CALEB UNIVERSITY

DISTANCE LEARNING CENTRE

(CUDLC)

CALEB UNIVERSITY DISTANCE LEARNING POLICY

JULY, 2025

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Foreword

The increasing population of the Nation and need to ensure high literacy rate with the intention of providing solutions to the diverse problems of the Nation when knowledge increases made the National Universities Commission (NUC) to equally allow an increase in the number of public and private universities in the country. In spite of this, the proportion of the population in these universities to the total population of the country is small. Hence, the need to promote increased access and inclusive through Caleb University Distance Learning Centre (CUDLC).

Data has shown that about 9.4 million students are enrolled in at least one distance education course which is 61 percent of undergraduate students in the country (National Center for Educational Statistics, 2021). These data have significantly increased in 2025 because of the emergence of more open distance learning institutions.
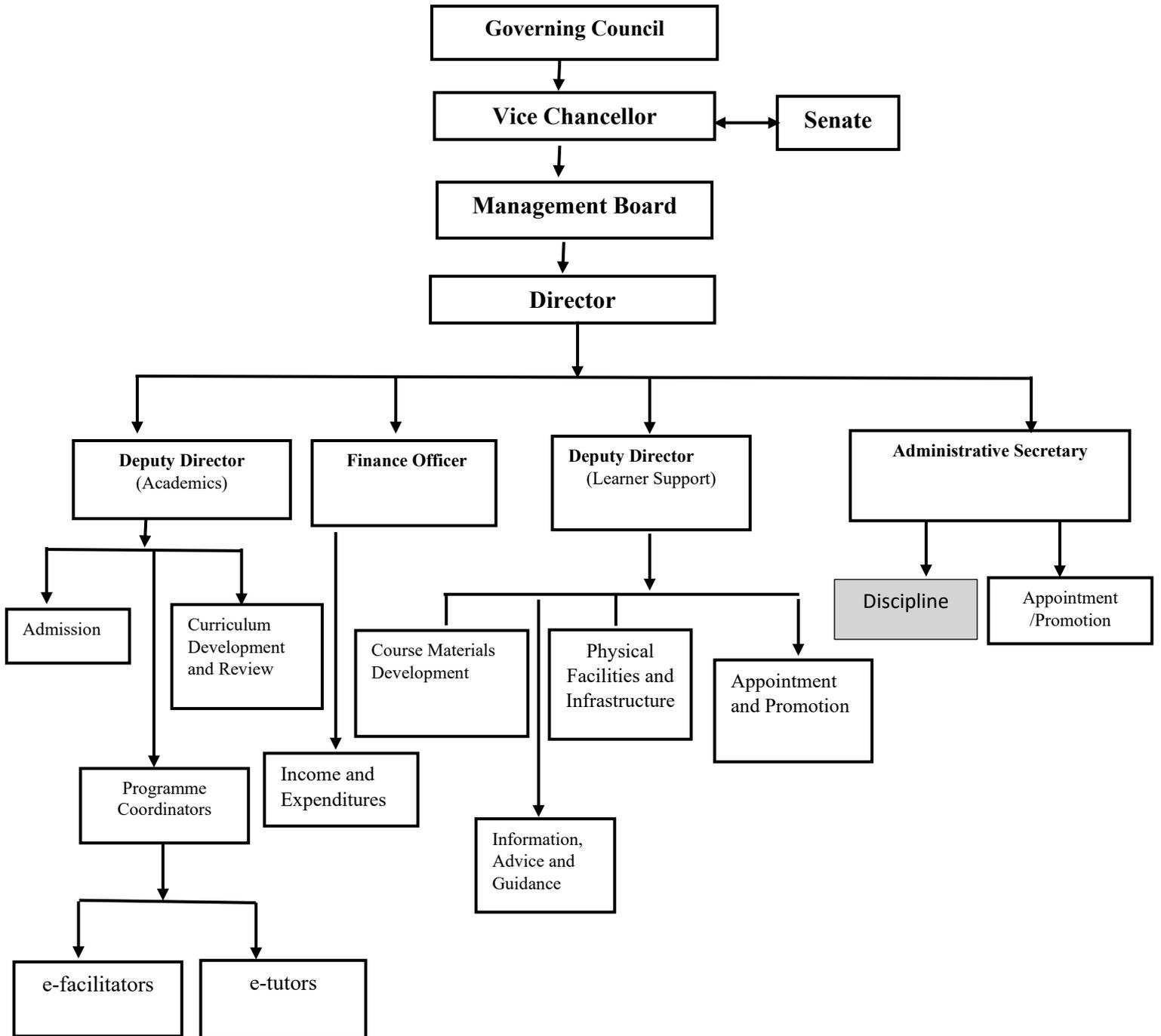
Caleb University in its commitment to ensuring increase in literacy rates and national productivity intends to break the geographical barriers to fulfill this lofty intention, thus decided to establish an open distance learning center to reach the under-served and promote lifelong learning with the aim of ups killing the national workforce, boost entrepreneurship and reduce poverty. This attempt will no doubt enhance social inclusion, facilitate knowledge dissemination and national development.

Caleb University hopes to create a niche for itself in providing flexible learning options which allows students to study at their own place in a cost effective, affordable and efficient learning environment coloured with exceptional expertise, format, content, delivery and value-added processes; which will produce graduates that are not just job ready but are entrepreneurs and goal getters on their jobs.

Caleb University Distance Learning Centre (CUDLC) is a global answer to a local problem.

Prof. Olalekan Asikhia,
Vice-Chancellor.

Organogram of the Centre

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                          │  Governing Council   │
                          └──────────────────────┘
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                          ┌──────────────────────┐         ┌──────────┐
                          │   Vice Chancellor    │◄───────►│  Senate  │
                          └──────────────────────┘         └──────────┘
                                    │
                                    ▼
                          ┌──────────────────────┐
                          │   Management Board   │
                          └──────────────────────┘
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                          ┌──────────────────────┐
                          │      Director        │
                          └──────────────────────┘
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┌──────────────┐ ┌──────────────┐          ┌──────────────────┐  ┌──────────────────────┐
│ Deputy       │ │ Finance      │          │ Deputy Director  │  │ Administrative       │
│ Director     │ │ Officer      │          │ (Learner Support)│  │ Secretary            │
│ (Academics)  │ │              │          │                  │  │                      │
└──────────────┘ └──────────────┘          └──────────────────┘  └──────────────────────┘
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- Governing Council → Vice Chancellor (↔ Senate) → Management Board → Director
- Director →
  - **Deputy Director (Academics)**
    - Admission
    - Curriculum Development and Review
    - Programme Coordinators
      - e-facilitators
      - e-tutors
  - **Finance Officer**
    - Income and Expenditures
  - **Deputy Director (Learner Support)**
    - Course Materials Development
    - Physical Facilities and Infrastructure
    - Information, Advice and Guidance
    - Appointment and Promotion
  - **Administrative Secretary**
    - Discipline
    - Appointment/Promotion

CENTRE MANAGEMENT COMMITTEE

S/N	NAME	DESIGNATION	
1	Prof. Moses Kehinde Aregbesola	Director	Chairman
2	Dr. Olalekan Akinrinola	Deputy Director (Administration)	Member
3	Dr. Adeniyi Akanni	Deputy Director (Learner Support)	Member
4	Mr. Adebola Badejo	Finance Officer	Member
5	Mrs. Helen Ajisafe	Administrative Secretary	Secretary

Dean of Stakeholder Faculty

S/N	NAME	DESIGNATION	FACULTY
1	Prof. Adetola Adesanya	Dean	College of Pure and Applied Science
2			
3			
4			

Head of Stakeholder Departments

S/N	NAME	DESIGNATION	DEPARTMENT
1	Dr. Adeniyi Akanni	Head of Department	Computer Science
2			
3			
4			

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17.0 Autonomy and Funding of Centre

1.0 Caleb University, Lagos

1.1 Historical background of the University

Caleb University, Imota Lagos was given provisional license by the Federal Government of Nigeria to operate as a private university on May, 17, 2007. The Proprietor of the University is International College Ltd, with Dr. Ola Adebogun as the Chairman, and visitor of the university.

The University commenced full academic activities on January, 21, 2008 with admission into three colleges – College of Environmental Sciences and Management Sciences. The university started operations in January, 2008 from its approved take – off site on Ikosi GRA, Off CMD Road from where it moved to the 110-hectare permanent site at Km 15, Ikorodu – Itoikin Road, Imota, Lagos in November, 2009. The University has been producing and mobilizing its graduates for the National Youth Service Scheme since 2011,

In 2012, the National Universities Commission approved the commencement of the part – time programme of the Caleb Business School (CBS), and take – off of the College of Postgraduate Studies, beginning with the MSc. degree in Architecture in March, 2013. The College of Education was approved by the National Universities Commission in August 2018 and the College of Law was approved by both the NUC and the Council for Legal Education in 2021

1.2 Philosophy/Mandate of the University

The philosophy of the University is to commit itself to ₁training of future leaders imbued with ability and integrity, with focus on overall success building.

1.3 Vision

To be ana innovative leader in producing impactful human resource, and sustaining excellence in learning, service and godly character

1.4 Mission

Providing opportunities for global competitive education and research in a godly environment with visible and positive societal impa

1.5 Objectives of the University

a. To produce highly skilled manpower and well-rounded graduates that will be useful to industries and commerce soon after their graduation or who are capable of establishing their businesses thus, becoming employers of labour.

b. To ensure appropriate industrial and commercial inputs in its formal education and training by forging a dynamic link with industry and commerce through the involvement of captains of industries and commerce in training and research programmes.

c. To produce internationally acceptable graduates.

d. To encourage and promote the advancement of learning and hold out to all persons without distinction of race, sex, religious or political conviction, the opportunity to acquire a university education.

e. To undertake any other activities, appropriate for teaching, research and public service expected of a university of high standard.

1.6 University Governance

1.6.1 Board of Trustees

There shall be a Board of Trustees which shall be appointed by the Proprietor.
The Board of Trustees is the highest policy and decision-making authority in the University. The Board has power to: -

a. hold all properties, movable or immovable, of the University in trust;
b. make policies that will facilitate and enhance realization of the objects and goals of the University;

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c. consider academic and non-academic annual reports and audited accounts of the University, and meet as at when necessary for the performance of its functions under these Rules and Regulations, and shall meet at least once in every year and prior to each meeting of Council,

1.6.2 Chancellor

The Board of Trustees appoints the Chancellor for a term of three years, renewable for a final term of three years, The Chancellor is the highest Principal Officer of the University, He presides at Convocation Ceremonies and other assemblies of the University for the Conferment of Degrees, Diplomas, Certificates and other awards of the University,

1.6.3 Pro-Chancellor.

- The Pro-Chancellor is the Chairman of the Governing Council, is appointed by the Board of Trustees for a term of three years renewable for a final term of three years. The Pro-Chancellor is knowledgeable and capable of guiding the University towards optimal growth and development. .

1.6.4 Governing Council

The Governing Council is a policy-making body of the University. It has the custody, control and disposition of all properties and finances of University. It has a joint responsibility with Senate in the establishment of any new College, Institute or Department. It has the ultimate responsibility for the appointment and discipline of staff. Members of Council are appointed by the Board of Trustees and are to serve a term of three years renewable for a final term of three years.

1.6.5 Vice Chancellor

The Vice Chancellor is the Chief Executive and Academic Head of the University. He has the general function of directing the activities of the University. He is specifically charged with the smooth running of the University. He is Chairman of the University Senate and the image-maker of the Institution. He is appointed by Council in consultation with the

Board of Trustees, for a term of three years and renewable based on assessment of satisfactory performance for a final term of three years.

1.6.6 Deputy Vice Chancellor

The Deputy Vice Chancellor assists the Vice Chancellor in overseeing community services including student and staff orientation services, business services, health, socio-cultural and religious matters. He assists the Vice Chancellor in the day-to-day running of the University and performs any other tasks that may be assigned to him by the Vice Chancellor. He acts for the Vice Chancellor when the Vice Chancellor for any reason, is absent from work. He is appointed by Council on the recommendation of Senate. He holds office for a term of two years commencing on the day on which he is appointed. Except he resigns or ceases to be a professorial member of Senate, or is removed from office, and unless so removed, he is eligible for re-election for a final term of two years' subject to satisfactory performance evaluation.

1.6.7 Registrar

The Registrar is appointed by the Governing Council and is the Chief Administrative Officer of the University responsible to the Vice-Chancellor for the day to day administration of the University except for financial matters for which the Bursar is responsible. He is the head of Registry, He is appointed for a term of three years in the first instance and renewable based on performance assessment for a final term of three years, he is the Secretary to Council, Senate, Convocation and Congregation.

1.6.8 Bursar

The Bursar is responsible to the Vice Chancellor for the administration and control of the financial affairs of the University. He is appointed by Council for a term of three years in the first instance and renewable based on performance assessment for a final term of three years.

1.6.9 Librarian

He is responsible to the Vice Chancellor for the administration of the University Library and the co-ordination of Library services in the University, He is appointed by Council for a term of three years in the first instance and renewable for another final term of three years, subject to performance assessment.

1.6.10 Senate

This is the highest academic body and the Vice Chancellor is the Chairman. It is responsible for all academic matters of the University including the provision of courses approval of syllabuses, organization and conduct of teaching and research, admission and assessment of students, their progress through examination and otherwise, in carrying out these functions, it requires the concurrence of Council to provide the necessary financial and other resources. College Boards, Departments Centers, Boards and its committees shall advise Senate in academic matters.

1.6.11 Dean

The Dean is the Academic Head of the College. He is responsible to the Vice Chancellor on all matters relating to the appointment, promotion and discipline of Academic Staff and Senior Technical Staff after due consultation with Heads of Departments.. As Chairman of the College Board, the Dean exercises general

2.0 Caleb University Centre for Distance Learning

2.1 Historical Background of the proposed Distance Learning Centre

Senate at its regular meeting held on Tuesday, 15th August 2023, considered the proposal on the commencement of Open and Distance Learning. Senate after due consideration of the proposal approved the commencement of Open and Distance Learning for 2023/2024 Academic Session.

2.2. Management Committee of the Distance Learning Center

Prof. Moses Kehinde Aregbesola	Director	Chairman
Dr. Olalekan Akinrinola	Deputy Director (Administration)	Member
Dr. Adeniyi Akanni	Deputy Director (Learner Support)	Member
Mr. Adebola Badejo	Finance Officer	Member
Mrs. Helen Ajisafe	Administrative Secretary	Secretary

2.3 Philosophy of the Distance Learning Institute or Centre

The Caleb University Distance Learning Centre (CUDLC) believes that university education should be accessible to all categories of persons without discrimination on the basis of age, race, tribe gender, religion or any other basis of human classification, and that it should be made as flexible as much as possible by deploying all media, inclusive of the Information and Communication Technology.

2.4 Vision of the Distance Learning Centre

The vision of the Caleb University Distance Learning Centre (CUDLC) is to become a first grade institution in the provision of university education for all categories of persons, without discrimination on the basis of age, race, tribe gender, religion or any other basis of human classification, and to make the delivery flexible as much as possible through the deployment of all media, inclusive of Information and Communication Technology.

2.5 Mission of the Distance Learning Centre

The mission of the Caleb University Distance Learning Centre (CUDLC) is to provide university education for all classes of persons, without discrimination on the basis of any human grouping such as age, race, tribe gender, religion, and to make the delivery flexible as much as possible, through the deployment of all media, inclusive of Information and Communication Technology.
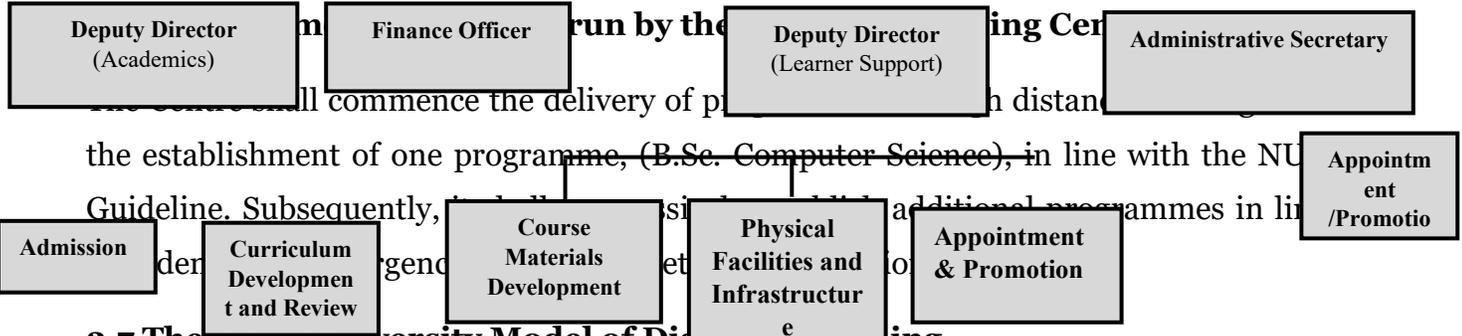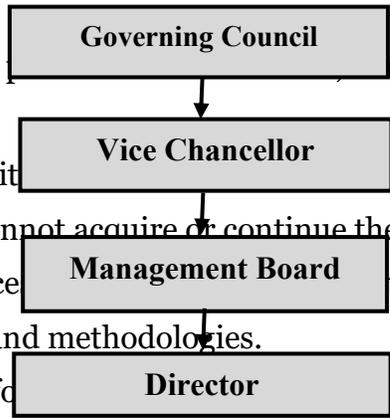
2.6 Objectives of the Caleb University Centre for Distance Learning

The objectives of the Caleb University Distance Learning Centre (CUDLC) shall be to

1. Provide opportunity for all persons that aspires to acquire university education, but are unable because of lack of space to accommodate them in the conventional mode of delivery.
2. Provide multiple media to [ ] ichever is most suitable for their learning needs
3. Provide access to universit[ ] becau[ ] peculiar employment conditions cannot acquire or continue their education.
4. Provide community service [ ] through the deployment of appropriate technologies and methodologies.
5. Provide solutions to all fo[ ] nced by people in society through action researches facilitated by the use of ICT.

[ ] run by the [ ] ing Cen[ ]

The Centre shall commence the delivery of p[ ] h distan[ ] the establishment of one programme, (B.Sc. Computer Science), in line with the NUC Guideline. Subsequently, [ ] si[ ] additional programmes in li[ ]

2.7 The Caleb University Model of Distance Learning

[ ] he Caleb University Distance Learning [ ] roved [ ] Supported Blended Learning (IESBL). The model shall be a blend of face-to-face delivery and e-learning delivery. The face to face delivery shall be a periodic onsite contact between the learners and the academic staff [ ] r, while the e-learning mode shall be through the use of [ ] flash drives, CDs, as well as online delivery such as the use of the Learning Management System, Zoom, Google class, and other appropriate media such as social media.

Figure 2.1 Organogram of the Distance Learning Centre

Organogram boxes: Governing Council; Vice Chancellor; Senate; Management Board; Director; Deputy Director (Academics); Finance Officer; Deputy Director (Learner Support); Administrative Secretary; Appointment /Promotio; Admission; Curriculum Development and Review; Course Materials Development; Physical Facilities and Infrastructure; Appointment & Promotion; Programme Coordinators; Income and Expenditures; Information, Advice and Guidance; e-facilitators; e-tutors

Disciplin

e-tutors

3.0 Governance and Administration

3.1 Introduction

A brief introduction of the governance and administration of the proposed centre is described. After this, all the critical member of positions, offices, units and committees are discussed, giving their number, membership, functions, tenure, and qualifications.

3.2 Governing Board of the Caleb University Distance Learning Centre (CUDLC)

The Caleb University is cognizant of the importance of regulation in any organisation to forestall the incident of abuse and default in policy implementation. In line with the NUC specification, there shall be a Governing Board to oversee, without necessarily interfering in, the daily operation of the Centre.

Functions of the Board

The Governing Board of the Caleb University Distance Learning Centre (CUDLC) shall perform the following roles:

    i.   Give advice to the Vice Chancellor on policies and strategic plans of the Caleb University Centre for Distance Learning;

    ii.   Advice the Vice Chancellor and other appropriate University agencies on staff recruitment, appraisal, promotion and development in conformity with the extant rules and regulations of the University;

    iii.   make recommendations on programmes and activities of the Centre, including administration, management and finance;

    iv.   Ensure compliance of the Centre with general University policies, including academic programmes;

    v.   Attract and organize resources, funding, technical assistance, collaboration and partnerships for the Centre to ensure effective functioning sustainable growth and development of programmes at the Centre;

    vi.   Give general recommendations or act on other matters that might be referred to it by the Vice Chancellor and/or any other appropriate organ of the University.

Composition and Tenure of Board

The Board shall be composed of both statutory (SM) and non-statutory members (NSM), totaling 14. The statutory members shall be staff of the university who occupy relevant offices while the non-statutory members shall be appointed to the Board from outside the University Community. The non-statutory members of the Board shall have a tenure of two (2) years.

The Board membership shall be constituted as follows:

S/N	DESIGNATION	MEMBERSHIP	
1.	Vice – Chancellor	Chairman	(SM)
2.	Deputy Vice – Chancellor (Research, Innovation, Strategy, and Administration)	Member	(SM)
3.	Deputy Vice – Chancellor (Academic)	Member	(SM)
4.	Registrar	Member	(SM)
5.	University Librarian	Member	(SM)
6.	Director of the Centre	Member	(SM)
7.	Director of Academic Planning	Member	(SM)
8.	Director of ICT	Member	(SM)
9.	Dean of Students Affairs	Member	(SM)
10.	A member of the Society that is experienced in ODL	Member	(NSM)
11.	A member from the private sector of the economy	Member	(NSM)
12.	Two member from the religious sector of the economy	Member	(NSM)
13.	A member from the industrial sector of the economy	Member	(NSM)

The tenure of a board shall be for two (2) years, but may be reappointed for another two years without any further extension, making a total of four (4) years.

Meetings of the Board

The Board meetings shall be held once in every quarter. However, whenever the occasion necessitates, as in the case of urgency, emergency shall be convened.

Quorum

A quorum for any meeting of the Board shall be deemed to be formed if two-third (2/3) of the membership of the Board as constituted at any point in time is present, except in the case of an emergency or in a compelling circumstance as raised by the Chair.

3.3 Caleb University Distance Learning Centre (CUDLC) Management Committee

There shall be a Management Committee for the Centre, to be known as the Caleb Caleb University Distance Learning Centre (CUDLC). The CUDLC shall be chaired by the Director of the Centre, with the Administrative Secretary as the Committee Secretary.

Composition of the **Caleb University Distance Learning Centre (CUDLC) Management Committee.**

The Caleb University Distance Learning Centre (CUDLC) Management Committee shall be composed of the following:

1. Director of the Centre   - Chair
2. Deputy Director, Academic   - Member
3. Deputy Director, Learner Support   - Member
3. Finance Officer   - Member
4. Heads of participating departments/Units   - Member(s)
5. Administrative Secretary of the Centre   - Secretary

Functions of the **Caleb University Distance Learning Centre (CUDLC) Management Committee.**

It shall be the duty of the *Functions of the* Caleb University Distance Learning Centre (CUDLC) Management Committee to oversee the day-to-day running of the academic and administrative matters of the Centre, and shall be responsible to the Governing Board of the Centre.

The Director of the Centre, assisted by the Deputy Director Academics or Deputy Director Learner Support, in that order of priority, shall have executive oversight of the Committee, with the Deputy Director Academics, overseeing and reporting on academic matters, while the Deputy Director, Learner Support, shall oversee and report on staff and student related matters. The Heads of participating Departments/Units shall be the representatives of their respective fields, and the Administrative Secretary of the Institute shall serve as secretary at such sessions.

Meetings of the Functions of the **Caleb University Centre for Distance Learning (CUCDL) Management Committee**

The Caleb University Distance Learning Centre (CUDLC) Management Committee shall meet weekly or otherwise as might be dictated by exigencies. A quorum shall have been constituted by a 2/3 attendance or its nearest approximation.

The Caleb University Distance Learning Centre (CUDLC) shall operate a Committee System for smooth operations. The committees, which shall be appropriately constituted, shall include but not be limited to the following:

Appointment and Promotion Committee

Admission Committee

Curriculum Development/Review Committee

Course Materials Development Committee

Examinations Committee

Disciplinary Committee

Finance Committee

Physical Facilities and Infrastructure Committee

Publication Committee

Research and Development Committee

Institutional Collaboration Committee

Quality Assurance Committee

3.4 Director

He shall be responsible for the day to day running of the centre, and function as the chief accounting officer of the Centre. He shall run the Centre in cooperation with the other members of the management

The Director shall be the Chief Executive and accounting officer of the Centre. S/He shall be of the rank of a full professor with DLC experience and/or training. His appointment and tenure shall be in conformity with the extant University rules and regulations on the position of Director. The Director shall be answerable to the Vice Chancellor, for the day-to-day management and administration of the Centre.

He/she shall have direct access to the Senate of the University through the Vice Chancellor, and to university administration. SH/e shall also have direct links with all the programme coordinators (HODs of participating Departments), and also to other administrative personnel at the Centre.

The Director shall have a tenure of two years, and renewable once. Thereafter another substantive Director shall be appointed but pending such appointment, an acting Director shall be appointed and will serve in that capacity for a maximum of six (6) months

3.5 Deputy Directors
There shall be two **Deputy Directors** to be appointed by the Vice-Chancellor. They will assist the Director in the day-to-day management and administration of the Centre. These shall be designated as Deputy Director (Academic), and Deputy Director (Learner). The Deputy Directors shall hold office for a tenure of two (2) years in the first instance, and may be reappointed for one more tenure of another (2) years only.

The rank of the Deputy Directors shall be a minimum of the senior lecturer and shall report to the Director.

Specifically, the *Deputy Director* (Academics) shall assist the Director to carry out the following functions:
   i.   oversee lectures;
   ii.   timetable and exam matters;
   iii. Liaise with programme coordinators of participating and prospective departments or programme coordinators on academic matters.

The Deputy Director (Learner Support) shall assist the Director to:

i.   oversee courseware production and dissemination,

ii.   oversee distance learners' association activities,

iii. e-learning and library,

iv.   Learner-support services.

3.6 Finance Officer

The Finance Officer shall be the head of the Finance Unit (FU). He shall be an officer of a rank of not lower than a deputy bursar in the University. He shall Conduct and manage all the financial transactions of the Centre, including collection of fees, payment of salaries and allowances, payments for application forms and course materials; he shall develop and maintain financial records and reports for the centre; furthermore, he shall liaise with the Bursary department on financial matters affecting the Centre. The Finance Officer shall ensure that there are appropriate internal control structures to ensure that sharp practices are eliminated.

3.7 Administrative Secretary

The Centre shall have an administrative secretary who shall normally not be below the rank of a Principal Assistant Registrar (PAR). S/He will be the Chief Administrative Officer in-charge of the Registry of the Centre. S/He will be in charge of the supervision of clerical/auxiliary/technical staff. He/she will be responsible to the Director of the Centre, and shall also serve as the Secretary to the Management Committee. He/she shall:

i.   oversee correspondences of the Institute,

ii.   oversee personnel and administrative matters,

iii. oversee the registration and screening of new intakes,

iv.   plan examination venues,

v.   oversee ceremonials, such as matriculation s and convocations,

vi.   keep learners' records, attend to requests for transcripts, transfers, verify certificates, learners ID cards, process for NYSC/exemptions,

vii. oversee the conducts of verification/administration of certificates,

viii.   take charge of learners' requests relating to deferments of admission, change of name, leave of absence, and related matters.

3.8 Centre Sub–Committees

Just like the parent university, the Centre shall run on the committee system. Consequently, the centre shall run on the following committees and any other ad hoc committee that may be constituted when the need arises.

Appointment and Promotion Committee

The Centre shall maintain a crop of staff that are required for effective running of its daily activities. To ensure that the right quality of staff is appointed, there shall be a committee known as the Appointment and Promotion Committee to coordinate the appointment and promotion of staff.

The composition of the committee shall be as follows:

  i.   Director
 ii.   Deputy Directors
iii.   Centre Administrative Secretary
 iv.   Representative of the University Senate to be appointed by the Vice – Chancellor, and not a staff of the Centre.

Admission Committee

The Centre is aware of the importance of the quality of input in determining the quality of output of any system. To ensure that only qualified learners are admitted, there shall be in place, an admission committee to coordinate all activities bordering on admission of new learners. The committee shall consist of the following:

  i.   Deputy Director Academics
 ii.   Centre Administrative Secretary
iii.   Heads of Participating Departments of Programme Coordinators
 iv.   A representative of the University Admission unit

v.   A nominee of the Centre

Curriculum Development/Review Committee

The centre shall ensure that the curriculum offered in the centre for each academic programme is in line with NUC-approved programmes in the face-to-face mode. To ensure that the curriculum has academic integrity and be responsive to the vision and mission of the University, to national educational imperatives, to societal and employers' needs, the Centre shall constitute and maintain a Curriculum Development/Review Committee. The committee shall be made up of the following members:

i.   Director
ii.   Director, Academic Planning
iii. Deputy Director Academics
iv.   Head of Participating Departments
v.   Member of the relevant professional body

Course Materials Development Committee

The Centre shall ensure that course materials in the right quality and quantity are developed, produced and provided to all learners in the different programmes offered at the Centre. To achieve this there shall be a Course Materials Development Committee, which shall follow duly, the laid down procedures at the Centre for Course Materials Development.

The committee shall be constituted of the following:

i.   Deputy Director Academics
ii.   Deputy Director Learner Support
iii. Director of ICT in the University
iv.   Finance Officer
v.   Programme Coordinators

The functions of the committee shall include:

i. Organizing, supervising, preparing, writing and revising course module.
ii. Reviewing, editing and type-setting course materials
iii. Production of lecture modules and learners' handbook,
iv. Translation of the course materials into e-learning format and placement on the centre's portal for learners' accessibility
v. Training and retraining of course facilitators and e-tutors
vi. Distributing course materials
vii. Organizing and conducting workshops and conferences.

Examinations Committee

A proper preparation for and administration of examination will ensure a hitch-free conduct of examinations of high integrity. The conduct of examinations at the Centre therefore, shall be properly coordinated. To achieve a proper conduct of examinations at the centre, there shall be an examinations committee.

The committee shall be composed of

i. Deputy Director Academics
ii. Deputy Director Learner Support
iii. Programme Coordinator
iv. Administrative Secretary
v. One Nominee among the Facilitators

The functions of the Examinations committee shall be:

i. Collation, printing and production of question papers,
ii. Organizing, coordinating and conducting examinations and continuous assessment,
iii. Preparing lecture and examination timetables,
iv. Processing and validating registration of learners, etc.

v. Resolution of learners' complaints about results and other academic matters shall be undertaken by the Board of Studies which shall comprise all tutors and adjunct personnel

vi. Managing learners' academic records, including processing and publishing results, transcripts, academic statuses, computation sheets, graduation, press release, corrigenda and prayers

Disciplinary Committee

The Centre shall have a disciplinary committee to handle all matters that border on acts of misconduct among learners. The committee shall be guided by established rules and regulations on learners' conducts in the Centre.

The committee shall be composed of the following:

i. Deputy Director (Learner Support)
ii. Administrative Secretary
iii. A facilitator to be nominated by each programme coordinator of available programmes in the centre

The tenure of the disciplinary committee shall two (2) years but is renewable for another period of two (2) years.

Finance Committee

The Finance committee shall be composed of:
i. Director
ii. Deputy Director, Learner support
iii. Finance officer of the centre
iv. Centre ware house/store officer

The functions shall include:
i. Making decisions of the generation, allocation and expenditure of funds at the Centre
ii. develop and maintain financial records and reports for the Institute,

iii. Liaise with the Bursary department on financial matters affecting the Institute.

iv. Ensure that there is appropriate internal control to ensure that sharp practices are discouraged.

Physical Facilities and Infrastructure Committee

The building and maintenance of sustainable physical facilities and infrastructure shall be a priority at the Centre. There shall be constituted therefore, a Physical Facilities and Infrastructure Committee to oversee all matters relating to development, building and maintenance of Physical Facilities and Infrastructure at the Centre. It shall also be the duty of the committee to interface with the university for availability of such facilities for use by learners of the centre.

The Physical Facilities and Infrastructure Committee shall comprise the following members:

i. Deputy Director (Learner Support)

ii. University Director of ICT

iii. University Director of works

iv. The administrative secretary

v. Finance Officer

vi. One administrative staff to be nominated by the Administrative Secretary

Publication Committee

There shall be a committee to be known as the publication committee. The duty of the committee shall include:

i. Coordination of publication of all printed materials, including journals, course materials, bulletins, posters, bill boards, etc. by the centre.

ii. Ensuring quality of content, materials and accuracy of content of published materials by the centre

The publication committee shall be made up of the following:

i. Deputy Director Academics

ii. Programme coordinators of all programmes at the centre.

iii. Administrative secretary

iv. Finance Officer.

Research and Development Committee

Research is one of the three mandates of any university, and the centre is committed to promoting research as an integral part of its activities. There shall therefore be a research committee to ensure that this critical mandate of the university is well undertaken. The functions of the committee shall be to:

i. describe and analyze current trends.

ii. research into the challenges and obstacles to effective delivery of distance learning.

iii. investigate potential contributions of distance learning to socio-economic development.

iv. evaluate programmes and build workable models.

v. formulate distance learning approaches.

vi. identify strategies for the improvement of learning through the distance learning mode.

vii. evaluate impact of distance learning practices

The research committee shall be made up of:

i. Director

ii. Deputy Director Academics

iii. Any two (2) programme coordinators to be nominated by the Deputy Director (Academics).

Institutional Collaboration Committee

The Centre, though an autonomous establishment, shall strive to maintain collaborations with other units in the university, as well as with organisations within and outside the country. Consequently, there shall be a committee to be known as Institutional Collaboration Committee. The committee shall perform the following functions:

i. collaborate with other departments/units in the university, educational institutions and relevant organizations for the provision of learner support for courses or programmes requiring laboratories and equipment.

ii. collaborate with distance education institutions in and outside Nigeria to create opportunities for employees and learners of the centre;

iii. develop sustainable academic collaboration strategies for building capacity, and promoting globalization through student-support services, staff-enhancement programmes – training, development, and exchange, development and utilization of courseware, integration of ICTs communication effectiveness and efficiency

Quality Assurance Committee

Quality shall be given critical focus in all activities of the centre, particularly in the production of learning content. The need to build confidence in the quality of output of the centre makes this even more necessary in order to engender and promote parity of esteem and standard between the graduates of the centre and those of the face to face mode, of the university and other similar institutions. There shall therefore be a quality assurance committee to coordinate all activities that will make quality a watchword in the centres operations. The committee shall be composed of:

i. Director
ii. Deputy Director (Academics)
iii. Deputy Director (Learner Support)
iv. Any two (2) programme Coordinators at the centre not initially incorporated into any committee at the centre.

4.0 ADMISSION AND GRADUATION POLICY

The admission of learners into programmes offered at the Caleb University Distance Learning Centre (CUDLC) shall be in conformity to the established National Minimum Requirements and as outlined in the NUC Benchmark Minimum Academic Standards (BMAS).

- Prospective learners shall be expected to commence the registration process by making payments for application forms, as advertised on different media, including the university's website. The charges shall be at reasonable rates to be approved by the University Senate from time to time in line with economic realities
- All application shall be conducted online.
- The assessment of submissions of admission application shall commence immediately after the deadline for the period of application
- The names of successful applicants shall be published online in the university website.
- Upon admission, all new learners shall proceed to the University for screening and verification of their credentials.
- The Centre shall take into consideration, all factors that promote for flexibility, accessibility and lifelong learning in the admission process.
- There shall be no discrimination or barrier on the basis of gender, race, religion or ethnicity

4.1 Admission Requirements

Admission of new learners into the Centre's programmes shall be open to all qualified persons, irrespective of their status. Accordingly, admission modalities compliant with the following.

a) The general minimum entry requirement of five O/Level credits in the relevant subjects, including credits in Mathematics and English Language at not more than two sittings into the first year programme;

b) The minimum age at entry shall be sixteen years.

c) The specific requirements of each departmental/faculty/program shall also apply in consideration for admission.

d) Applicants who possess the National Certificate of Education (NCE) and National Diploma (ND) result shall be accepted for Direct Entries into the second year;

e) Applicants who possess any of a Higher National Diploma (HND), a pass or third class degree may qualify for entry into the third year;

f) The tutor-to-learner ratio specified by the National Universities Commission (NUC), ODL Guidelines shall be taken into full consideration in the total number of learners that shall be admitted into any programme.

g) The number of learners granted admissions into programmes at the Centre shall be determined by the number of available facilitators, e-tutors and facilities.

4.2 Learners Registration

Candidates offered provisional admission shall be required to:

- Present their credentials for verification online through the Centre's website or physically at the relevant office of the Centre.
- Undergo an orientation course that may be virtual or onsite to acquaint them with the Centre and its operations.
- Present themselves for biometric documentation at any time until at least two weeks before start of the semester.
- Register online upon payment of their school fees.
- All learners shall have a maximum of two weeks after commencement of the relevant term/semester to complete their registration.

4.3 Matriculation and Orientation

The delivery of distance learning programmes has its peculiarities which if not well acquainted with, could affect learners' adaptation to studies through the mode. In order to ensure a seamless adjustment of the learners to learning at the Centre, orientation programmes shall be organized for the distance learners to provide them with the opportunity to acquire all the necessary skills, get the needed social interaction foundation and get used to the Centre environment. It will also enable the new learners to know where and how to get necessary support.

4.4 Inter Mode, Inter University and Inter programme Transfer

The Centre shall take into consideration the possibility of change of interest in a programme to which they are enrolled. Consequently, provision shall be made by the

Centre for learners to switch from the face-to-face to the distance learning mode, and vice versa in the same programme. Such learners shall be allowed to continue from where they left off at the previous mode, provided all courses in the previous levels and semester have been taken.

The Centre shall also make provision for learners who intend to switch over from other universities as well as other programmes to its programmes. However, it shall ensure that all admission requirements and programme specific requirements have been met.

4.5 Graduation

Graduation of learners at the Centre shall be as applicable to the conventional face to face mode. Graduates of the Centre shall be joined in and free to attend the university's convocation ceremony on site. They shall be free to attend the University convocation, get awards and prizes like their counterparts in the on-campus mode.

4.6 Certificate

The courses offered at the Centre shall be similar to those offered at the face-to-face mode, and as much as possible, the tutors shall generally be the same as the lecturers/facilitators at the face-to-face mode. Learners who graduate from the CUCDL shall be awarded certificates upon meeting the minimum credit requirements for graduation as stipulated in the NUC guidelines for graduation. They shall be awarded the same certificate as those in the face-to-face mode.

5.0 Logistics and Utility Services

The need to bridge the gap between the learner and the centre in all critical areas and functions where human involvement has been eliminated as well as the necessity of making the learners very comfortable whenever they are on campus makes it necessary that all necessary logistics be made available and functional. Logistics to be provided at the centre will be in line with the prescription of the ODL Guidelines of the National Universities Commission shall include:

5.1 Warehousing

The Centre shall engage in massive production of course materials in different media, and cognizant of the likelihood that all of the materials may not be distributed at the same time, there shall be provided, a spacious facility which will be adequately furnished with shelves and equipped with proper lighting and ventilation for the safeguard of all materials that shall be stored therein.

5.2 Utilities

The comfort of all learners, particularly during the period of their residency shall be given uttermost attention. Consequently, the Centre shall endeavor to put in place, functional utilities to guarantee their comfortable stay at all times. The utilities to be provided shall include:

Electricity Supply

The Centre shall ensure that there is a steady and reliable provision of electricity. This shall be achieved by the installation of different forms of electricity generation which shall include solar generators, diesel generators and connection to National Grid to ensure steady supply to the Distance Learning Centre.

Water Supply

The need to provide regular supply of water to meet the needs of all the learners is of significant concern to the centre. The Centre shall therefore make water available by ensuring that it is connected to urban water supply where and when available, as well as sink bore hole to ensure continuous supply at all times.

5.3 Course Materials Delivery Services

The centre is aware that not all learners that are registered in its programmes are within the location of the institution, and that collecting/receiving the course materials will likely pose some challenges to such persons. In order to provide support for easy receipt of the course materials, the Centre shall put in place arrangements to ensure easy and prompt delivery of course materials to all learners, particularly those that are far away. In this regard, the Centre shall provide a utility service vehicle for the distribution of course materials to learners that are not too distant front the institution, while Memorandum of Understanding (MOU) with logistics companies involved in courier services to assist in prompt delivery to learners at their own expense.

5.4 Communication Channels

Communication plays a significant role in sustaining learners' progress in distance learning programmes. To ensure that there is constant communication between the learners and the centre, the institution shall deploy communication strategies which will include dedicated telephone lines for calls and short message services (SMS), dedicated emails addresses, and any other channel as may evolve over time and considered appropriate for effective communication with the learners.

6.0 Pedagogy and Learning Resources

Distance learning is a mode that is learner centered, and learner driven. It is a delivery method that relies heavily on course material, thus all requisite resources that are necessary for the success of the learner must be provided. The Caleb University Distance Learning Centre (CUDLC) shall therefore ensure that all the needed resources are provided. The learning resources that will be prioritized shall include the following:

6.1 Course Materials Formats:

The Caleb University Centre for Distance Learning is cognizant of the diverse nature of learners that shall be enrolled in its programmes, and the need to recognise individuality in learning modes, media and strategies. Consequently, the Centre shall ensure that course content are produced and made available in the mixed media format as prescribed by the NUC. These media shall include print, digital devices such as flash drives, CDs, and DVDs, as well as online media such as the Learning Management System.to be produced and made available for all learners in all levels in mixed media format.

6.2 Course Materials Features:

The course materials used in distance learning have essentials and peculiar features that makes them different from the conventional text books. The centre shall ensure that in the design, production and production of the course wares, they shall be made interactive, conversational and learner friendly. Learning Objectives shall be clearly stated in

compliance with the SMART rule, while the structure shall incorporate all the components prescribed by the NUC for the Self Learning Materials (SLMs).

6.3 Appropriateness of Pedagogy

The Centre shall ensure that the Pedagogy used in the SLMs to be made appropriate for meeting the stated Learning Objectives. In this regards, the design shall take into consideration, the uniqueness of the course content, and select appropriate pedagogy to ensure that all learners benefit from any and all of the media they consider suitable for them.

6.4 Production of Course Materials

The production of the course materials in all the media shall be executed in line with the laid down Guideline for ODL course materials by the NUC. Therefore, the Centre shall produce in the first instance, for all newly established programmes at least 70% of all Self Learning Materials (SLMs) (i.e. 100% complete for Levels 1-3) for every proposed ODL Degree Programmes in the Centre, to be produced in mixed media formats (Prints, electronic and online in the LMS). Also, the Centre shall ensure that 100% of all Self Learning Materials (SLMs) will be produced for mature ODL degree programmes in mixed media formats (Prints, electronic and online in the LMS).

7.0 Course delivery

The Centre shall ensure full compliance with the NUC approved IESBL mode (a blend of ICT and face to face) in prints, electronic and online. Also, the Centre shall adopt OERs, which will be copiously made available and accessible on the online course materials platform on the Learning Management System. Open Educational Resources (OERs) to be made available and easily accessible via hyperlinks on the online course materials for the ODL Degree Programmes.

8.0 Open Educational Resources

Open Educational Resources (OER) are resources for teaching, learning and research, freely accessible online, which learners, facilitators and researchers can use with limited or no copyright restrictions. The openness of the resources is largely supportive of the

philosophy of Open and Distance Learning (ODL). The deployment of OER shall occupy a central position in the Centre's programme delivery and shall be used in the development and delivery of its academic programmes. Facilitators, tutors and learners shall be encouraged and supported to maximize the use of OERs to enrich their experience.

There are many OERs are in the public domain which the Centre shall use under the intellectual property license that allows re-use or adaptation of content. Some of the available OER that the Centre shall use include: curriculum, course materials such as textbooks, graphics and images (quizzes, crossword puzzles, flashcards, animations, interactive maps, timelines, etc.), multimedia applications, audio lectures, sounds and music, audiovisual lectures - streaming videos, and collections of journal articles and institutional repositories.

The centre shall use, adopt and adapt available OERs to suit local realities and to supplement course materials. The Centre shall use the OERs 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.

8.1 Identification and Selection of OER

There are numerous resources available on the internet that provide teachers with tools for instruction. These include:

- 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/
- African Virtual University
- OER Commons
- Connexions
- Creative Commons

- Commonwealth of Learning Knowledge Finder
- NgREN
- NOUN E-courseware
- MERLOT
- Internet Archive
- FREE: Federal Resources for Educational Excellence
- OpenDOAR
- Curriki
- Hippocampus
- Edu2.0

8.2 Criteria for Selection of OER

The Caleb University Centre for Distance Learning shall adopt the use of the following guidelines for the selection of appropriate OER materials:

- 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

8.3 Regulation on the use of OERs

The Centre is aware of the regulations on the use of OER. Consequently, the Centre shall ensure careful observance of the Copyright Act for digital online education in Nigeria.

9.0 Course Material Development and Acquisition Policy

Distance learning is course materials driven. This is because they take the place of the teacher. It is therefore significant that the provision of course materials be given a very important place in order to ensure unhindered access to educational content. The Nigerian model of distance learning specifies that course materials be provided in mixed media format, which implies provision of course content in print, digital and online media. In order to achieve this requirement, the Centre shall put in place a robust course material development to ensure timely production and provision of all course materials to all learners undertaking their programme of study at Caleb University Centre for Distance Learning.

9.1 Courseware Design and Principles

The Centre shall ensure that all course materials are designed to meet the NUC specifications for ODL courses delivered in Nigeria. The Course materials shall be structured into Modules and Study Sessions and designed to cover the respective semesters while provisions shall be made for examinations, practicals, presentations, projects, and other activities. The study sessions in all the course materials shall incorporate all the essentials elements of ODL course materials as specified in the NUC Course Materials Guidelines for developing Course Materials. The course materials shall be made interactive, comprehensive and learner friendly. Furthermore, the Centre shall take into full consideration high standards, intellectualism, intellectual property, and the industrial approach of division of labour.

9.2 Courseware Development Process

The process of developing course materials for the Centre shall involve the following stages:

Stage 1: Content Collection

The content collection will start with nomination of subject matter specialists who shall constitute the courseware development team. Each course content shall be developed and organized by the subject matter expert, supervised by the Programme coordinator, to ensure adequate coverage of the course synopsis as specified in the NUC BMAS for Minimum Academic Standard requirements for each programme.

Stage 2: Design and Digitalisation

Designing of the course materials shall be done systematically, taking into consideration, all the relevant principles of learning, and integrating all the vital elements of instructional design including modular themes broken into units comprising topics, introduction, objectives, in-text questions, summary, self-assessment exercises, references, suggested readings, solutions to exercises and tutor-marked assignments. The contents will be comprehensive and simple, coherent and developed in conversational style.

Stage 3: Courseware Editing

At this stage, the language editors which shall be a group of experts from the Department of English, and incorporated into the course development team, shall assess and evaluate the contents for grammatical accuracy, referencing format, editorial policy, facts verification, dates and statistics, and standard documentation of sources. The language experts shall also edit the course materials for readability and allocation of print space for pictures and illustrations according to space considerations.

Stage 4: Quality Assurance and Approval

Course materials will be at this stage be critically analysed by the Quality Assurance Committee as well as the Program Committee in the Department where the course is domiciled to guarantee quality in conformity with ODL global best practices and with guidelines of the NUC BMAS

Stage 5: Course Material Production

After the course materials have been edited, the Centre shall proceed to produce in multi-media format, including but not be limited to hard print, electronic format, on-line and off line format capable of being stored in various mediums such as flash drive, CD, DVD, etc. The soft copies shall be uploaded on the Centre's Learning Management System to facilitate access to the course material online.

Stage 6: Warehousing and Distribution

The course materials developed in the different media shall be stored in ware house facilities of the Centre for subsequent distribution to individual learners and staff. The Centre shall also ensure that the logistic arrangement put in place are deployed to ensure that all course materials are delivered to the respective learners depending on their choice of delivery mode, which will include courier services for learners who might not find it feasible to collect their documents at the Centres. Memorandums of understanding (MOU) shall be signed with SpeedPost, DHL and UPS which are major national courier companies, for the delivery of the course materials at the expense of learners living far from the Centre's location.

Stage 7: Review of Course Materials

The review of the course materials shall both be formative and summative. The formative evaluation will be conducted at every stage of the courseware development process to generate feedback. Also, summative evaluation shall be conducted after production and it shall involve the collection of data from relevant sources (e.g. learners, programme reviewers, tutors, library services, etc.).

Course material of the Centre shall have a shelf life of five years, corresponding with the period of required review of the curriculum. Nevertheless, there shall be an updating of course materials once every three years. Summative evaluations shall precede previews and the result shall be reported to the Faculty Board of Studies and the University Senate for necessary decisions on improvement and subsequent review.

9.3 Courseware Development Team and Roles

The course development process shall adopt the industrial production of division of labour. The Course Development Team shall be multi-disciplinary and shall ensure the design of interactive and user-friendly self-directed learning courseware packages. The Team shall comprise mainly persons of a minimum of PhD holders drawn from subject matter specialists, instructional designers, language editors, graphic artists, media producers, reviewers, and other relevant personnel and shall function as a system with each member working independently but interactively with others towards the

production of world-class courseware packages. Some of the members and roles are as follows:

I. **Subject Matter Experts (Course Writers) -** The subject matter experts shall be professionals with immense knowledge, skills and experience in their subject areas. Their roles shall be the development and organization of course outline and content.

II. **Instructional Designer -** The instructional designer shall be the course material development project manager and shall, among other responsibilities
    - recommend instructional strategies/approaches that are appropriate for the content area,
    - review and provide feedback on learning activities, assessment and evaluation strategies, course resources, use of discussion groups, course workload, balance between team and individual activities, clarity of course schedule, use of multimedia, overall course design.

III. **Interactive Media Developer –** It shall be the responsibility of the interactive media developer shall ensure that the materials are generally usable, easy to navigate, provide leadership in the design and creation of multimedia components of online courses materials. He shall also create customized content-related graphics and ensure that the course material is learner friendly.

IV. **Language Editor –** The language editor shall ensure that the prepared courseware is grammatically correct and readable. His role shall also involve the allocation of print space for story text, photos, and illustrations according to space considerations and copy significance, taking into considerations layout principles. The other Language editor's responsibilities shall include planning the contents of publication, editorial policy, verification of facts, dates, and statistics.

V. **Distance Learning Expert –** The distance learning expert in the team shall be responsible for ensuring that the developed courseware materials, the delivery and tutoring approaches suggested in the courseware are in conformity with the

approved NUC benchmark, ODL Guidelines and global practices on e-learning and distance learning programmes.

9.4 Remuneration for Courseware Development

The remuneration for the course material development team shall be subject to negotiation, current economic factors and the complexity of the course material to be developed, as well as the Centre's context and general prevailing practices in similar local institutions.

9.5 Intellectual Property and Copyrights

The course materials shall dully acknowledge all contributors, who are required to be original in their works. After due payments have been made, they shall be the property of the Centre which shall be the copyright owner of the materials, and shall obtain copyrights for its entire works from the Intellectual Property Rights Centre.

10.0 Course Delivery Modalities

The approved mode of delivery for distance learning in the Nigerian University System, NUS, is the ICT Enabled Blended Learning Mode. In conformity with the NUC approved model, the Caleb University Centre for Distance Learning shall adopt IESBL mode of course delivery, which shall involve the use of innovative social and educational technologies. The Centre shall be intentional in selecting and deploying appropriate technologies in combination with the stipulated minimal face-to-face contact for course delivery. The Centre shall take into consideration the varied nature of characteristics to ensure that all categories of learners are accommodated and provided suitable learning strategies to use in order to achieve their learning goals.

10.1 Modes

To different media of delivery that the Centre shall deploy include:

a) Online Delivery

The Centre shall put in place quality reliable, scalable and secure technology infrastructure provide support for its online courses. Internet technologies with a broad

range of solutions that enhance knowledge and performance will be deployed to facilitate teaching and learning through the mode. Virtual classrooms, in combination with audio/video and texting facilities with interactive assessments for synchronous delivery shall be deployed for seamless communication of learning content to the learners. Some of the communications technology to be deployed include the Learning Management System.

Technologies such as blogs, social networking media (Facebook, twitter) will be used to support teaching and learning. Asynchronously. The Centres will ensure that interaction regularly goes on between learners and tutors, learners and learners, as well as learners and contents.

b) Print Media

The need for production of course materials in print is in consideration of the diversities in the preferences of learners. The course materials, shall also be produced in print and in line with ODL Instructional Design format. The Centre will ensure that course materials are produced in print for all the courses in each programme and with the arrangements in place, ensure that there is a timely delivery of same to all learners before the commencement of academic work.

c) Interactive Multimedia

The use of ICT Technologies will not be limited to online media alone. The Centre shall also deploy the use of interactive media in the delivery of the course content. Digital media will be used to facilitate the process. Multimedia CDs, DVDs, audio and video conferencing, discussion fora and chats through the Learning Management System present possibilities for facilitating interaction in distance education. Selection of the media shall be guided by access, availability, affordability and pedagogical appropriateness.

d) Tutorials

In line with the NUC ODL guidelines, the Centre shall organize face-to-face classroom instruction to provide on campus experience for learners. The contact shall be organized for a maximum duration of 4 weeks, made up of 2 weeks at the middle of the semester

and another 2 weeks before examinations. The learners are expected to be present on campus for the duration of the tutorials during which facilitators shall engage them in all aspect of their courses. The Centre shall make provision for accommodation of learners during the period of tutorials.

10.2 Facilitators and E-Tutors

The Centre shall engage the services of qualified tutors to provide academic support to the learners. Adequate provision shall be made to make sure that the services provided are central to both learner support and assessment. It shall be their duty to conducting tutorials as prescribed in the course design, organize discussion fora, conduct practicum classes, facilitate and guide learners to understand content and acquire the necessary skills and competencies needed to cope with their studies; prepare them to become self-directed learners, attend to difficulties they might have, mark and provide timely feedback on assignments through face-to-face, telephone, and online tutoring.

10.3 ICT Infrastructure

To ensure flexibility, interactivity, effective engagement of learners as well as promote a robust learner-support, the Centre shall provide the following ICT infrastructure:

- a computer-based centre with a minimum of 500 systems
- a robust dedicated IDL portal
- a closed user group mobile telephone facility
- a radio station with online broadcast enablement
- multimedia learning-resources production facility

The Centre put in place and deploy advanced synchronous technologies such as online whiteboards audio/video and texting facilities, simulations and virtual reality, web-based document and application sharing tools, and interactive assessment.

10.4 Attendance

Learners that have fully registered for their courses at the Caleb University Centre for Distance Learning are required to attend workshops, practical sessions, seminars, tutorials, project work, test, and examinations. These events shall be pre-specified and

attendance shall be monitored. However, whereas tutorials are necessary, it shall not be compulsory.

11.0 Learners Support

Learner support is the pivot around which the delivery of programmes through the distance learning mode revolves. To ensure that learners derive the maximum benefit from the programmes of the Centre, all requisite factors needed for an effective and functional learner support shall be provided. These shall cover the services, facilities and staffing needs of the centre learner support unit.

11.1 Learner Support Services

The Learner Support Services that are to be provided shall include:

- Academic Learner Support Services which shall include ensuring that course materials are produced in the appropriate quality and quantity, effective feedback mechanisms, e-tutoring and face-to-face facilitation. These shall be timely and adequate.

- Psychosocial Learner Support Services to cover all issues such as stress, emotional, personality, etc. factors that could affect learners' academic success.

- Administrative Learner Support Services which shall include matters regarding admission, registration, financial, etc. matters. Administrative Structures and Facilities shall be provided to ensure seamless access to support by learners as the occasion arise.

11.2 Staffing for Learners Support Services

To ensure that the learner support unit and component of the Centre is effectively coordinated and run, the Centre shall ensure that all the appropriate learner support staff are engaged. These include:

Statement on what Staffing for Learners Support Services to be provide; when the Staffing for Learners Support Services are to be provided; how the Staffing for Learners Support Services will be provided; with what the Staffing for Learners Support Services will be provided. These shall include Help Desk officers, Guidance Counselors, E-Tutors,

Facilitators, Programme Specific Information, Advice and Guidance (IAG), Technical Staff, and Maintenance staff.

11.3 Information, Advice and Guidance (IA&G)

Information before, during and after graduation from any distance learning programme and institution plays a critical role in assisting the distance learning enrollees to achieve their academic goals. The Caleb University Centre for Distance Learning is very cognizant of this and also, in order to conform to the NUC ODL Guidelines, shall have a policy in place to regulate the delivery of Information, Advice and Guidance in the Centre.

Pursuant to the effective implementation of the policy, there shall be in place, an Information, Advice & Guidance (IA&G) unit, under the supervision of the Deputy Director for Learner Support which will be furnished to provide all the needed useful programme-specific information to prospective as well as current learners.

Aims and Objectives of Information, Advice and Guidance (IA&G)

Generally, the Information, Advice and Guidance (IA&G) shall be concerned with providing prospective and current learners, as well as graduate of the Centre with access to any information they may seek with respect to available programmes, services and facilities that are available for at the centre for their personal consumption, use and benefits.

Specifically, the **objectives** of Information, Advice and Guidance (IA&G) will be to:

- provide access to up-to-date and accurate information by learners, to potential learners, and the general public;
- help learners in managing isolation which is a typical challenge experienced by distance learners.
- assist learners with adopting effective study skills and habits to enable them achieve success in study;
- provide interpersonal objective counseling to learners.
- treat all learners and enquirers with individuality and confidentiality, based on their peculiarities, needs and challenges;

- guide learners in making informed decisions about their studies and academic pursuits.
- provide programme-specific IA&G workers, guidance counsellors, and Help Desk officers.

11.4 Information, Advice and Guidance (IA&G) Services

Information, Advice and Guidance (IA&G) Services are diverse in nature and scope, and learners in distance learning programme are normally faced with numerous problems bordering on personal, social, educational adjustments, particularly those stemming from the combination of job, studies and family. Therefore, the Centre shall ensure the provision of different services to learners and prospective learners at the centre.

The CUDLC shall design and put in place different services to assist learners in coping with their studies and to achieve success. The services shall include:

Orientation services

The service shall be designed to assist the new learners to be acquainted with events, places and people within the school environment. It shall also be targeted at reducing mistakes in the choice made by prospective and new learners at the centre.

Information services.

Access to accurate and timely information is very important in making good decisions. The Centre shall design and implement an information service to assist and to equip learners for their study, career, personal and social life.

Educational Service:

This service shall be provided as an aspect of the IA&G services to support prospective learners in making informed decisions which would assist them to achieve their goals of studying through distance learning. The service shall be

provided through awareness creation in students, career interviews, career group discussions, self-assessment exercises and psychometric testing.

Personal/Social Counseling

The personal, social and psychological challenges faced by learners could negatively affect the commitment and success of the learners in a distance learning programme. This challenges if not tackled can lead to attrition in the programmes. To avert the occurrence of such unpleasant results, the centre shall undertake personal/social counseling, against such anti-social behaviour as cultism, drug abuse/addition, fighting, stealing, swindling, robbery, prostitution, etc.

The centre shall put in place different channels such as face-to-face, telephone, email, and other personalized methods to interface with the learners.

Specific services that shall be provided under the centre's counseling services shall include:

  i.   *Appraisal service*
  ii. *Referral service*
  iii. *Follow-up service*
  iv. *Research services*
  v.   *On-line counseling*

12.0 Staffing

The provision of adequate staff for all categories of services in the Centre shall be given uttermost priority. In this regard, the Centre shall be very thorough in ensuring that only qualified and competent staff are engaged in the services of the Centre. The recruitment process therefore shall be competitive, transparent and based purely on merit. The Centre shall also ensure that proper code of conduct are put in place to guide the performance of the duties of all staff of the Centre as well as provide a most conducive environment for the staff to carry out their duties. The different categories of staff shall include, but not limited to:

- Administrative staff such as administrative officers, Help Desk officers, etc.
- Programme Coordinators to provide leadership for programmes at the centre.

- Guidance Counselors to provide social and psychological support to learners as required.
- E-Tutors to provide robust online and academic support to the Learners
- Facilitators to provide face to face facilitation (academic support) to the Learners.
- Programme Specific Information, Advice and Guidance (IAG) to provide academic guidance and advice, (including learner counselling services) to the learner
- Technical Staff (Database Manager, Web Master and Network Manager) to provide ICT related support to learners.
- Maintenance staff to provide prompt assistance on facilities related issues
- Warehousing Staff to provide efficient and effective support on issues related to logistics of acquiring materials by learners.
- Security staff to provide safety and security of life and property.
- Sanitation Staff to ensure clean and healthy environment at the centre
- Any other relevant and necessary staff as may be considered necessary from time to time.

12.1   Staff Recruitment, and Career Progression

12.1.1 Academic Staff
i.   Professor
ii.   Associate Professor
iii.   Senior Lecturer
iv.   Lecturer I
v.   Lecturer II
vi.   Assistant Lecturer

12.1.2 Academic Planning Officers
i.   Director Academic Planning
ii.   Assistant Director Academic Planning
iii.   Chief Academic Planning Officer
iv.   Principal Academic Planning Officer
v.   Academic Planning Officer I
vi.   Academic Planning Officer II
vii.   Assistant Academic Planning Officer

12.1.3 Administrative Staff
i.   Registrar
ii.   Deputy Registrar
iii.   Principal Assistant Registrar

iv.   Senior Assistant Registrar

v.   Assistant Registrar

vi.   Administrative Officer

vii.   Administrative Officer II

12.1.4   Executive Officers

i.   Chief Executive Officer

ii.   Assistant Chief Executive Officer

iii.   Principal Executive officer

iv.   Senior Executive Officer

v.   Higher Executive Officer

vi.   Executive Office

vii.   Assistant Executive Officer

12.1.5 Bursary and Related Cadres

Accountants:

i.   Bursar

ii.   Director

iii.   Deputy Internal Auditor

iv.   Deputy Bursar

v.   Chief accountant

vi.   Principal Accountant

vii.   Senior Accountant

viii.   Accountant I

ix.   Accountant II

Internal Auditor

i.   Internal Auditors

ii.   Director

iii.   Chief Internal Auditor

iv.   Principal Internal Auditor

v.   Senior Internal Auditor

vi.   Internal Auditor I

vii.   Internal Auditor II

Executive Officers(Accounts)

i.   Executive Officers (Accounts)

ii.   Chief Executive Officer

iii. Assistant Chief Executive Officer
iv. Principal Executive Officer
v. Higher Executive Officer
vi. Executive Officer

Libraries Cadre

i. University Librarian
ii. Deputy University Librarian
iii. Senior Principal Librarian
iv. Librarian I
v. Librarian II
vi. Assistant Librarian

Library Officers

i. Chief Library Officers
ii. Assistant Chief Library Officer
iii. Principal Library Officer
iv. Senior Library Officer
v. Higher Library Officer
vi. Library officer

Technical Instructor Cadre

i. Assistant Chief Technical Instructor
ii. Principal Technical Instructor
iii. Senior Technical Instructor
iv. Technical Instructor I
v. Technical Instructor II
vi. Assistant Technical Instructor

Technical / Maintenance Officers

i. Chief Technical Instructor
ii. Assistant Chief Technical Officer
iii. Principal Technical Officer I

iv. Principal Technical Officer II

v. Senior Technical Officer

vi. Higher Technical Officer

vii. Technical Officer

Farm Management Cadre

i. Principal Farm Manager
ii. Senior Farm Manager
iii. Farm Manager
iv. Senior Farm Officer/Assistant Farm Manager
v. Farm Officer I
vi. Farm Officer II

Secretaries

Principal Personal Secretary/Principal Bilingual Secretary

i. Senior Personal Secretary/Senior Bilingual Secretary
ii. Personal Secretary I/Bilingual Secretary I
iii. Personal Secretary II/Bilingual Secretary II
iv. Confidential Secretary Grade I
v. Confidential Secretary Grade II

Computer

(a) System Programmer/System Analyst System Programmer/System Analyst

i. Director
ii. Deputy Director
iii. Chief System Programmer/Chief System Analyst
iv. Assistant Chief Systems
v. Programmer/Assistant Chief Systems Analyst
vi. Principal Systems Programmer/Principal Systems Analyst
vii. Senior Systems Programmer/Senior Systems Analyst 1
viii. System Programmer II / System Analyst II

(b) Data Analyst

i. Chief Operations Manager
ii. Assistant Chief Operations Manager
iii. Principal Operations Manager
iv. Operations Manager
v. Assistant Operations Manager
vi. Data Controller
vii. Data Analyst I

Assistant Programmer

i. Chief Programmer
ii. Assistant Chief Programmer
iii. Principal Programmer
iv. Senior Programmer
v. Programmer 1
vi. Programmer 11
vii. Assistant Programmer

Computer Operation

i. Chief Computer Operator
ii. Senior Chief Computer Operator

Machine Room Supervisor

i. Senior Machine Supervisor
ii. Machine Room Supervisor 1(Computer Operations)
iii. Security Staff

Chief Security Officer

i. Chief Security Officer
ii. Deputy Chief Security Officer
iii. Senior Security Officer
iv. Security Officer
v. Assistant Security Officer

Store Officer

i. Chief Stores Officer
ii. Assistant Chief Stores Officers
iii. Principal Stores Officer
iv. Senior Stores Officer
v. Higher Stores Officers
vi. Store Officer

Science Laboratory Technologists

i. Chief Science Laboratory Technologist
ii. Assistant Chief Science Laboratory Technologist
iii. Principal Science Laboratory Technologist

iv. Senior Science Laboratory Technologist
v. Science Laboratory Technologist 1
vi. Science Laboratory Technologist 11
vii. Senior Assistant Technologist

Medical Laboratory Technologists

i. Chief Medical Laboratory Technologist
ii. Assistant Chief Laboratory Technologist
iii. Principal Medical Laboratory Technologist
iv. Senior Medical Laboratory Technologist
v. Medical Laboratory Technologist1
vi. Medical Laboratory Technologist 11

Medical Doctors

i. Director of Health services/Chief Consultant(Medical)
ii. Deputy Director of Health services/Senior Chief Consultant (Medical)
iii. Principal Medical Officer
iv. Senior Medical Officer 1
v. Senior Medical Officer 11
vi. Medical Officer 1
vii. Medical Officer 11

Pharmacists

i. University Pharmacist
ii. Deputy University Pharmacist
iii. Principal Pharmacist 1
iv. Principal Pharmacist 11
v. Senior Pharmacist
vi. Pharmacist Grade 1
vii. Pharmacist

Nursing/Midwife Chief

i. Matron/Chief Nursing Officer/Chief Health Sister/Chief Health
ii. Officer
iii. Senior Matron/Assistant Chief Nursing Officer/Assistant Chief Health Sister/Assistant Chief Health Officer
iv. Matron/Principal Nursing Officer/Principal Health Sister/Principal Health Officer
v. Senior Nursing Officer/Senior Health Sister/Senior Health Officer
vi. Nursing Officer/Health Sister/Health Officer

vii. Staff Nursing1
viii. Staff Nursing 11

Nurse Tutor

i. Chief Nurse Tutor

ii.   Assistant Chief Nurse Tutor
iii.   Principal Nurse Tutor
iv.   Senior Nurse Tutor
v.   Nurse Tutor(Female)/Nurse Tutor (Male)

Medical Records Officer

i.   Chief Medical Records Officer
ii.   Assistant Chief Medical Records Officer
iii.   Principal Medical Records Officer 1
iv.   Principal Medical Records Officer 11
v.   Senior Medical Records Officer
vi.   Medical Records Officer1
vii.   Medical Records Officer 11

Social Welfare Officer

i.   Chief Social Welfare Officer/Counseling Psychologist
ii.   Deputy Chief Social Welfare Officer/Counseling Psychologist
iii.   Principal Social Welfare Officer/Principal Counseling Psychologist
iv.   Senior Social Welfare Officer/Senior Counseling Psychologist
v.   Social Welfare Officer 1/Counseling Psychologist1
vi.   Social Welfare Officer 11/Counseling Psychologist 11

Engineers: Physical Planning Division

i.   Director of Physical Planning
ii.   Deputy Director of Physical Planning
iii.   Chief Engineer
iv.   Assistant Chief Engineer
v.   Principal Engineer
vi.   Senior Engineer
vii.   Engineer Grade 1
viii.   Engineer Grade 11
ix.   Pupil Engineer

Engineers:(In Works Services)

i.   Director of Works Services
ii.   Deputy Director of Works Services
iii.   Chief Engineer
iv.   Assistant Chief Engineer
v.   Principal Engineer
vi.   Senior Engineer
vii.   Engineer Grade
viii.   Engineer Grade 11

Quantity Surveyors

     i.   Chief Quantity Surveyors
    ii.   Deputy Chief Quantity Surveyors
  iii.   Principal Quantity Surveyors
   iv.   Senior Quantity Surveyors
    v.   Quantity Surveyors Grade 1
   vi.   Quantity Surveyors Grade 11

Land Surveyors/Estate Officers

     i.   Land Surveyors
    ii.   Chief Land Surveyor
  iii.   Deputy Chief Land Surveyor
   iv.   Principal Land Surveyor
    v.   Senior Land Surveyor Land Surveyor
   vi.   Land Surveyor 1
  vii.   Land Surveyor 11

Estate Officers

     i.   Chief Estate Officer
    ii.   Deputy Chief Estate Officer
  iii.   Principal Estate Officer
   iv.   Senior Estate Officer
    v.   Estate Officer Grade 1
   vi.   Estate Officer Grade 11
  vii.   Assistant Estate Officer

Gardener Cadre

     i.   Foreman Gardening
    ii.   Field Overseer1(Gardening)
  iii.   Field Overseer 11 (Gardening)
   iv.   Head Gardener
    v.   Gardener

Grounds man

     i.   Chief Grounds man
    ii.   Head Ground man
  iii.   Grounds man

Computer Staff

     i.   Computer Operator Cadre
    ii.   Computer Operator1
  iii.   Computer Operator 11
   iv.   Trainee Computer Operator

Data Analyst

     i.   Data Analyst 11

    ii.   Coding Supervisor
    iii. Coder

Catering Staff Cadre

    i.   Catering Supervisor/Assistant House Keeper
    ii.   Chief/Assistant Catering Supervisor
    iii. Head Cook/Head Steward/Head Baker

Health Attendant

    i.   Assistant Health Superintendent
    ii.   Senior Health Assistant
    iii. Health Assistant Grade 11
    iv. Health Assistant/Head Health Attendant
    v.   Health Attendant

Laboratory Staff Cadre

    i.   Laboratory Supervisor/Field Supervisor
    ii.   Senior Laboratory/Assistant Senior Field Assistant
    iii. Laboratory Assistant/ Field Assistant
    iv. Head Laboratory Attendant/Head Field Attendant
    v.   Laboratory Attendant/Field Attendant

Library Staff

    i.   Assistant Library Officer
    ii.   Senior Library Assistant
    iii. Library Assistant
    iv. Head Library Attendant
    v.   Library Attendant

Porter Cadre

    i.   Assistant Supervisor
    ii.   Chief Porter
    iii. Senior Porter
    iv. Senior Porter
    v.   Porter

Secretarial Staff

    i.   Confidential Secretary Grade iii
    ii.   Confidential Secretary Grade iv
    iii. Data Processing Officers

Typist

      i.   Typist Grade 1
      ii.   Typist Grade 11
      iii.   Typist Grade 111
      iv.   Typist Grade 111(With First School Leaving Certificate)

Security Staff Store

      i.   Assistant Stores Officer
      ii.   Senior Store Keeper
      iii.   Store Keeper
      iv.   Store Assistant
      v.   Stores Attendant

12.2 Staff Structure

Academic Staff

- ➢ Professor
- ➢ Associate Professor
- ➢ Senior Lecturers
- ➢ Lecturer I
- ➢ Lecturer II
- ➢ Assistant Lecturer

Non-Academic Staff

- ➢ Senior Non-Academic Staff
- ➢ Junior Non-Academic Staff

12.3 Conditions of Service

12.3.1 HOURS OF WORK

The hours of work are usually 8.00am to 5.00pm with a one-hour lunch break from 1.00pm to 2.00pm. These hours are subject to review by management as deemed necessary.

12.3.2 SAFETY AT WORK

Specified safety precautions are laid down in respect of the operation of certain tools, plants, machines and laboratory equipment, these must be strictly observed. It is

particularly forbidden to clean a machine when it is in motion or board any moving vehicle. Employees must wear protective clothing provided by the university.

12.3.3 SECURITY

No goods, parcels or materials of any kind belonging to the University are allowed out of the institution by any employee without official permission in writing. Receipts must be obtained for any material purchased from or on behalf of the university by employees.

12.3.4 LOSS OR DAMAGE TO UNIVERSITY PROPERTY

If at any time management is, after formal inquiry, satisfied that the University has sustained a loss by reason of neglect or default of any employee, such employee shall be liable to make good the loss or damage to the extent ascertained as a result of formal inquiry. Any sum of money due to such employee from the university may be withheld in satisfaction or restitution of such loss or damage. Should a loss shall report to his head of department who in turn shall investigate and submit a report to the registrar. Failure to make an immediate report such a loss shall be regarded as a dereliction of duty and shall be subject to disciplinary action.

12.3.5 RIGHT OF SEARCH

The security unit of the University has the right at all times to search any employee or to examine any parcel or property being taken in or out of the university campus. The University authority also has the right to take any precautionary measures in the protection of its property.

12.3.6 NOTICES, PUBLICATIONS AND DISCLOSURE OR INFORMATION

Notices, sign bills or letters should not be posted on the university publish any information about Caleb university or any of its affiliates without permission. Personnel should be discrete concerning business matters of the university. They shall not divulge confidential university information to unauthorized persons. Appropriate disciplinary measures shall be taken against violators.

12.3.6 RELATIONSHIP WITH CONTRACTORS, POTENTIAL EMPLOYEES AND STUDENTS

Staff must not allow personal interest, friendship or family to interfere with the responsibilities they exercise on behalf of the University. Where an interest is known, it must be declared to the next highest level of management. This has particular reference to matters covering recruitment, purchasing and payment of funds. Any contradiction of this policy will be considered as an attempt to defraud the university and appropriate sanctions shall be applied.

12.3.7 ACCEPTANCE OF GIFTS, HONORARIUM, ETC

Staff members and immediate family members shall not accept gifts, payments, service, loans, entertainment or promises of future benefits from any party when such offers are made in connection with the university-based transaction.

12.3.8 MEMBERSHIP OF PROFESSIONAL ASSOCIATIONS

Senior management staff are encouraged to join professional bodies. Caleb University reimburses membership dues for one professional body per senior/management staff (Academic staff already have allowances paid in this regard).

12.3.9 RECORDS OF SERVICE FOR STAFF

The human resources division in the Registry maintains personnel records on all staff. Any change in name, address qualification etc. must be reported to the division in the registry. Any change in name must be supported by a court affidavit (or marriage certificate) and must be advertised in at least a national newspaper. Copy of this must be forwarded to the human resources.

12.3.10 OTHER GAINFUL OCCUPATION

No full-time employee may engage in any private business or trade, or engage in any employment other than that of the University without prior written permission. Staff engaged in part-time teaching in the University shall use their spare time and not official hours. All outside work or studies must be cleared with the Registrar so that it is not in conflict with position occupied in the University.

12.4 Staff Development

The quality of staff in any system determines the quality of service delivered by the organization. The Caleb University Centre for Distance Learning shall provide a robust programme of staff development to all categories of staff of the Centre. These training programmes shall include regular seminars, sponsorship of staff to conferences, short duration and long term training. Also, the Centre shall ensure that there is equity and fairness in the selection of staff for staff development programmes. Furthermore, the Centre shall work to ensure that at least, 80 percent of all the staff in different categories benefit from the Centres staff development within every three years. Additionally, self – sponsored staff development shall be encouraged among staff of the centre through granting of approvals by the centre. Staff development programmes shall cover both academic, professional and ODL related trainings.

13.0 Evaluation and Assessment

Quality assessment and evaluation is a critical aspect of the teaching and learning processes, and for the distant learner, it is very important that appropriate policies be put in place to ensure that learners' work is correctly assessed. Consequently, the Caleb University Centre for Distance Learning shall, in line with the specification of the National Universities Commission and global best practices, adopt and use the two forms of evaluation, namely, formative evaluation and summative evaluation.

The formative assessment shall include the use of regular Tutor Marked Assignments (TMAs) and Computer Marked Assignments (CMAs). The formative assessment shall be administered at least four times in a semester with at least one of them being the pen on paper while the rest could be conducted online, with appropriate quality measures taken to guarantee the integrity of the assessment process. Also, the Centre shall ensure that formative assessment is built into the course materials of all courses to promote continuous self-evaluation as the learners' progress in their studies. The Centre shall ensure that there is standard and quality and adequate coverage of the curriculum by directly deriving the assessment from the stated Learning Objectives in the Self-Learning Materials. The summative assessment shall be a pen-on-paper on campus examination, and shall mark the end of the work on each course for the semester. The assessment of learners shall be based on 100%, in the ratio of 60:40 distributions between summative

assessment and formative assessment. Other measures to be used to achieve quality in assessment and evaluation is to put in place mechanism in the form of standard marking schemes that are developed and utilized for the grading of formative assessment, coursework, projects and examinations.

The Centre shall operate a policy of the external examiner system. This will involve the engagement of qualified external examiners to be appointed by the university for evaluation and assessment of the ODL Degree programmes at the Centre. Also, there shall be effective moderation of examination questions, degree results and projects by the External Examiner(s).

Timely feedback to learners on their work is an effective motivational strategy for learners. The Centre shall ensure that feedback meet international standards, are prompt and reflect areas of learners' weaknesses, strengths and appropriate corrections. To ensure feedback is timely, learners shall be communicated with feedback for assignments within 3 weeks and for examinations within 10 weeks. Rapid feedback will be being facilitated through the use of ICT to ensure ODL awards have a high reputation.

The Centre shall ensure that degree projects are generally of good quality and well supervised. Also, the pursuit of good quality in of practical work shall be sustained and, the overall depth and scope the curriculum of the respective programmes and skill adequately covered for all level of the learners.

14.0 Physical Facilities

The Caleb University is aware of the importance of the provision of adequate facilities in ensuring that learners achieve their academic goals. To guarantee this, the Centre shall provide and ensure adequate maintenance of facilities which shall include dedicated facilities as well as see to it that the university put in place measures such as resolution of senate to use university facilities not available at the centre or by MoU with neighbouring institutions. The physical facilities and infrastructure shall cover such resources including:

- Facilities and infrastructure for the residency face-to-face component of the learners stay on campus.
- Laboratories/Clinics/Studios
- Facilities for Course facilitators.

- Tutorial Rooms
- Well-furnished and equipped offices for Director/Deputy Directors.
- E- tutors facilities with internet ready workstations.
- Offices for programme specific Information, Advice and Guidance with internet ready workstation(s), functional telephone line(s).
- Help Desk Office with internet ready workstation, functional telephone line and log book.
- Guidance and Counselors office with internet ready workstation, functional telephone line, counselling posters, and counseling log book)
- Auditorium (1,000 sitting capacity for orientation of Learners and tutorials for general courses)
- Tutorial rooms (smart boards, projectors, public address systems should be available)
- Sick bay (should contain hospital bed and first aid box equipped with necessary first aid materials)

14.1 ICT Infrastructure

The delivery of distance learning shall be done in full conformity with the NUC approved model, the ICT Supported Blended Learning, IESBL, which is a blend of face to face and online delivery, heavily complemented with digital electronic media. To ensure and adequately guarantee the provision of resources to support learners in the deployment of ICT, the Centre shall put in place a Computer Based Testing Centre (CBT) that can accommodate 500 internet ready work-stations, power saving system preferably inverters, security gadgets etc. to ensure uninterrupted service to the learners. The requisite ICT infrastructure to be provided shall include but not limited to Information and Communication Centre, Network Servers, Work stations, Power Requirements, Software Requirements, Telecommunication. Recording studio well equipped with equipment such as the digital screen, medium size recorder for recording video and power point, audio mixer, cameras, prompter etc. shall be provided, properly maintained and regularly upgraded. The Centre shall also ensure the provision of e-learning resources in tutorial rooms, auditorium, student centres and reading rooms.

14.2 Library

The University shall ensure that there is provision of adequate, current and relevant texts and journals for all programmes to be establishes and run by the Centre. These shall be provided as both physical and e-resources.

The university shall ensure that there is provision of adequate subscription to robust e-library resources for the Centre including standard databases and open source material that are relevant to the ODL degree programmes on offer in the DLC. The Centre shall make adequate arrangement to guarantee that learners and Staff of the Centre have an unlimited access to the library and e-resources using Internet and Intranet facilities, hotspots within the University/Centre environs.

15.0 Research and Collaboration

The Centre shall in line with the Caleb university tradition promote research and collaboration of staff of the Centre with one another, and with the staff of other sections of the university, as well as with other institutions nationally and internationally.

16.0 Safety and Environmental Sanitation

The Centre shall make provision for a clean environment and ensure that the buildings are safe and comply with Government Laws relating to safety, fire hazards, etc. All buildings should have functional toilets, fire extinguishers, fire buckets with sand and water and all staff and learners should have some knowledge on how to operate all fire equipment.

17.0 Autonomy and Funding of Centre

The Caleb University Centre for Open and Distance Learning is sub unit of the University. Although it was set up through the consideration, approval and ratification of the appropriate organs of the university, it shall be allowed to operate with a degree of autonomy necessary for the effective and efficient functioning of the Centre, and in line with the laid down regulations of the National Universities Commission.

The Centre shall function as a semi - autonomous academic unit within the University. However, it shall be an autonomous organ under the supervision of the University, which shall have and operate its distinct governance with its administrative, managerial, and

financial systems. The Centre shall have its distinct staff establishment that will guarantee its independence, effectiveness, efficiency, growth and sustainable development. The University shall assume responsibility for general supervision of the Centre's activities without interfering in its day-to-day administration. The everyday management and policy implementation of the Centre shall be the responsibility of the Director of the Centre. On the finances of the Centre, the University shall provide appropriate funding for the Centre until such time that it has become financially self-reliant. Subsequently, the sharing formula of 70:30 will be adopted in distributing the revenue generated from the Centre between it and the university to ensure maintenance and sustainable development of the Centre.