies:** Dr. Usman A. Kibon

**Director, Centre for Counselling & Human Development:** Dr. (Mrs.)

Sa'adatu M. Makarfi

**Ag. Director, Physical Planning & Municipal Services:** Arc. Sulaiman

Mohammed

**Director, International Centre of Excellence for Rural Finance and**

**Entrepreneurship:** Dr Idris B. Bugaje

**Director, Centre for Islamic Legal Studies:** Dr. Sa'ad Musa Abubakar

**Chief Medical Director, Ahmadu Bello University Teaching Hospital:**

Prof. Ahmed Umdagas Hamidu

**Director, CBN Centre for Economic & Finance:** Prof. Auwalu Haruna

**Director, Centre for Inland Basin Studies:** Prof. Umaru Adamu Dambatta

**Director, Directorate of Sports:** Dr. Ali Isa Danlami

**Director, Public Affairs Directorate:** Mal. Auwalu Umar

**Dean, ABU Business School:** Dr. Idris Ahmed Aliyu

**Dean, Faculty of Administration:** Prof. Musa Idris

**Dean, Faculty of Agriculture:** Prof. Mukhtari Mahmoud

**Dean, Faculty of Arts:** Prof. Muhammad Sule

**Dean, Dental Surgery:** Prof. S. O. Ajike

**Dean, Faculty of Education:** Prof. H. I. Bayero

**Dean, Faculty of Engineering:** Prof. Mohammed I. Dabo

**Dean, Faculty of Environmental Design:** Prof. Umar A. A. Sullayman

**Dean, Faculty of Law:** Dr. Salim Bashir Magashi

**Dean, Faculty of Basic Medical Sciences:** Prof. Wilson O. Hamman

**Dean, Faculty of Allied Health Sciences:** Prof. Shehu Abubakar Akuyam

**Dean, Faculty of Basic Clinical Sciences:** Prof. H. M. Muktar

**Dean, Faculty of Clinical Sciences:** Prof. M. M. Dauda

**Dean, Faculty of Pharmaceutical Sciences:** Prof. A. Musa

**Dean, Faculty of Life Sciences:** Prof. M.N. Shuaibu

**Dean, Faculty of Physical Sciences:** Prof. I. M. Jaro

**Dean, Faculty of Social Sciences:** Dr. Shamsuddeen Mohammed

**Dean, Faculty of Veterinary Medicine:** Prof. Junaidu Kabir

### **1.3 HISTORICAL PERSPECTIVE**

Ahmadu Bello University is one of the First Generation Universities in Nigeria. Others in this category are: the University of Ibadan, the University of Nigeria Nsukka, the University of Lagos and the University of Ife Ile-Ife, now called Obafemi Awolowo University, Ile-Ife.

ABU had a good start because of its solid foundation laid by its founding father, Sir Ahmadu Bello. He attracted to Zaria a talented crop of academics from across Nigeria and other parts of the world, which got the University going on a foundation of excellence. The University was officially launched on 4<sup>th</sup> October, 1962 in a colourful ceremony presided over by its first Chancellor, Sir Ahmadu Bello, Sardauna of Sokoto, and attended by dignitaries from all over Nigeria, West Africa and other parts of the Commonwealth.

Although officially opened in 1962, the origin of the Ahmadu Bello University dated back ten years earlier when the Nigerian College of Arts, Science and Technology was founded in Samaru, Zaria and provided courses in Engineering, Architecture, Fine Art and Education. Many of the earlier Engineers and Architects in Nigeria had their education and training in this college. But it was in the area of Fine Art that the College most distinguished itself, creating a distinct and African form of art, known today internationally as the Zaria School of Art.

At its official take off in 1962, Ahmadu Bello University had a student body of no more than three thousand enrolled in its various programmes. Today, the student body is over fifty thousand, the majority of them are undergraduates but with a sizeable and growing number of postgraduate students.

As the University now looks forward, it faces the challenge of creating a digital environment in which the most up-to-date technology assists and serves the process of teaching, learning and research. The vision is that of a campus with internet access in every office, classroom and laboratory, and with a student body and academics versatile in the use and application of these technologies.

The University opened with just four Faculties- Agriculture, Engineering, Law and Science –fifteen Departments. The institution has since inception been under the successive Vice-Chancellorship of Professor Norman Alexander (1961-1966), Professor Ishaya Audu (1966-1975), Professor Iya Abubakar (1975-1978), Professor Oladipo Akinkugbe (1978-1979), Professor Ango Abdullahi (1979-1986), Professor Adamu Nayaya Mohammed (1986-1991), Professor Daniel Saror (1991-1995), Gen. Mamman Kontagora (1995-1998), Professor Abdullahi Mahadi (1998-2004), Professor S.U. Abdullahi (2004-2009), Professor Abdullahi Mustapha (2009-2015), Professor Ibrahim Garba (2015-2020) and currently Prof.essor Kabiru Bala (2020 to date).

In 1987, the year in which the University celebrated its 25<sup>th</sup> Anniversary, it had turned out to be the largest and the most extensive of all Universities in Sub-Sahara Africa. It covers a land area of about 7,000 hectares and has Eighteen Faculties, a School of Postgraduate Studies, a Business School and 120 Departments. There are also six Institutes, eight specialised Centres, a Division of four Agricultural Colleges, a School of Basic and Remedial Studies, a Demonstration Secondary School, and a Primary School.

The University has of recent been undergoing a fundamental re-organisation. From what has so far been done; it is evident that Ahmadu Bello University will certainly outgrow its crises and become, as it was before, an embodiment of excellence.

#### **1.4 ZARIA**

Zaria is a city in Kaduna State, Nigeria. Once called Zazzau, the community was founded in the 14th century as one of the seven original Hausa city-states. According to oral tradition, Zazzau rose to prominence in the early 15th century under the brilliant military leadership of Queen Amina. It became part of the Songhai Empire in the 16th century, fell to the Fulani in the early 19th century, and was captured by the British in 1901.

It is a road and rail hub in a major agricultural area. The city is a market centre for locally produced cotton, peanuts, hides and skins, shea nuts, corn, sorghum, and vegetables. Industries include cotton ginning, peanut and shea-nut milling, tanning, cottonseed-oil production, and the manufacture of cigarettes, bicycles, perfumes, and soap. Zaria is an important centre of education and research, with Ahmadu Bello University and affiliated institutions such as the Institute for Agricultural Research, National Animal Production Research Institute, National Agricultural and Research Liaison Services and the Centre for Energy Research and Training. It also hosts the National Research Institute for Chemical Technology, Nigerian College of Aviation Technology, Nigerian Institute for Transport Technology, Nigerian Military School, Nigerian Army Depot, Nigerian Army School of Military Police, National Institute for Tuberculosis Research and the Nuhu Bamalli Polytechnic among others.

Zaria is made up of the following wards: Zaria-City, Tudun Wada, Kongo/Gyallesu, Tudun Jukun, Tukur Tukur, Wusasa, Sabon Gari, Muchia/Chikaji, GRA, Kwangila, Hanwa, Palladan, Samaru and Zango.



Map of Nigeria showing Zaria arrowed.

## 1.5 PHILOSOPHY AND OBJECTIVES OF THE UNIVERSITY

At the first ceremony of Ahmadu Bello University in 1963, the founding father and mentor of the University, Sir Ahmadu Bello, enunciated the philosophy of ABU when he said: *“The first duty of every university is the search for and the spread of knowledge and the establishment of truths... But it must also serve the need of the nation.”*

The philosophy of Ahmadu Bello University is predicated upon the “cardinal principles of imparting knowledge and learning to men and women of all races without any distinction on the grounds of race, religious or political beliefs”

Hence, the objectives of Ahmadu Bello University as articulated in Article 4 of its 1962 and 1975 Laws are:

“To provide regular and liberal courses of instruction in the humanities, sciences and other spheres of learning of a standard

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required and expected of a university of the highest standing, to promote research and the advancement of science and learning and to secure the diffusion of knowledge throughout Nigeria”.

## **1.6 UNIVERSITY ADMINISTRATION**

Ahmadu Bello University is owned by the Federal Government of Nigeria which funds it. The President and Commander-in-Chief of the Armed Forces of Nigeria is the Visitor. There is a Chancellor who is the ceremonial Head of the University; a Pro Chancellor and Chairman of Council; a Vice-Chancellor who is the Chief Executive and Academic Officer of the University, and a Governing Council with power to manage all matters of the University not otherwise provided for or under the University Law.

The academic affairs of the University are managed by the Senate, under which there are Faculty Boards, and a School of Postgraduate Studies Board. There are also Boards of Governors as well as Professional Academic Boards of Institutes and Centres which administer their respective administrative and academic matters.



The University Senate building

## **1.7 FACULTIES, INSTITUTES, CENTRES AND SCHOOLS**

1. ABU Business School
2. Faculty of Administration
3. Faculty of Agriculture
4. Faculty of Arts
5. Faculty of Education
6. Faculty of Engineering
7. Faculty of Environmental Design
8. Faculty of Law
9. College of Medical Sciences
10. Faculty of Basic Medical Sciences
11. Faculty of Allied Health Sciences
12. Faculty of Basic Clinical Sciences
13. Faculty of Clinical Sciences
14. Faculty of Dental Surgery
15. Faculty of Pharmaceutical Sciences
16. Faculty of Life Sciences
17. Faculty of Physical Sciences
18. Faculty of Social Sciences
19. Faculty of Veterinary Medicine
20. School of Postgraduate Studies
21. Distance Learning Centre
22. Institute of Administration
23. Institute for Agricultural Research (IAR)
24. Institute of Development Research (IDR & T)
25. Institute of Education
26. Division of Agricultural Colleges (DAC)
27. National Animal Production Research Institute (NAPRI)
28. National Agricultural Extension and Research Liaison Services (NAERLS)
29. Centre for Islamic Legal Studies (CILS)
30. Centre for Historical Research and Documentation (CHRD) - Arewa House
31. Iya Abubakar Institute for Computing and ICT
32. Centre for Energy Research and Training
33. International Centre of Excellence for Rural Finance and Entrepreneurship (ICERFE)
34. Centre for Biotechnology Research and Training
35. The Veterinary Teaching Hospital

36. Ahmadu Bello University Teaching Hospital (ABUTH)
37. Equipment Development & Maintenance Centre
38. Centre for Disaster Risk Management & Development Studies (CDRMDS)
39. Centre for Counselling & Human Development
40. CBN Centre for Economic & Finance
41. Centre for Inland Basin Studies
42. Institute of Health



# **PART II**

## **DISTANCE LEARNING CENTRE**

## **2.1 DISTANCE LEARNING**

### **2.1.1 Preamble**

The need to commence Distance Learning in ABU has been a product of internal demands initiated by the School of Postgraduate Studies as well external agitations by some alumni as exemplified at the 50<sup>th</sup> anniversary by Mallam Adamu Fika in his lead paper to mark ABU's golden jubilee where he said *"ABU should consider developing an effective Distance Learning System that deploys modern communication facilities and online tutorial to impact functional knowledge to the millions who may not be able to enroll on its regular campus-based programmes"*.

Annually, an average of 13,000 applicants applied for various postgraduate programmes in the Ahmadu Bello University, although about 70% of these were qualified, less than 5, 000 are usually Admitted due to the limitation of on-campus facilities. The situation is even worse with the undergraduate programmes where 31,000 applicants to Ahmadu Bello University scored the minimum JAMB requirement of 180 points. Less than 10,000 of these can be admitted due to the same reason. It is thus obvious that ABU has not been able to satisfy the demands for those interested in obtaining ABU degrees.

It has also been noted that Nigeria has been credited to be among the countries with the highest number of students studying abroad with about 71,000 studying in Ghana alone and paying not less than 155 billion Naira as tuition annually. ABU should cash on this opportunity to increase its relevance as well as revenue base. In an on campus model "there are obviously limits to how many additional students can be admitted without negatively impacting on quality. The Europe Africa Quality Connect Evaluation Report concluded that ABU has obviously curtailed its capacity to generate any additional income by means of enrolling additional students. The need to explore other options of delivery and student enrollment is thus obvious.

### **2.1.2 Distance Learning**

The principal objective of the Ahmadu Bello University (ABU) in establishing a Distance Learning Centre (DLC) is to put in place an administrative structure responsible for the coordination and delivery of its Distance learning programmes at both the Undergraduate and postgraduate levels.

The DLC is a semi-autonomous administrative Unit responsible for the coordination and delivery of Distance Learning programmes of the Ahmadu Bello University.

### **2.1.3 Philosophy, Vision and Mission**

#### *Philosophy*

To radically proffer an alternative but robust delivery model for Ahmadu Bello University degrees and other qualifications in line with Universal ODL best practices.

#### *Vision*

The Distance Learning Centre, Ahmadu Bello University shall be a unique Distance Learning Centre of repute excelling in the delivery of Certificate/Diploma, undergraduate and postgraduate programmes in all fields to advance the scope of ABU's reach in educational delivery as envisaged by the founding fathers of the University.

#### *Mission*

The mission of the Distance Learning Centre is to ensure qualitative, accessible and timely delivery of approved academic programmes to its students without distinction based on geographic location, race, sex, religion or other affiliations.

### **2.1.4 Objectives**

The principal objective of commencing the Open Distance and e-Learning (ODL) delivery of both undergraduate and postgraduate programmes is to extend the reach of the university in the delivery of quality and reputable undergraduate and postgraduate studies leading to the award of Ahmadu Bello University Undergraduate and Postgraduate Degrees.

E-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching or issuance of course material on computers, i-pads, CD/DVDs and hard copies, in which case the term Blended learning is commonly used. Whereas the online option has become the primary modality in the delivery of tertiary education in distance learning in some countries, the reality of Nigeria makes Blended learning a more realistic option.

### **2.1.5 Location**

The Distance Learning Centre of the Ahmadu Bello University (see pictures) is currently located in the Ahmadu Coomassie Building (former ABU Bookshop) adjacent the Senate Building on the Main Campus.



*Frontage and Interior view of the Distance Learning Centre*

### **2.1.6 Administration**

The Distance Learning Centre is directly responsible to the Ahmadu Bello University Senate and Management on academic and administrative matters respectively.

Whereas the Governing Board of the Distance Learning Centre sets out policies for the Centre in line with the overall policies of the Ahmadu Bello University, the Academic Board considers all academic matters prior to its submission to University Senate. The day-to-day administration of the Centre is undertaken by the DLC Management, which comprises of the Director assisted by three

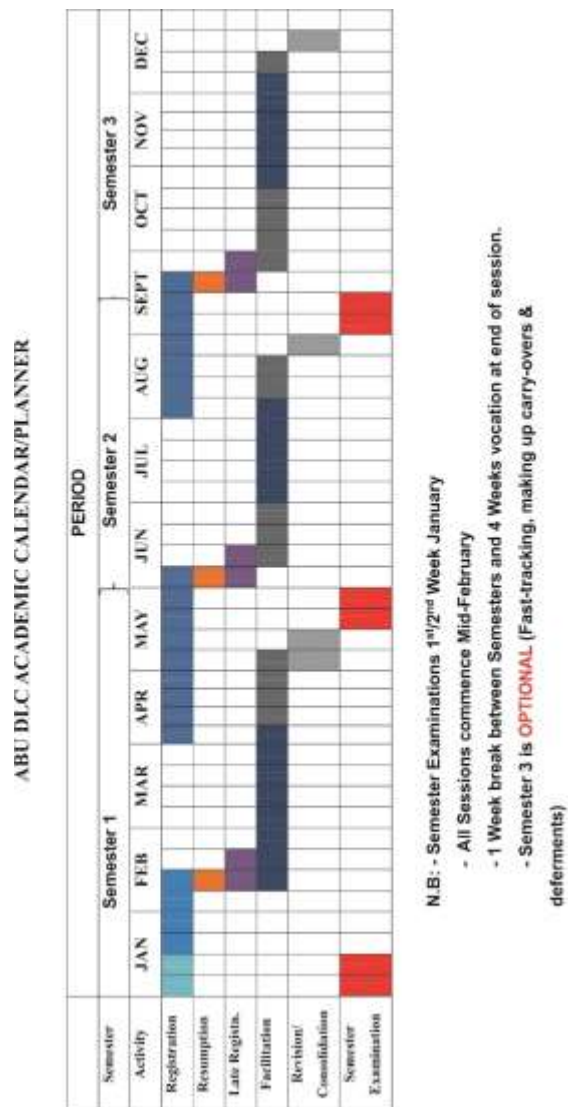
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Deputy Directors (Administration, Academic and Learner Support Service & IT), a Secretary and several Unit and Sectional Heads.

## **2.2 DISTANCE LEARNING ACADEMIC CALENDAR**

The Academic Calendar of the Distance Learning Centre shall be developed annually by the Management of the Centre and presented to the Academic Board for deliberations and approval.

There shall be three Semesters annually, comprising of One week orientation (for new students only) 12 weeks of interaction, one week of optional tutorials/face to face on campus interaction and 2 weeks of examination. In each of the Semesters, there shall be 2 examination groups (weekends and weekdays). Students are at liberty to select which of the examination groups they may participate in. The calendar of the Distance Learning programmes shall differ from that of on campus programmes to accommodate the 3 semesters and other peculiarities of Distance Learning.

## ABU DLC ACADEMIC CALENDAR/PLANNER



- N.B:** - Semester Examinations 1<sup>st</sup>/2<sup>nd</sup> Week January
- All Sessions commence Mid-February
  - 1 Week break between Semesters and 4 Weeks vacation at end of session.
  - Semester 3 is **OPTIONAL** (Fast-tracking, making up carry-overs & deferments)

## **2.3 PROGRAMMES FOR DISTANCE LEARNING DELIVERY**

### **2.3.1 Certificate Programmes**

Specific Certificate course as dictated by market needs shall be developed in consultation with the relevant Department of the University. The Public Relations and Marketing section shall be responsible for making the necessary contacts in this regard.

### **2.3.2 Undergraduate Programmes**

The Centre currently deploys 9 undergraduate programmes viz.: BSc. Business Administration, BSc. Public Administration, BSc. Economics, BNSc. Nursing Science, B.Sc. Political Science, B.Sc. International Studies, B.Sc. Sociology, B.Sc. Accounting and B.Sc. Computer Science. It is however projected that undergraduate programmes from the Faculties of Administration, Arts, Education, Social Sciences, ABU Business School, Sciences, would be added to these.

### **2.3.3 Postgraduate Programmes**

The Master in Business Administration (MBA) is the flagship for the delivery of postgraduate programmes. Seven additional PG programmes that include Master in International Affairs & Diplomacy (MIAD), Master in Public Health (MPH), Master in Law Enforcement & Criminal Justice (MLCJ), Master in Information Management (MIM), Master in Public Administration (MPA), Postgraduate Diploma in Education (PGDE) and Postgraduate Diploma in Management (PGDM) were also deployed. Additional PG programmes shall be deployed every session as approval is received.

## **2.4 DEPLOYMENT OF DISTANCE LEARNING PROGRAMMES**

### **2.4.1 Delivery Stages**

Distance learning delivery of Certificate, Diploma, UG and PG Programmes in the Ahmadu Bello University shall involve the following stages:

- i. Online Application by the prospective student.
- ii. Provisional admission by the corresponding Admissions Committee of the DLC.
- iii. Confirmation of admission by JAMB (UG programmes only).
- iv. Online Registration by students.
- v. Assignment of Tutors to students and Academic advisers to Resource Centres
- vi. Matriculation and Orientation
- vii. Course work/Academic activities (Lectures) for the corresponding number of years.
- viii. Project work and seminar.
- ix. Examination result/project report submission to DLC Academic Board.
- x. Submission of Examination result to SPGS Board (PG programmes); Senate (UG Programmes and corresponding Professional and Academic Boards (Diploma programmes).
- xi. Approval of results.
- xii. Graduation and Convocation.

### **2.4.2 Matriculation**

All students entering the university for the first time to undergo the first year of their programme will be required to matriculate at a formal ceremony presided over by the Vice Chancellor. The ceremony shall be held at the Main Campus.

The Director of DLC will present students for matriculation, whilst the Registrar/representative reads out the Matriculation Oath viz “I solemnly undertake and swear to observe and respect the previous of the Ahmadu Bello University Law and Statutes, Ordinances and



Regulations lawfully made there under, which are now in force and which shall from time to time be brought into force”

All new students are expected to have signed the Matriculation Oath during the registration process.

### **2.4.3 Curriculum**

The curriculum of the Certificate, Diploma, UG and PG programmes to be delivered by distance learning shall be as approved for the on campus delivered programmes and in conformity with the NUC BMAS. Elective Courses indicated by the demand of distance learning have also been developed.

The delivery method shall however be ICT Supported Blended Mode. It shall be a mixture of provision of hard and electronic copies of Course materials, face-to-face interaction as well as an online interactive component.

In conformity with the pedagogy for Distance Learning, the Modular method of organizing Course materials shall be employed.

### **2.4.4 ABU Model of Distance Learning Delivery**

The ABU model of delivery envisages that a Blended delivery protocol shall be utilized. This would include:

- i. Provision of hard and electronic copies of all course materials for the corresponding session.
- ii. Weekly uploads of relevant Discussion questions as well as the provision of an interactive platform for other students to review and critique, write-ups shall be provided.
- iii. An optional 2 week on campus revision session and conduct of lecture sessions necessitating face-face delivery shall be provided for.
- iv. Project defences and examinations shall be held on campus or Resource Centres under the supervision of the DLC staffs.



### 2.4.5 Learners Support

A robust mechanism for information, advice and guidance to students has been put in place in conformity with ODL practice. These include:

- i. Provision of print (optional) and electronic versions of Course Materials
- ii. Development of a 'Distance Learning Students' Handbook' – Print & Electronic
- iii. Development of a programme specific handbook.
- iv. Assigning dedicated GSM Help lines and a telephone call centre.
- v. Dedicated E-mails (DLC)
- vi. Blog site (DLC)/Interactive website
- vii. Access to on and offline e-libraries
- viii. Activation of Resource Centres (Liaison Offices)
- ix. Allocation of Academic advisers to Resource Centres
- x. Appointment of programme specific Desk Officer/Program Coordinator for each programme deployed.

### 2.4.6 Liaison Offices (Resource Centres)

A DL Liaison Office is a facility dedicated for the support of DL students as well as creation of an environment to permit student-student, student-staff and student-resource person interactions, provision of offline e-learning resources as well as reserve for all course materials. Each Liaison Office would also be equipped with video conferencing, library and a common room.

The Liaison Offices shall be administered by an Administrative staff of the ABU DLC and shall host the proposed annual/semester meetings between the relevant Academic Adviser and his/her DL students. An MOU shall be in place with an adjacent CBT Centre to facilitate conduct of semester examinations at the various centres.

The geographic distribution of enrollees in the DL programme shall determine the sequence of activation of the Liaison Offices. It is however proposed that there shall be a Liaison Office in each of the 6 geopolitical zones in the country. In event of an encouraging international participation, Liaison Offices have also been proposed in the UK, USA, Middle East, Far East and South/East Africa.

#### **2.4.7 ICT Infrastructure**

- i. E- library
- ii. Video-Conferencing Centre
- iii. Online Platform/Software (Moodle)

### **2.5 STUDYING AS A DISTANCE LEARNER**

Distance learning is designed to offer educational programmes to you in anticipation of your inability to partake in the corresponding on campus study. Often, you will be studying on your own and in your own spare time. You will be working through specially prepared materials on your own. This is at variance to the on campus situation where you would be expected to comply with a lecture time table.

Studying suggests learning and so to learn there must be concentration and diligence. It is not the mere act of sitting down with a book or other reading written material. It is pertinent to develop those study skills that would assist you in studying independently.

#### **A. Study Skills**

##### **i. Listening Skills**

Listening is an important component of learning. Many of the things that are taught are things you listened to. Some of these are:

1. Listening to the lecturers speaking

2. Listening to audios of the course materials
3. Listening to video tapes/U-tube sites
4. Listening to CD-ROM
5. Listening to films, radios, TV, etc.

Thus, in your study, you need to listen to things that will make you learn. You need concentration while listening. You need to follow the speaker or the medium of transmission of message, while listening. Just as you listen to learn, so also you should learn to listen.

## **ii. Reading**

One of the most important skills of studying skills is reading. Reading occupies a central place in studying. This is because most of the information we need is stored in books. Thus, to be able to retrieve information that will be learnt, you have to acquire efficient reading ability.

Reading skills involve mainly reading to learn. As you must have noticed in your attempt to list reading components, to be able to read to learn:

1. You must be in control of the material you are reading;
2. You must be able to understand and comprehend the material;
3. You must be able to read with the speed required to complete the volume of things you have to learn;
4. You must be able to read between the lines and beyond the lines;
5. You must be able to apply what you are reading to relevant learning situations;
6. You must be able to read and create new ideas from what you are reading.

Reading is an important study skill and component of learning. If you read efficiently, you will learn. Without reading, you cannot learn many things. In studying therefore;

- i. You must read very well;
- ii. You must read with concentration;
- iii. You must read where there are less distractions;
- iv. You must read and ensure you are learning; and
- iv. you must read and be able to recall what you are learning.

v.

### **iii. Writing**

If you read and you are unable to put what you read down for the people to know that you have read, then no reading is done. Reading and writing are thus interrelated skills. Writing involves the ability to put things down in a clear, precise, coherent and effective manner. You must learn to write well, especially during examinations. Of course, you learn to write well by imitating good writers. And you can only come in contact with good writers by reading widely.

### **iv. Note taking**

You should be capable of taking notes whenever you are reading. In fact, the more you shorten what you are reading, the more you can get them into your brain. Note taking and making help to shorten a large volume of what you are reading. Therefore, you need the skill of note taking and note making.

When studying,

1. Put notes down;
2. Use abbreviations to shorten notes;
3. be consistent in note taking;
4. Let your notes be neat;

More than all these, read your notes constantly and revise them.

## **B. How to Study**

### **i. Be in the Right Frame of Mind**

Before you study, you should be in the right frame of mind. You should be calm. Nothing should be worrying you. Psychologically, you should not be under tension, you must be emotionally stable, free from shock of any kind and be highly motivated to study. Socially, you should clear all the social problems of the home, children (if any) or parental care that may stand against proper concentration. Studying demands concentration and you must give this.

### **ii. Have the Right Environment**

The environment where study takes place must be conducive. It should be clean, inviting, well-organised, pleasant and noiseless.

### **iii. Have the Right Equipment**

You need certain pieces of equipment for study. Without the right equipment, study will be difficult. The right equipment will make study more appropriate and effective such as:

1. Pen
2. Pencil
3. Paper/note book/file jacket
4. Dictionary
5. Relevant textbooks
6. Tape recorder/cassette
7. Ruler
8. Calculator
9. Computer equipment (if you can afford one)
10. Table and desk
11. Book shelf

Some people find it easy to file notes in a folder. If disorganised, files can pose a big problem while you are studying because notes may not be in proper order; some notes may be missing or misplaced. If you know you cannot keep files, why don't you simply buy a notebook?

All courses are accompanied with **Course Guides (i – viii in your course material)** which state all that you need to know about the course such as:

1. Course information
2. Introduction to the course
3. Course aims and objectives
4. Activities involved in the course
5. Assessment modality
6. Suggested time required for study
7. Course structure

### **What to do while Studying**

1. *Read* and understand what you are to study.
2. *Form* useful notes.
3. *Underline* important points.
4. *Do* some practice activities, tasks or exercises to ensure that learning is taking place.
5. *Assess* yourself periodically by doing what you are learning to do.
6. *Relax* in between study periods to refresh your brain: this you can do by walking around, chatting a bit, taking a tea break, etc.
7. *Always* be active when studying; do many things-writing, listening, reading, speaking to yourself, listing, drawing, labelling, etc; activities keep you awake.

8. *Know* what you have learnt and what you have not learnt: do not keep on reading what you have learnt as if you have not learnt it.

### **C. Preparing For Examinations**

One of the most important reasons why we study is to pass examinations. Examinations cannot be tackled successfully without active study activities.

#### **i. Start early**

To pass examinations you have to start studying very early. In fact your

first day of lecture should be your first day of preparing for examinations. You should read for the lectures before the lecture and read after the lecture. Put down major points in your jotter in preparation for revision later.

#### **ii. Work hard**

Nothing is achieved without hard work. Do not play with your time. Work consistently hard. Many students pile up their work till the last minute. This is not the best way to prepare for examinations.

#### **iii. Read widely**

Do not just depend on what is in your study pack. Read widely. Read some of the textbooks recommended for you. Listen to the audio recordings and video-recordings of the lecturers prepared for you.

#### **iv. Reduce what to study**

You cannot read and understand all that will be given in notes, hand-outs or textbooks. You need to learn the skills of note taking and note making. The more you summarise and reduce what to learn the better your focus and understanding of the materials to learn for examinations.

#### **v. Revise**

Revise for all examinations before the exam. Examination time is not the time to read new things or attempt to learn new things.

Examination time is the time to revise and put back to memory what you have learnt before.

#### **vi. Be familiar with the exam pattern**

You need to be familiar with the format, the demands and the content of the examination you are preparing for. Get in touch with past question papers. Look for questions that are always set, the one that are rarely set and the ones that are not set at all. Study in order of importance of the topics.

**vii. Be organised**

Plan your work. Be fully organised during examinations. Be calm. Work according to your plan of study.

**D. Revision**

This unit treats a very important aspect of preparing for examinations. This is revising for examinations. Here you will go through specific practice exercises that will train you in the art of revising for examinations. Remember, nobody can train you enough on how to revise. You have to train yourself. The more training you have, the better.

You cannot revise for any examination unless you have what to revise. Many students do not know the difference between reading for exams and revising for exams. To read for examinations means to read your notes, study guides, units, textbooks, relevant journals, etc. In reading for examinations, you come in contact with the facts newly. You are learning the facts for the first time. As you read, you also study the points. In fact, you read by jotting down points in a note form. There are many activities you can do when reading your lecture notes for the first or second time. Below are some of them:

1. You have to skim-read the lecture notes or the textbook to determine what is relevant to be read.
2. You may underline (if the reading materials are yours) important points as you read. By underlining the important points you are actively participating in the reading process. If you just read and do not perform certain activities as you read, you may fall asleep or be tired quickly. You must be active as you read.
3. You must stay active and alert throughout the study/reading time. You should not let any important point or word drift past you. Look out for the most important points and underline them.
4. You may form notes as you go along. To form notes as taught under the *Use of English and Communication Skills*, you must have headings and sub-headings, be consistent in your numbering, put only points down, use abbreviations where necessary, use colouring, underlining, etc where needed. The notes should always take the form of a summary.



### **E. Studying Essay-Type Examination**

This is one of the most important types of examination. Essays usually contain many questions. You may be asked to choose from the questions or may not be given any option. In an essay question, you are required to provide facts about the question. Depending on the type of essay, you may be asked to provide your own opinions. Different types of essay questions demand different kinds of answer.

Some of the essays may require you to:

- 1 *Narrate* give the events as they happen
- 2 *Describe* show the parts of the object or issue
- 3 *Enumerate* list
- 4 *Outline* present the points in a simple sentence or phrase form
- 5 *Distinguish* make distinctions
- 6 *Compare* show similarities
- 7 *Contrast* show differences
- 8 *Discuss* fully expatiate bringing all views and your own
- 9 *Prove* provide logical evidence
- 10 *Apply* take the situation to another situation
- 11 *Create* build something new
- 12 *Imagine* present the feeling that is unreal, real
- 13 *Design* construct or re-construct
- 14 *Innovate* bring new ideas
- 15 *Draw inferences* use the situation to bring out another view
- 16 *State* present as it is
- 17 *Define* give the meaning
- 18 *Elucidate* expatiate further
- 19 *Explain* make it vivid and clear

### **Dos and Don'ts of Essay Writing during Examinations**

With the outline ready, you are now confident enough to start writing the examination. Do not waste time on outlining during examination. Remember, it is the essay that will be marked not the outline.

#### **Dos**

1. Go straight to your point.
2. Give the point and support it with proofs.
3. Link one point with the other, using linking words like: *First, second, third, most important, less important, on the one hand, on the other hand*, etc.

4. Be conscious of time and divide your time well as you treat each point.
5. Start with a captivating introduction, go to the first, second, third, etc. point and draw a very useful, captivating and well-focused conclusion.
6. Mind your language: be brief, clear and direct.

#### **Don'ts**

1. Do not write irrelevancies.
2. Beware of repetitions.
3. Do not waste time on one point thus having no time for the other *points*.
4. Do not go astray.
5. Don't be disorganised.

#### **Before Submission**

If you plan your time very well in an essay examination, you will have enough time to go over your work. But in most cases, you are so occupied during the examination that you do not have time to read over your work.

#### **F. Studying For Multiple-Choice Examinations**

You should study for examinations based on the demands of such examinations. Multiple-choice and short-answer types of examination are no exception.

Multiple-choice examination is that which requires you to choose from alternatives or options, the correct answer to the question. This kind of examination is often referred to as discrete examination because it usually tests one concept at a time.

#### **How to Study for Multiple-choice Examination**

In studying for multiple-choice examination, you need to know the major points of what you are to study. In most of our textbooks, the major point or the main technical term or word is italicised or produced in bold print. For example, in the passage under discussion, some words may be made bold, italicised or underlined to show that they are important.

### **During a Multiple-choice Examination**

- 1. Be careful:** Read the questions carefully. Sometimes the words like *not*, *only*, *but*, *through*, *off*, etc may make a big difference. You may miss the answer if your attention is not drawn to these words.
- 2. Eliminate obviously wrong answers:** Some answers are obviously wrong. Eliminate these first. Then think more deeply on the options (or detractors) that are very close.
- 3. Follow the instructions:** Sometimes you may require *shading*, *ticking* (P), or *underlining* the correct answer; if you do not do what you are asked to do, your paper may be disqualified.

### **G. The Examination Day**

The examination day is perhaps the most important day. You need to be well composed, confident and determined to succeed. Here are some suggestions you may wish to consider on the examination day.

- i. Read and fully understand the examination regulations
- ii. Be sure of the time and venue of the examination (useful to reconfirm a day before the examination).
3. Revise the facts quickly some hours to the examination.
4. Read the examination questions very well. Follow all instructions including the number of questions to answer.
5. Divide your time very well. Do not spend time on one or two questions at the expense of other questions.
6. Read over your work before submission.
7. Be sure you write the particulars of yourself as demanded by the examination regulations. Write this first. You may forget to do so later on.
8. Answer the question in a clear, correct and well-structured language. Be well organised in your presentation.
9. Neatness, legible handwriting and well-collated examination papers are necessary and should be done.

## **2.6 WAIVER AND DEFERMENT GUIDELINES**

### **Application Procedure:**

#### **Waiver**

1. Application for waiver should be addressed to the Director DLC via the ABU support mail ([support@abudlc.edu.ng](mailto:support@abudlc.edu.ng))

This should state justifications for request, relevant subject for waiver and earlier courses offered.

2. Payment of waiver fee of N20,000 (\$60)/course requested for waiver and attachment of proof of payment (scanned slip)/payment details for electronic transfers. If course registration has been done, no additional fee is paid.
3. Processing and transmission of transcript by e-mail and later the original hard copy.
4. Consideration of application and transmission of response to applicant.

\*In event of securing waivers, registration of higher level courses only permissible in October Semester. Alongside other Courses, maximum permissible load is 24CU while minimum is 09CU.

**Deferment:**

- A. **Course deferment:** could be made at any time in the semester.
  1. The portal for deferment application is abudlc-edu.com
  2. If registration for course has not been made, payment of N20,000 (\$60)/ course for deferment and transmission of proof of payment(scanned slip)/ payment details for electronic transfers.
  3. Consideration of application and transmission of response to applicant.
- B. **Examination deferment:** application must be forwarded at least 2 weeks before commencement of the semester examination.
  1. Ditto A
  2. Ditto A but N20,000(\$60)/course is paid.
  3. Ditto A
- C. **Semester or Session deferment:** could be made only after registration for the semester / session .
  1. Ditto
  2. Ditto: N20,000 (\$60) deferment of semester and N40,000 (\$120) deferment of entire session
  3. Ditto

**D. Examination Rectification**

1. Application of rectification within 2 weeks of release of result stating justification.
2. Attach evidence of payment (scanned slip) of N20,000 (\$60)/course/ payment details for electronic transfers.
3. Response to request shall be made within 7 days of closing acceptance of applications.

**\* Payments for waivers/deferments/transcript/statement of result/examination rectification to be in Account:  
AcctName: ABU Microfinance Bank, AcctNo.: 1016508300, Bank: Zenith Bank.**

**At ABU Distance Learning Centre you are assured of:**

1. **Flexibility in fee payment (Full or in Instalments); admission; registration & examination (period & venues); duration of study; learning platforms (Hard copies/book; Electronic copies, lecture videos and Audio versions) & programme transfer (on-campus to Distance learning):**
  - Fees are paid on a per subject basis, your purse and available study time are determinants to number of courses registered.
  - You are at liberty to join us in the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> semester – whichever is more convenient for you.
  - Admission & Registration processes are online, you may however be required to present your credentials at the nearest Liaison Office for screening, foreign students are to scan and forward their credentials for remote screening but originals must be sighted at the nearest Nigerian Embassy.
  - ABU DLC Semester examinations are held in Zaria, Abuja, Lagos Sokoto, Gombe, Port Harcourt, Kano, Kaduna, Bauchi, Makurdi, Birnin Kebbi, Minna, UK (London), and UAE (Dubai). Maiduguri, Yola, US (New York) and KSA (Jeddah) soon to be activated. You are thus at liberty to select your examination venue.
  - Students are also grouped (for examinations) into weekday and weekend groups, you are also at liberty to choose which is more convenient for you.
  - You are at liberty to extend your study period (twice the advertised duration) or fast track it by participating in the 3<sup>rd</sup> Semesters.
  - You are given 4 study options to choose the preferred study mode you are most inclined to (hard copies, e-copies, Audio and videos).

- On campus students facing challenges with keeping up on campus are at liberty to transfer their studies to the Distance Learning option.
- 2. Same curriculum and certificate as on campus students @ completion of studies:**
  - Your admission, study and graduation requirements are similar to the corresponding on campus programme.
  - On graduation, you shall be issued the same certificate as on campus students, signed by the Vice Chancellor and Registrar of the University.
- 3. Work and learn with no need to commute or relocate:**
  - Relocating to or frequently commuting to and from Zaria is not required, you may however be a frequent visitor (if it's convenient for you).
  - You can thus maintain your job/business while earning a degree.
  - You have a 'head start' over your mates since you can commence business/vocation while still in school and you are also not expected to participate in the NYSC programme.
- 4. Stable Academic calendar; Secure and stable online activities via remote Server - 24/7:**
  - ABU DLC staff are independent of the University hence there are NO STRIKES and you are guaranteed of timely graduation.
  - Our externally hosted server guarantees stable and seamless online presence, you can thus access our website, portal and other online resources 24/7.
- 5. Electronic delivery/"classroom" using any computer device (tablet/i-pad, smart phone, laptop or desktop) to improve interaction and IT competency:**
  - Our courseware (e-text, audio and videos) are adaptable for use on desktops, laptops, notebooks, tablets and smartphones.
  - Our courseware shall be available online (Learning Management System) and offline (drives).
- 6. Robust learning support: Telephone helplines, e-mail, Skype, Webinar/Video conferencing & e-library services:**
  - Telephone and e mail helplines are available to you 24/7.

- Telephone and e mail access to Academic Advisers, IT attaches, Guidance and Counselling staff as well as your e-tutors shall be made available to you.
  - Well stocked online e-library services are available for your use while offline e-libraries are available in Zaria and our liaison offices in Abuja, Lagos, Port Harcourt, Kano, Kaduna and Sokoto.
  - Skype/videoconferencing facilitation of seminar and project defences ensure you are not left out of similar on campus activities.
- 7. A two week per semester optional on campus tutorial session or alternative participation by Webinar is available:**
- Although on campus optional tutorials shall be held at the end of each semester, to ensure your participation, all sessions shall be streamed live to ensure remote participation, you can forward your questions and listen to your tutors address them in real time wherever you are, you can also view at your convenience since all sessions are recorded and available on our Facebook page..
- 8. Developing the Business Skill in you – “Business Skill Acquisition” :**
- This compulsory elective course is to develop or improve your capacity to be successful upon graduation, it comprises of a taught component, apprenticeship and a reading component.
- 9. Developing the Leader in you – “Motivational Leadership” :**
- This compulsory elective course is to develop or improve your leadership capacity is available to all PG students, it comprises of a taught component and a reading component.
- 10. Chance to interact with your Vice Chancellor and other Principal University and Distance Learning Centre Officers; world-class tutors by webinar/video conferencing as well as Learning from diverse and experienced internationally acclaimed tutors/lecturers:**
- Whereas you shall be having frequent online interactions with the DLC Management, an occasional interaction with key management staff of the university would be arranged.
  - Guest tutors/speakers shall be occasionally invited to interact with you online.

**11. Extending support to your doorstep by a system of Resource Centres/Liaison Offices:**

- To enhance the quality of support for our learners, Liaison offices have been established in Abuja, Lagos, Port Harcourt, Sokoto, Gombe, Minna, Kano and Kaduna (others coming up soon).
- Most services can be rendered to you at these Centres.
- A provision for you to study or meet with fellow students shall also be made at these Centres.

**12. Our programmes can be undertaken concurrently with other University Certificate, Diploma, UG or PG programmes:**

- Universally, distance learners can participate in other on campus programmes independent of their status in DLC, this provision is also available to you.

**= For this Lifetime Learning Experience or to learn more about us, visit**

***www.abudlc.edu.ng OR register.abudlc.edu.ng***

***“With us, Learning is a Pleasure, not an ordeal”***



# **PART III**

## **Postgraduate Diploma in Education (PGDE)**

### **3.1 OVERVIEW**

The Distance Learning Centre (DLC) has established academic requirements that apply to all students working towards a Postgraduate Diploma in Education that are consistent with the standards set by the National University Commission (NUC). These requirements reflect the Centre's commitment to a broad-based quality education. The main components of this programme are:

- (a) Core Curricular; in which students concentrate their studies and receive degrees.
- (b) Electives; which permit students to take courses of their own choice in consultation with their academic advisors.

#### **3.1.1 Background of the Postgraduate Diploma in Education (PGDE)**

The Postgraduate Diploma in Education (PGDE) programme originated from a decision taken by the Senate of Ahmadu Bello University, Zaria in 1991 when the Senate concluded that there was need to train its lecturers on teaching methods. The Senate therefore mandated the Institute of Education of the University to design and implement a suitable programme. That marked the cradle of several years of efforts, researches, field trials and current success of the PGDE as a national programme.

In the process of reviewing the PGDE, the technical consultants, Deans and Directors of Faculties and Institutions of Education brought to the fore the need for TRCN to develop a National Minimum Standards for the Post Graduate Diploma in Education (PGDE). The stakeholders noted that the National University Commission has so far not considered the PGDE as part of its statutory concerns. As such, the PGDE has come under the necessary national standardization over the years. The responsibility therefore falls on TRCN to set and monitor the PGDE standards for the good of the teaching profession in Nigeria. The good news is that TRCN has accomplished the dream of stakeholders which called for a national benchmark

for the PGDE. Therefore, in 2011, TRCN working with the Committee of Deans of Faculties of Education in Nigerian universities and other stakeholders developed a National Benchmark for the PGDE.

### **3.1.2 Features of the Programme**

The PGDE is developed along current trends in quality teacher education. The features of the PGDE therefore include, among others that it:

- i. Is based on and allows specialization;
- ii. Promotes professionalism through specialization;
- iii. Allows flexibility both of time and location;
- iv. Will locate teacher education in states and be more cost-effective;
- v. Will raise the level of state participation in teacher education;
- vi. Will fast-track the production of more teachers critically required for the Nigerian Education system.
- vii. Allows TRCN to intervene to ensure that teachers in professional fields
- viii. Attain the necessary pedagogical standards.
- ix. Will raise the quality of teachers and consequently of instruction.

### **Objectives**

The PGDE programme is designed to prepare University graduates to teach in Post Primary schools and Tertiary Institutions. The programme extends over two semesters and aims at providing teachers with professional training as well as a basis for their continuing professional development.

### **3.1.3 Programme Learning Outcomes (PLOs) for PGDE:**

#### **1. Identify, and critically evaluate the aims, framework and content of the relevant subject curriculum**

- (i) Critically evaluate alignment of the relevant subject curriculum with broader educational aims.

- (ii) Apply a firm pedagogical content knowledge (PCK) base for the relevant subject area in curriculum design, implementation and evaluation for improvement in teaching and learning.

**2. Plan and implement contextually responsive and innovative teaching to construct effective learning experiences**

- (i) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students' performance to enhance teaching and learning.
- (ii) Apply effective strategies and skills to deal with unanticipated situations arising in professional practice.

**3. Critically evaluate underlying theories and concepts of learning and whole-person development**

- (i) Identify appropriate learning outcomes, evaluate the achievement of those outcomes and communicate suitable feedback to the learners.
- (ii) Draw on human, curriculum and technological resources to promote cross-curricular learning and multi literacies.

**4. Construct an environment conducive to effective learning**

- (i) Identify learners' individual differences and implement strategies to provide support for their diverse learning needs.

**5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education**

- (i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues.
- (ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills.
- (iii) Act as a local and global citizen through integrating into one's professional life a critical awareness of social, economic, cultural, technological and environmental issues, and participate actively and take up leadership roles in promoting the well-being of humankind.

**6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement**

- (i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers.
- (ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community.

**3.1.4 Entry Requirement**

Candidates who possess the following qualifications are eligible for admission into the programme:

- i. Higher National Diploma (HND)
- ii. Degrees – Bachelors' Masters', and Doctorate.

### 3.1.5 Graduation

PGDE is a 2 semester Programme structured as follows:

**Course Work:** PGDE Studies shall carry a total minimum of **30 Credit Units** for its course work.

**Teaching Practice:** Carries 4 Credit Units.

**Project Work:** Carries 4 Credit Units.

In all, you must have completed a total of **38 Credit Units** spread across 2 semesters for the award of Postgraduate Diploma in Education (PGDE).

### 3.1.6 Activities to Meet Programme Objectives

In a bid to realise the stated objectives of the programme, you are expected to attain a minimum of 75% of participation in all the activities of the programme. Your participation in the programme would be tracked to ensure full compliance and effective participation in all segments of the programme structure.

### 3.1.7 Programme Delivery

Delivery of instruction on the basis of the Distance Learning platform is predicated on the open and Distance Learning spirit of flexibility, convenience, accessibility and quality.

Consequently, the following are used to reach out to you:

1. Activity based structured study.
2. Availability of comprehensive Course Materials in hard copy (printed version).
3. Availability of comprehensive Course Materials in electronic format (online and offline on tablet devices).
4. Video recordings of lectures on tablet device.
5. Links to electronic libraries on tablet device.

### 3.1.8 Assessment Modalities

Assessment shall be through:

1. Response to Individual Assignments.
2. Response to Quiz.

3. Response to Discussion Questions.
4. Response to Group Assignments
5. Semester Examinations – CBT based at an accredited centre of your choice.

### **3.2 PROGRAMME STRUCTURE**

#### **Course Code in Post Graduate Diploma in Education (700 Level)**

<b>Course</b>	<b>Description</b>	<b>Credits</b>	<b>Status</b>
	<b>FIRST SEMESTER</b>		Core
PGD 701	Historical of Educational Development in Nigeria	2	Core
PGD 703	Sociology of Education	2	Core
PGD 705	Philosophy of Education	2	Core
PGD 707	Educational Psychology	2	Core
PGD 709	Education and Information Technology	2	Core
PGD 711	General Teaching Methods	2	Core
	<b>SECOND SEMESTER</b>		
PGD 702	Curriculum and Instruction	2	Core
PGD 704	Research Methods	2	Core
PGD 706	Test and Measurement	2	Core
PGD 708	Guidance and Counselling	2	Core
PGD 710	Educational Administration and Management	2	Core
PGD 700	Teaching Practice	4	Core
PGD 799	Project	4	Core

<b>Course</b>	<b>Description</b>	<b>Credits</b>	<b>Status</b>
	<b>ELECTIVE</b>		
MTLD 811	Fundamentals of Public Administration	2	Elective
MTLD 822	Ethics, Behaviour and Gender Issues in Leadership	2	Elective
MTLD 832	Leadership Motivation, Change and Enterprise	2	Elective
PGD 712	General Principle and Evaluation in Education	2	Elective
PGD 713	Micro-Teaching in Teachers Education	2	Elective
PGD 714	Comparative Education	2	Elective
PGD 715	Educational Management and Ethics	2	Elective
PGD 716	Adult and Non-Formal Education	2	Elective
PGD 717	Educational Supervision and School Inspection	2	Elective
PGD 718	Subject Methodology	2	Elective



**One MTLD (Motivational Leadership) and another elective Course MUST be offered in each of the 2 semesters.**

**3.3 COURSE DESCRIPTION/SYNOPSIS**

<b>COURSE CODE/STAT US</b>	<b>COURSE TITLE</b>	<b>COURSE DESCRIPTION</b>
<b>PGD 700</b>	<b>TEACHING PRACTICE</b>	Student should be provided with opportunity for a period of practicalisation of teaching and learning strategies, knowledge and class room skills in there subject areas; Implementation and application of learning materials in the classroom situation in the period for twelve weeks.
<b>PGD 701</b>	<b>History of Educational Development in Nigeria</b>  <b>Early Education Systems</b>	<p>Nature, Scope and Process of Traditional Education in Nigeria.</p> <p>The Islamic System of Education in Nigeria.</p> <p>The Advent of Western Education in Nigeria.</p> <p>The Development of Education in Nigeria: 1919 and beyond.</p> <p>Education in Sparta.</p> <p>Education in Athens.</p> <p>Education in Sparta and Athens compared.</p> <p>Socrates, Plato, and Aristotle.</p>

	<p><b>Great Athenian Education</b></p> <p><b>History of Education in Nigeria</b></p>	<p>Education in Ancient Rome.</p> <p>Great Education thinkers: Quintilian.</p> <p>Education in the First Centuries of the Modern Era.</p> <p>Great Education Thinkers.</p> <p>The Nature, Scope and Process of Traditional Education in Nigeria.</p> <p>The Islamic System of Education in Nigeria.</p> <p>The Advent of Western Education in Nigeria.</p> <p>The Development of Education in Nigeria: 1919 and Beyond.</p>
PGD 702	<b>Curriculum and Instruction</b>	<p>This course will expose the student to the following content: concept of curriculum and instruction; curriculum planning process; model of curriculum reform and agents in Nigeria. Description of domain of educational objective; principle for effective teaching and learning; unit of instruction and learning plans; Some Special Methods of Teaching and their Major Characteristics, Blooms taxonomy of educational objectives, goals, aims,</p>

		and objective; Curriculum objectives and curriculum planning and objectives
<b>PGD 703</b>	<b>SOCIOLOGY OF EDUCATION</b>	<p>Introduction to Sociology of Education</p> <p>The Action and Conflict Perspective</p> <p>The Concepts of Sociology and Culture</p> <p>Socialization, the Family and Education</p> <p>The School as a Formal Organisation</p> <p>The school and the larger Society</p>
<b>PGD 704</b>	<b>Research Methods</b>	<p>Types of Educational Research</p> <p>Planning the Research: Research, Literature Review, Research Design, Research Methodology, Data Collection</p> <p>Techniques: Observation, Interview, Rating Scales. Report Writing.</p> <p>Background to Statistics: Contemporary Research and Statistics, Types of Statistics, Measurement Levels and Statistical Application.</p> <p>Organisation of Data: Ordinal, Simple, Frequency distribution, Grouped and Cumulative. Graphic Representation of</p>

		<p>Data: Pictogram, Pie Chart, Bar Chart and Histogram.</p> <p>Frequency Polygon.</p> <p>Ogive Curve.</p> <p>Measures of Central Tendency: Mode, Median, Mean, Other Properties.</p> <p>Measure of Dispersion.</p> <p>Correlation.</p> <p>Pearson Product Moment Correlation Coefficient (PPMCC).</p>
PGD 705	<b>PHILOSOPHY OF EDUCATION</b>	<p>The Meaning of Educational Psychology.</p> <p>The Meaning, Nature and Scope of Educational Psychology.</p> <p>Relevance of Educational Psychology to the Teacher.</p> <p>Child Development.</p> <p>Meaning and Characteristics of Learning.</p> <p>Factors that Affect Learning: The Pupil, The Teacher and the Classroom Environment.</p> <p>Learning Theories: Cognitive Approach to Learning: Gestalt and Piaget.</p> <p>Memory: Remembering and Forgetting and their Implications to Education.</p> <p>Transfer of Learning.</p> <p>Motivation and Learning</p>

PGD 706	<b>Test and Measurement</b>	<p>The Concept of Test, Measurement Assessment and Evaluation in Education.</p> <p>Assessments and Classroom Tests.</p> <p>Types of Tests, Characteristics of Good Tests and Test Construction.</p> <p>Basic Principles of Test Construction.</p> <p>Test Contingencies.</p> <p>Tests Scoring and Interpretation of Test Scores.</p> <p>Examination bodies in Nigeria and their roles.</p>
PGD 707	<b>EDUCATIONAL PSYCHOLOGY</b>	<p>.The Meaning of Educational Psychology.</p> <p>The Meaning, Nature and Scope of Educational Psychology.</p> <p>Relevance of Educational Psychology to the Teacher.</p> <p>Child Development.</p> <p>Meaning and Characteristics of Learning.</p> <p>Factors that Affect Learning: The Pupil, The Teacher and the Classroom Environment.</p> <p>Learning Theories:</p> <p>Cognitive Approach to Learning: Gestalt and Piaget.</p>

<p><b>PGD 708</b></p>	<p><b>GUIDANCES AND COUNSELLING (G&amp;C)</b></p>	<p>Memory: Remembering and Forgetting and their Implications to Education. Transfer of Learning. Motivation and Learning</p>
<p><b>PGD 709</b></p>	<p><b>EDUCATION AND INFORMATION TECHNOLOGY</b></p>	<p>Meaning of Guidance and Counselling is: What is Guidance? What is Counselling? Difference between Guidance and Counselling. Relationship between Guidance and Counselling, The School Guidance Service, The Need for Guidance and Counselling today</p> <p>The Concept of Educational Technology History of Educational Technology in Nigeria Objectives as Cornerstone of Educational Technology <b>Media in Education</b> Systematic Planning for the use of Media Instructional Media Projected/Electronic Media Projected and Audio Media Introduction:</p> <p>What is Technology and its importance in</p>

<p><b>PGD 710</b></p>	<p><b>EDUCATIONAL ADMINISTRATI ON AND MANAGEMENT</b></p>	<p>Education?</p> <p>What is Information?</p> <p>What is Technology of Education</p> <p>What is Information Technology?</p> <p>Communication Theories and Teaching- Learning Process:</p> <p>The Concept of Communication</p> <p>Types of Communication</p> <p>Communication Models</p> <p>Teaching and Learning as a Communication Process</p> <p>Feedback and the teaching –learning Process</p> <p>ICT, E-Leaning and Nigeria Education</p> <p>The Concept and Definition of ICT</p> <p>The imperatives of ICT for Teachers and Students</p> <p>The Concept and Description of E-Learning</p> <p>Current bottlenecks and Future directions for the Nigeria Education</p> <p>The way forward for effective integration of ICT in Nigeria education</p>
<p><b>PGD 711</b></p>		<p>Introduction to educational administration, the meaning of educational administration; its scope,</p>

<p><b>PGD 712</b></p>	<p><b>GENERAL TEACHING METHOD</b></p>	<p>goals, and the factors which contribute to its successful implementation; Administrative tasks-administrative process, supervision of schools; school business administration, tertiary institutions administration. The concept of management administration, planning, supervision and evaluation; educational administration and planning in Nigeria; school and classroom management, supervision, inspection, budgeting, funding, recruitment process, professional development; politics of education, policy implantation, resources mobilization and utilization; links between the various session of education such as federal ministry of education, state ministry of education, state universal basic education board and local government authorities.</p>
<p><b>PGD 713</b></p>	<p><b>GENERAL PRINICIPLES AND EVALUATION IN EDUCATION</b></p>	<p>Students should be exposed to techniques of teaching different subject</p>



<p><b>PGD 714</b></p>	<p><b>MICRO TEACHING IN TEACHER EDUCATION</b></p>	<p>using different methods appropriate to their area of specialization. Strategies for lesson and unit planning; statement of instructional objectives; Production, utilization and evaluation of suitable instructional materials to concretize the learning material</p>
<p><b>PGD 715</b></p>	<p><b>COMPARATIVE EDUCATION</b></p>	<p>General Methods in Education: The Concept of Education. Teaching and the Teacher Objectives in Curriculum Implementation Instructional and Behavioural Objectives. The Classroom Communication Process, Learning Outcomes, Control and Discipline. Methodology of Teaching and Learning: Lecture, Discussion Methods and Individualised Instruction. Methods of Teaching I: Problem-Solving, Discovery, Inquiry and Simulation Methods. Method of Teaching II: Team Teaching and Micro-Teaching Programmed/Computer Assisted Instruction, Class Teaching and Project</p>

<p><b>PGD 716</b></p>	<p><b>EDUCATIONAL MANAGEMENT AND ETHICS</b></p>	<p>Methods. The Teaching/Learning Environment: The Pupil, The Teacher, The Curriculum, Resources and Teaching Methods. General Organisational Skills of the Teacher and His Counselling Roles. Resources Management, Children with Learning Difficulty and Record Keeping</p>
<p><b>PGD 717</b></p>	<p><b>ADULT AND NON- FORMAL EDUCATION</b></p>	<p>Concept, Process and Practice of Micro-Teaching Relevance of Micro-Teaching to Teacher Education Micro-Teaching Skills Practicum in Micro-Teaching</p> <p>The concept and Scope of Comparative Education The relevance of Comparative Education to Teacher Education Programmes. Factors that Determine the Character and Development of Education in Different Nations Variations among Nations in Educational Aims Curriculum, Methods and Administration</p>

<p><b>PGD 718</b></p>	<p><b>EDUCATIONAL SUPERVISION AND SCHOOL INSPECTION</b></p>	<p>British and French Educational Policies in Colonial Africa Comparative Educational Policies and Practices in Africa since Independence. Education System in Nigeria and Tanzania.</p>
<p><b>PGD 799</b></p>	<p><b>SUBJECT METHODOLOG Y</b></p>	<p>Governance: Policy and Legal Issues in Education Educational Objectives in Management Basic Principles and Functions of Educational Management Management Issues and Strategies in Educational Management Communication, Decision- Making and Problem- solving Human Resource and Development And Management Curriculum and Resource Management Finance Mobilization and Management Record Keeping and quality control Monitoring and Evaluating School Programmes Ethics in Educational Delivery and Management The Administration,</p>

	<b>PROJECT</b>	<p>Proprietor, Council Board The Teacher The Learner The Community</p> <p>An Examination of the General Concept and Structure of Adult and Non-Formal Education. Historical Development of Adult and Non-Formal Education Principles and Practice of Adult Education. Methods and Materials in Adult Education. Analysis of Pattern of Adult Participation in Adult and Non-Formal Education The National Policy on Adult Education. Administration Structure of Adult Education in Nigeria. Aspects of Non-Formal Adult Education. Adult Education and Rural Development in Nigeria</p> <p>The Concept of Supervision and Inspection; Purpose of Educational Supervision and school inspection. Distinguishing between Supervision and Inspection. The Principles of</p>
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		<p>Supervision and Inspections. Types of Supervision and Inspection. Functions of Supervisors. Qualities of Supervisors. Modus Operandi of Inspectors. Challenges of Supervision and Inspection.</p> <p>Historical Background to Methodology /Academic Standard for Teaching Preparing to Teach-the Lesson Plan as the Basic Tool. Lesson Plan Patterns. Issues in Delivery of Instruction: Introduction, Logical, Language, Questioning Technique. Subject Methods. Micro Teaching Approach to Teaching. Multimedia System.</p> <p>Students are expected to transfer /apply the knowledge, skills and competencies learnt in the research methods, to write on tropical issues in education. This serve as a field experience as they review the existing literature, collect and analyse data and write the research report.</p>
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**Appendix 1:**

**EXAMINATION POLICY AND GUIDELINES  
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## **1.0 INTRODUCTION**

### **1.1 Preamble**

The need to commence Distance Learning in ABU has been a product of internal demands initiated by the School of Postgraduate Studies as well external agitations by some alumni as exemplified at the 50<sup>th</sup> anniversary by Mallam Adamu Fika in his lead paper to mark ABU's golden jubilee where he said *"ABU should consider developing an effective Distance Learning System that deploys modern communication facilities and online tutorial to impact functional knowledge to the millions who may not be able to enroll on its regular campus-based programmes"*.

### **1.2 DLC Law and Statute**

The Senate of the Ahmadu Bello University approved the 'ABU Open and Distance Learning Policy' and establishment of the Distance Learning Centre at its 458<sup>th</sup> meeting held on 28<sup>th</sup> March 2013). The ratification of this earlier approval by the Governing Council of Ahmadu Bello University was effected through Statute 28 (2016).

### **1.3 Justification for DLC Examination Policy**

1. The uniqueness of distance education has made the existing University Examination regulation incomprehensive.
2. Compliance with NUC regulations requiring all key activities to be ratified by the corresponding university authority.

## **2.0 EXAMINATION VENUES**

Whereas continuous assessment examinations (individual and group assignments; Forum discussions) shall be undertaken using the relevant e-Learning tool, all Semester Examinations shall be supervised examinations as stipulated by the guidelines of the National Universities Commission.

Examinations shall be held in all 3 semesters (January, May and September Semesters) in secured facilities within or outside

Nigeria (preferably, Nigerian Embassies) as dictated by the distribution of Distance Learning students. In all such Centres a minimum of one supervisor for every 50 students shall be made while a Supervisor (Senior Academic from the Ahmadu Bello University – preferably a relevant Head of Department) shall oversee the examinations in each Centre. CCTV monitoring and recording of the examinations shall be undertaken in all examinations within Nigeria.

### **2.1 Nigerian Students**

Examinations shall be held only in JAMB accredited CBT Centres (preferably Universities) where the minimum security and technological requirements have been earlier certified. One or more such facilities in each of the six geopolitical zones of the Nigeria shall be used as venues for semester examinations.

### **2.2 International Students**

Students not resident in Nigeria at inception of their students or who revert to an international student status shall partake in their semester examination in the nearest Nigerian Embassy (with a minimum of 10 students) under the supervision of the Education Attaché (less than 20 students or a Senior Academic Staff (preferably a HOD) where the number of students exceed 20.

## **3.0 PREPARATION FOR EXAMINATIONS**

1. Printing of master list of registered students shall be done by Examination Unit and distributed to various Heads of programmes six (6) weeks before the commencement of the Semester examinations.
2. Tentative time table for examination shall be ready six weeks to examination while a definite time table shall be ready four weeks to examination.
3. Registration of students for semester examination on the portal, where students select their examination venue, schedule (weekdays or weekend) and courses to be written,



shall be completed two weeks before commencement of the semester examination. Once selected, the venue or schedule cannot be changed

4. All request for deferment of examinations (en-bloc) must be concluded at least 2 weeks to the commencement of the corresponding semester examination.
5. Generation and mailing of Vigicode (examination card) or other IT based identification shall be done two weeks to the semester examination.
6. Distribution/mailing of Examination Regulations to all staff/students by the Heads of programmes for compliance shall take place three weeks before commencement of semester examination.
7. Funds approved to facilitate the conduct of examinations shall always be released by mid semester.
8. Examination venues in the six (6) Geopolitical zones shall be in established JAMB Certified institutions.
9. Examination for international students/diaspora shall be supervised in the corresponding Nigerian Embassy.

#### **4.0. ADMINISTERING EXAMINATIONS**

1. Whereas Continuous Assessment (CA) examinations shall be essay type (individual & group assignments as well as forum/topical discussions); semester examinations shall be blended and to be held in multiple venues as deemed adequate.
2. All examination questions shall be dispatched to external examination venues on the day of the examination in an encrypted form.
3. Semester examinations shall be held in each of the three (3) semester in every session.
4. Examination timelines:
  - a. All examination questions and marking schemes are to be forwarded to the Programme Coordinator by e-tutors within four weeks of the semester.

- b. All examination questions are to be internally and externally moderated within 4-8 weeks of commencement of each semester
  - c. All examination questions shall be ready and deposited with the Examination Officer four weeks to the examination.
  - d. A pool of MCQ and Essay type questions shall be developed for each course.
- 5. Any student who defers any semester examinations shall only be permitted to re-take the said examination in the 3<sup>rd</sup> Semester for a fee.
- 6. All Chief invigilators at Examination venues shall be sent examination questions in the morning of the date for the examination, however prior configurations of the CBT system and questions (with dummy questions) shall be completed a day before commencement of the examination.
- 7. All invigilators shall be at the venue of the each examination two hours to the beginning of each examination. Biometric accreditation of students into the examination hall must commence two hours to the examination.
- 8. Semester examinations shall not last for more than three weeks.
- 9. Internal (Programme Examiners Committee) moderation/consideration of results must be done two four weeks after examinations.
- 10. DLC Board of Examiners shall meet 5 weeks after the last day of the examinations to consider the results and make recommendations to the DLC Academic Board which shall meet within the next 1 week.
- 11. Semester examination results shall be forwarded to Senate for approval, six weeks after the last day of the examinations for Undergraduate programmes. Postgraduate examination results shall be forwarded to the Dean, School of Postgraduate Studies.

12. Semester Examination result shall be forwarded to the Examination Officer immediately the examinations are concluded while all CA results shall be forwarded prior to the commencement of Semester examinations.
13. There shall be no resit examination for failure in any examination, the course credit system require such course to be carried over to another semester.

### **5.0 APPOINTMENT OF EXTERNAL/INTERNAL MODERATORS/EXAMINERS**

1. Appointment of external and internal Moderators/Examiners shall be forwarded to Senate for consideration and approval four weeks after commencement of academic session.
2. The Centre shall inform Senate in her submission the number of terms the external examiners they recommended had served. External Examiners shall serve for a maximum of three sessions at a stretch.
3. Appointment and approval of Internal and External Examiners for Postgraduate programmes shall be in compliance with 'ABU Regulations Governing Higher Degree Studies'

### **6.0 GENERAL EXAMINATION REGULATIONS,**

1. Candidates must attend punctually at the times scheduled for their examinations, and must be at the venue of the examination two hours before the time the examination is due to start. Candidates arriving more than half an hour after the examination has started shall not be allowed to participate in the examination, or may be admitted only at the discretion of the Chief Invigilator (i.e. provided the cause(s) of lateness by the student are reasonable, cogent and sufficiently convincing).
2. Except with the special permission of the Chief Invigilator/Supervisor, candidates may not leave the examination hall during the first and last half hour of the

examination. Outside those periods, candidates with the permission of the invigilator, may leave the room temporarily, and then only if accompanied.

3. Candidates must display their Examination cards/print out of Vigicode during each examination and no writing of any form on the printout shall be condoned.
4. Candidates must bring with them to the examination hall their own pens and pencils and any materials which may be permitted by these regulations, but they are not allowed to bring any other book or paper. Candidates are warned, in their own interest, to ensure that lecture notes, textbooks, bags, mobile telephones, etc. are not brought into the examination hall. Answer booklets/Plain sheets shall be provided whenever indicated.
5. Candidates shall be searched by the Invigilator before they are allowed into the examination hall.
6. While the examination is in progress, communication between candidates is strictly forbidden, and any candidate found to be giving or receiving assistance shall be deemed to have committed an examination irregularity.
7. Silence must be observed in the examination hall. The only permissible way of attracting the attention of the invigilator is by the candidate raising his/her/her hand for recognition.
8. Candidates shall use their Registration Numbers only, throughout all Examinations
9. Every necessary precaution shall be taken including physical search before candidate leaves or returns to the examination room/hall.
10. There is a No Smoking Policy in all Examination venues/Resource Centres during examinations.
11. Candidates are informed that a First Aid Box is provided in the examination hall, and medical attention can be obtained if necessary.
12. All rough work must be done in the sheets of paper provided by invigilators for the purpose of rough work.

Any other paper brought in will be confiscated and candidate penalized.

13. A student involved in examination misconduct or malpractice shall be penalised as dictated by the University Examination Regulations.
14. Candidates must adhere strictly to the sitting arrangement put in place, which has been configured automatically by the CBT system.
15. To improve the objectivity of examination results, the DLC shall put in place a "Double Marking" programme.

## **7.0 CONSEQUENCES FOR FAILING TO WRITE EXAMINATIONS**

1. Students have the right to defer writing a semester examination until the third semester (for a fee), however such student must duly apply for such deferment
2. Students who fail to write the examination without permission shall be made to carry over the course.
3. Students who fail to partake in 2 consecutive Semester examinations (without deferment) are deemed to have voluntarily withdrawn from the programme.
4. Students who fail to write any semester examination due to circumstances such as medical and or security engagements shall be allowed to re-write such an examination at a later time.

## **8.0 ACADEMIC MONITORING/QUALITY ASSURANCE**

1. There shall be a monitoring mechanism for all examinations.
2. Online Programme Assessment Forms shall be made available to DLC students at the end of each of the three semesters in a session to assess the programmes (content, delivery, e-tutors and support).

## **9.0 RESEARCH WORK AND PROJECT, DISSERTATION AND THESIS MANAGEMENT**

1. All research projects by students shall conform to the standard University practice.
2. Management of Project reports, Dissertations and Thesis shall be in conformity with the subsisting 'Regulations Governing Higher Degree Studies in ABU'.

## **10.0 DUTIES OF INVIGILATORS**

There shall be adequate number of invigilators in any examination venue (minimum of 1 invigilator/50 students). Each of the venues shall be supervised by a DLC Deputy Director; DLC Academic Adviser for the Geopolitical Zone or a Head of Department.

1. Arrive at the venue of Examination at least 1 hour before the session commences
2. Shall inspect the Identity and Admission cards of candidates before admission into the examination room/hall.
3. Ensure compliance to all schedules and time restrictions by students.
4. Ensure that items not relevant to the examination are not allowed in the examination room such as books, bags, mobile phones, programmable calculators, palm top computers, mini scanners etc.
5. Confiscate such items and report on such matters to the Chief Invigilator.
6. Ensure that borrowing of any item or removal of examination materials does not occur.
7. Ensure that under no circumstances are candidates left without supervision
8. Should occasionally move around the examinations hall/room.
9. Ensure that candidates caught in breach of Examination Regulations are allowed to continue with the examination but the breach immediately documented.

10. Present a written report on any incident with exhibits to the Examinations Officer/Chief Invigilator.

### **11.0 EXAMINATION MALPRACTICE**

1. All malpractice cases shall be treated in conformity with established University regulations.
2. The DLC Academic Board shall establish an ERIC committee to conduct all preliminary investigations
3. Examination malpractice shall be deemed to have been committed when any of the following has been established:
  - i. Impersonation/attempted impersonation at a CA or Semester Examination
  - ii. Plagiarism of other works, applicable to all assignments (CA) and Project
  - iii. Subletting/conscripting anyone to in parts or wholly undertake an assignment or examination on the student's behalf.
  - iv. Copying from other during center examination
  - v. Tampering/Attempted tampering of/with examination grades
  - vi. Introduction of foreign materials (Including Phones) into examination hall/room

### **12.0 SANCTIONS**

#### **12.1 Offence by Students**

##### **(A) Expulsion**

The following offences shall carry the punishment of expulsion for breach of Matriculation Oath:

- i) Impersonation at Examination shall involve the exchange of examination numbers or names, intentional use of someone else's name and/or registration number while registering online for the examination
- ii) Introduction of relevant foreign materials and cheat notes into Examination Hall.
- iii) Exchange of relevant materials/information in Examination Hall which may involve

collaboration/copying from each other or copying from cheat notes.

- iv) Consulting cheat notes outside the Examination Hall in the course of the examination.
- v) Facilitating/abetting cheating during examination.
- vi) Use of mobile phones (GSM) text messages and/or other such communication or electronic gadgets during examinations.
- vii) Life threatening assault to an invigilator, examination officer or any constituted authority with evidence.
- viii) Willful destruction of exhibit (foreign material or cheat note) in the examination hall on the suspicion or on arrest for committing examination malpractice.
- ix) Solicitation for marks or change of grades from the examiner or examination officer.
- x) Hacking or attempted hacking into sites containing materials/information relevant to examinations.

**(B) Rustication for One Academic Year**

The following offences shall carry the punishment of rustication for one session

- i) Non-submission or incomplete submission of answer scripts (where applicable)
- ii) Introduction of non-relevant materials to the Examination Hall.
- iii) Non-appearance at the Examination Irregulars and Malpractices Committee (ERIC)
- iv) If a student refuses to appear after first year of rustication, it is then implied as self- withdrawal.
- v) Introduction of mobile phone(s) and/or other such communication or electronic gadgets to examination hall.
- vi) Any student that insults an invigilator, examination officer or any other constituted authority during examinations
- vii) Introduction of fake examination card/ print out of Vigicode in the examination hall.



**(C) Written Warning**

The following offences shall attract a written warning

- i) Speaking/Conversation during examinations.
- ii) Unruly behaviour in the examination hall that does not affect the conduct of the examination.

**11.2 Offences Involving Staff**

- 1. Any act of commission or omission amounting to examination malpractice e.g. loss of students' scripts, continuous assessments or project records, alteration of marks etc. by a member of staff shall be referred to the corresponding Staff Disciplinary Committee for appropriate sanctions.
- 2. Non ABU staff engaged as adjunct staff for the purpose of any examination shall be required to endorse a document agreeing to be subjected to an appropriate legal/disciplinary action as appropriate for the circumstance e.g. police investigation and possible prosecution.

**13.0 MANAGEMENT OF EXAMINATION RESULTS**

- 1. Tentative results shall only be made available to students after its approval by the DLC Academic Board subject to ratification by the Senate.
- 2. Students shall be able to view their results (copy only) via the LMS, SMS/text or via other secure online options.
- 3. An Exam checker shall be in place for students to access their results and forward complaints (should the need arise).
- 4. Students are at liberty to apply for rectification (remarking) of their results for a fee.
- 5. Students can request for and view their scripts (for a fee) in event they are dissatisfied with the outcome of the rectification process.

***\*Rectification of Examination Scripts/results Does not Imply Passing the Course!!!***