

BABCOCK UNIVERSITY

**CENTRE FOR OPEN DISTANCE AND
e-LEARNING (BUCODeL)**

BUCODeL Handbook



Forward

It is indeed my delight to warmly welcome you to Babcock University Centre for Open Distance and e-Learning (BUCODEL)

Babcock University, one of the first set of licensed private universities in Nigeria, has grown in leaps and bounds since its inception in April 1999, even though it has a much longer history as an institution established in 1959. As a private university, our academic programmes provide holistic education anchored on the harmonious development of the intellectual, physical, social, and spiritual potentials of our students, inspiring stable and noble character needed for effective leadership and service in the society. As such, our mission is to build servant leaders for a better world. In doing this, we ensure a dynamic atmosphere of teaching and learning, and building a community of scholars and scholarship where lecturers and students relate with each other with mutual respect and comradeship.

In response to the global and national need, especially at this auspicious time in global history when the Covid 19 pandemic has introduced sets of new normal in our country and globally, Babcock University Centre for Open Distance and e-Learning (BUCODEL) becomes very significant as it is established based on the need to widen the scope of accessibility of education to individuals in order to enhance affordability and flexibility for those who are marginalized by various factors. These include individuals faced with the challenges of keeping their job and homes, yet wish to advance academically and professionally or those aspiring for continuing professionalization and acquisition of higher skills.

In the light of the foregoing, BUCODEL will provide faith based ICT enabled and supported education in blended mode such that a wider range of individuals and groups will access quality faith based higher education in Babcock University.

The BUCODEL handbook serves as a vital tool of information and a resource material on BUCODEL. It provides essential information on its programmes, relevant policies, rules and procedures, among other important information, to guide learners and the general public through the novel and rewarding experience of learning in an Open Distance and e Learning atmosphere in Babcock University.

I urge every learner and interested individuals to study the handbook and make it a constant companion to get the best of learning experience in BUCODEL

Welcome on board!

Babcock University....

The Future is bright!

Professor Ademola S. Tayo
President/Vice Chancellor
Babcock University

Director's Address

Babcock University Centre for Open Distance and e-Learning (BUCODEL) aims to provide excellent faith-based affordable higher education via ICT supported open and distance learning delivery mode. Accordingly, our robust learning experience integrates and embeds e-learning at the pedagogical, technological and organizational levels to deliver a world class education, that integrates faith and learning for post-secondary and lifelong learners with least disruption to their daily economic and workplace routine.

The BUCODEL student manual is a resource document which provides information designed to educate and inform our learners about Babcock University and Babcock University Centre for Open Distance and e Learning (BUCODEL). The BUCODEL handbook also provides an important road map to success for every learner. Issues such as course registration, orientation, interactive session, examinations, among other, are explained in this handbook.

Babcock University places premium on its core values comprising Excellence, Integrity, Accountability, Servant leadership and Team spirit, among others. The University degree is therefore awarded for being found “worthy in character and in learning”. Students are, therefore, expected to pursue their academic in the light of these core values.

At BUCODEL, our learners are strongly encouraged to read through the vital information contained in this handbook as an instructional manual that will guide their academic pursuits and engagements with BUCODEL and Babcock University.

Best wishes.

Professor Mobolanle Ebunoluwa Sotunsa
Director, BUCODEL

Introduction

Open Distance and e Learning (ODEL) requires the provision of adequate and timely support to the learner in various formats that agree with the tenets of the mode. Innovative approaches are therefore necessary to provide the missing links in traditional methodologies of teaching and learning in contemporary times. Accordingly, at BUCODEL, our robust learning experience integrates and embeds e-learning at the pedagogical, technological and organizational levels to support our learners.

Necessary resources have been put together and made available in both electronic and print formats, on the official website of the Centre, the Learning Management System (LMS), on tablets, CDs, social media and will be relayed on the radio. Extensive Learner Support services are also provided.

At every stage of Open Distance and e Learner's academic journey, there is need for adequate guidance, counselling and support. BUCODEL learners will undergo adequate orientation about registration processes, regulations, evaluation criteria, among other minimum expectations. In this handbook, the regulation guiding learners' programmes and relationship with the Centre are explained.

This manual therefore, is a compilation of guidelines, information and direction needed for a successful learning experience at BUCODEL. It serves as a useful guide through which Open Distance and e learners can successfully navigate their academic experience, particularly in Babcock University.

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HISTORICAL DEVELOPMENT OF BABCOCK UNIVERSITY

BABCOCK UNIVERSITY (BU)—as it is now known—actually began on September 17, 1959 as Adventist College of West Africa (ACWA). Established by the Seventh-day Adventist Church as a senior college for training church workers from the West African sub-region, ACWA opened its doors with only seven ministerial students.

By 1966, when it graduated the first set of Bachelor of Arts degree holders in its own name, enrolment included students taking Business Administration as potential accountants within and outside the Church; and two-year Pre-Nursing students in preparation to pursue a nursing career at the Church's School of Nursing at Ile-Ife, Osun State. History was made in 1975 when ACWA became the first institution in Nigeria to sign and operate an affiliation agreement with Andrews University, Berrien Springs, Michigan, USA. This relationship enabled it to award Bachelor of Arts degrees from Andrews University in Biology, Business Administration, History, Religion and Secretarial Studies.

1975 was also the year ACWA was renamed Adventist Seminary of West Africa (ASWA) in response to the dynamics of its socio-political environment. In 1983, restricting local factors again necessitated the phasing out of the Bachelors programmes in Biology and Business Administration. In 1988, ASWA reached another academic milestone through an affiliation agreement with the Seventh-day Adventist Theological Seminary of Andrews University, which authorized it to offer Master of Arts in Pastoral Ministry. Master of Arts in Religion was added in 1990 and both programmes were operated during Summer sessions from 1997 to 2007. In order to attain national recognition for its status and programmes, an attempt to obtain a local affiliation with University of Ibadan, under the name “Babcock College” was initiated.

The process of affiliation with the University of Ibadan was still in progress when the Federal Government of Nigeria included Babcock University as one of the first three private universities in the country, announced on April 20, 1999. At a public ceremony presided over by the then Honourable Minister of Education, Mr. Sam Olaiya Oni, at the National Universities Commission (NUC), Abuja, on May 10, 1999, the Certificate of Registration No: 002 was handed over to BU Pioneer Chancellor and Chairman of the University Council, Pastor Luka T.

Daniel in his capacity as the President of the Africa-Indian Ocean Division of the Seventh-day Adventist Church. The Proprietors formally inaugurated the University on June 17, 1999.

The first batch of 1,006 students arrived on September 13, 1999 and their Matriculation Ceremony was presided over by the Visitor to the University, President of the General Conference and world leader of the Seventh-day Adventist Church from Washington, D.C, USA, Pastor/Professor Jan Paulsen, on January 28, 2000. The University commenced with three faculties (which later became Schools)—Faculty of Education and Humanities, Faculty of Management and Social Sciences, and Faculty of Science and Technology with eleven departments. The School of Law and Security Studies became the fourth School. The 7th graduation on June 07, 2009 marked the 50th Anniversary of the institution, and the 10th Anniversary of the university. The event attracted Federal and State dignitaries, as well as leaders from the World Headquarters of the Seventh-day Adventist Church. Babcock University, celebrated 60 years of nurturing great minds as a higher institution of learning and 20 years of global recognition of pioneering private university education in Nigeria in September 2019

Being a pioneer private University in Nigeria since 1999, Babcock has continued this legacy of upholding a cutting-edge excellence in education. Babcock now has a postgraduate school which took off in the third quarter of 2010 and a medical school which took off in January 2012.

Similarly, a deliberate expansion policy of our programmes to meet current market demands and maximum service delivery has resulted in departmental upgrades and addition of new programmes. Today, Babcock hosts the following schools:

- [**Benjamin Carson School of Medicine**](#)
- [**Computing and Engineering Sciences**](#)
- [**Education and Humanities**](#)
- [**Law and Security Studies**](#)
- [**Management Sciences**](#)
- [**School of Nursing Sciences**](#)
- [**Public and Allied Health**](#)
- [**Science and Technology**](#)
- [**Veronica Adeleke School of Social Sciences**](#)
- [**College of Postgraduate Studies**](#)

As the pace-setter in private education delivery, Babcock has earned an award as the Best Private University in Africa. Indeed, Babcock is the leader in Nigeria in offering an education that inspires hope and transforms lives.

VISION STATEMENT

A first class faith-based Seventh Day Adventist Institution, building servant-leaders for a better world.

MISSION STATEMENT

Building people for leadership through quality Christian education, transforming lives, impacting society for positive change through the pervading influence of our graduates in service to mankind.

PHILOSOPHY

Babcock University's philosophy is anchored on the harmonious development of the intellectual, physical, social and spiritual potentials of students; and inculcating in men and women the nobility of character and stability of purpose needed in our society.

CORE VALUE

Excellence	-	Our Culture
Integrity	-	Our Promise
Accountability	-	Our Moral
Servant leadership	-	Our Dignity
Team spirit	-	Our Strength
Autonomy and Responsibility	-	Our Passion
Adventist Heritage	-	Our Commitment

CORPORATE IMAGE STATEMENT

Babcock University is established as a centre of excellence for character development and scholarship, a socially responsive, responsible and accountable institution in matters of commitment and actions.

BABCOCK ANTHEM

Hail Babcock, God's own University
Built on the power of His word
Knowledge and truth, service to God and Man
Building a future for the youth
Holistic education - the vision is still aflame
Mental, Physical, Social, Spiritual, Babcock is it!
Hail Babcock, God's own University
Good life here and for evermore!!

PRINCIPAL OFFICERS



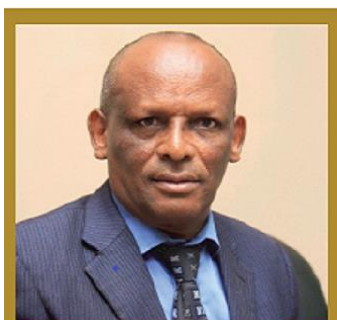
PRESIDENT/VICE CHANCELLOR

Prof. Stephen Ademola TAYO. Chief Executive Officer and Chairman, Senate, Administrative Committee, Ways & Means Committee as well as University Congregation. Office is located on the front upper level of the Administration complex (Adekunle Alalade Administrative Building).



SENIOR VICE PRESIDENT/DEPUTY VICE CHANCELLOR

Prof. Philemon O. AMANZE. Chief Operating Officer responsible to the President/VC, deputizing in all matters referred to the office, beyond the primary assignment of administering academic units (schools & departments), Academic Planning, Quality Assurance, Research and Institutional Effectiveness. Office is located on the rear upper level of the Administration complex (Adekunle Alalade Administrative Building).



SENIOR VICE PRESIDENT MANAGEMENT SERVICES

Professor Yacob HALISO. He oversees the directorate of: (1) Alumni Affairs. (2)Marketing and Communication (3) BU Hope FM and Adventist World Radio (4) BU Clean and the (5) Fire Service. Office is located on the upper level of the Old classroom Building.



VICE PRESIDENT FOR FINANCIAL ADMINISTRATION/UNIVERSITY BURSAR

Dr. Folorunsho AKANDE. Chief Financial Officer responsible to the President/VC for university finances and all matters related to accounting, investments, stores, university assets, procurement and supplies. Office is located on the lower level of the Bursary complex behind the Alpha Class Clock Tower.



VICE PRESIDENT, STUDENT DEVELOPMENT

Dr. Sunday AUDU oversees the Student Development Division. Under the division are the student association (BUSA), halls of residence, food services, student activities, student support centre and various student clubs. Office is located at the University Administrative Complex close to the Registry.

PARTICIPATING SCHOOLS

School of Management Sciences (SMS)

Dean: Prof Johnson Egwakhe

Department of Accounting

Head of Department (HOD): Dr Festus Adeigbie

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Babcock University Centre for Open Distance and e Learning (BUCODEL)

History

The idea for institutionalizing Babcock University Centre for Open Distance and e Learning (BUCODEL) was first conceived in 2008 when the then Dean of the School of Education and Humanities, Prof David Kunle Akanbi organized the first sensitization workshop on Open Distance and e Learning on the 28th April 2008 in collaboration with the Department of Educational Technology, Obafemi Awolowo University, Ile - Ife. The University senate approved the appointment of the inaugural Director of the Centre, in person of Prof David Kunle Akanbi in September 2009, and institutionalized the directorate of the Babcock Centre for Open Distance and e learning.

The Centre within the past ten years has concentrated primarily on manpower capacity building and curriculum development. This is informed by emphasis placed on this NUC requirement as priority on the list of requirements to be met in order to grant accreditation approval. The present status of these developments is impressive and encouraging in the sense that over 95% courses to be mounted for prospective student's enrolment in the Accounting Programme and 75% course content in four computer programmes have been prepared in various formats including print, power points and videostreamed.

To date, BUCODEL has organized over fifteen (15) trainings and workshops including Train the Trainer workshops on Course Content Development, Overview of ODL, Technology Enabled Learning, curriculum writing workshops, use of LMS, Open Educational Resources (OER), Simulated Online Instruction, among others, Over eighty (80) content writers and staff of the Centre and the university at large have benefitted from these trainings in preparation for the NUC accreditation and successful take off of the programmes of the Centre.

An adequate dedicated Centre Building has been completed. The Centre is adequately equipped with five hundred (500) internet ready computer workstations. There are video conferencing and audio visual systems, including interactive boards for teaching, learning and virtual meetings. There is a robust e library equipped with a minimum of fifty (50) computers. The Centre is adequately provided with a studio, facilitation classrooms, dedicated water sources, various

alternative sources of electricity as well as other facilities that make teaching and learning rewarding and enjoyable

BUCODEL Philosophy

The need for Open Distance and e learning (ODEL) programmes is based on the requirement to provide educational accessibility to a wide range of learners who for various reasons cannot undergo face to face learning. The purpose of ODeL programmes is to equip learners with functional literacies, skills and competencies needed to develop expertise in a variety of relevant disciplines in the contemporary technological knowledge driven society. ODeL programmes by nature therefore deploys robust learning experience through the open and distance mode, supported by technology to deliver flexible learning in printed, recorded, electronic, technological and other media to a wide variety of learners. The philosophy of Babcock University Centre for Open Distance and e Learning (BUCODEL) is to provide high quality faith based affordable, accessible, flexible lifelong learning which removes barrier of gender, age, race, religion and pace of knowledge/skills acquisition and advancement in higher education through ICT supported learning to Nigerian citizens and other peoples who so desire on the basis of equity, equality and without discrimination through the open and distance learning delivery mode.

BUCODEL Vision

To be a first-class institution aiming to build servant-leaders for a better world through faith-based, flexible, open and distance education driven by ICT.

BUCODEL Mission

To instill in learners the motivation to attain excellence through faith-based, flexible open web-based blended and distance teaching and learning.

BUCODEL Objectives

The objectives are drawn from three needs of the learners' aspirations, the university and the society.

The objectives of BUCODEL are to:-

- i. Provide prospective learners faced with the challenges of keeping their jobs and homes the opportunities to advance academically and professionally.
- ii. Promote lifelong learning, continuing education and professional development through open and distance learning system by applying mixed mode delivery mechanism.
- iii. Widen accessibility to mass tertiary education in response to rapid global changes requiring man power development.
- iv. Widen the scope of the existing curriculum to internationalize tertiary Adventist Education by including and developing courses and programmes reflecting

- Nigerian culture, unique social –political, economic state that other nations are eager to know.
- v. Provide alternative option for parents in place of rapidly declining standard and over stretched infrastructural facilities of the existing universities faced with multiple challenges such as cultism.
 - vi. Provide opportunities for such special groups of prospective e-Learners applicants who are currently full-time service men in the armed forces –Army, Police, Custom officers, and that are periodically transferred from one duty post to another with very short span of their service from one location to another.
 - vii. Address the challenge of unpredictability in sessional university calendar which can be disrupted because of unexpected occurrences of pandemics, staff and students protests/strikes. Babcock Open distance learning enjoys a normal calendar, strike free session.
 - viii. Improve the quality of conventional education through different kinds of support mechanisms and materials by the application of ICT.
 - ix. Provide skill-based education through customized short duration, professional courses that address the needs of labour force seeking well qualified graduates in the national and international job market.
 - x. Reduce educational wastage currently in Nigerian university system in which less than 20% of qualified university applicants could be absorbed.
 - xi. Build in prospective distance learner’s servant leadership through it high quality academic programme fully integrated with faith to empower distant learners to impact positively the society. It promotes the development in distant learner such core values as excellence, integrity, team spirit, intellectual freedom, Adventist heritage and transparency.
 - xii. Provide prospective distant learners enrolled affordable fees and the flexibility that will enable such students combine the demand of the working place with those of academic studies.

BUCODEL Governance and Administration.

Babcock University Centre for Open and Distance e Learning is a semi-autonomous directorate of Babcock University. The over-arching administration of the programme is under the umbrella management of the Vice-Chancellor and other university principal officers. The governing council and the senate are equally shared by BUCODEL and the residential programmes. This ensures that the curriculum, teaching staff, examination modalities, degrees, diploma and certificates have parity in quality and authenticity.

The Babcock Centre for Open Distance and e-Learning has an administrative structure charged with the responsibility of a day –to-day management of its affairs. A Management Board oversees the overall administration of the directorate. At the top of the administration is the Director of the Centre who reports through the Management

Board directly to Senior Vice-President (Deputy Vice-Chancellor – Academic) and the Vice-Chancellor. This directorate enjoys appropriate measure of autonomy as mandated by the NUC.

Directly below the Director are two Deputy Directors. While one is responsible for Academic matters, the other is responsible for the administrative/non-academic matters.

Below the Directors and Deputy Directors are various units assigned the responsibilities of course design and production, learner support, e-Library, resource management, ICT technical and research evaluation and quality Control/Assurance. Each of these units is presided over by a unit coordinator.

The BUCODEL Management Board is a body constituted by the senate for the overall management of the Centre. The Management Board members are professors and experts with diverse administrative experiences. The BUCODEL management Board members have extensive (ODEL) Open Distance and e Learning experiences from training and retraining workshops within and outside Babcock University.

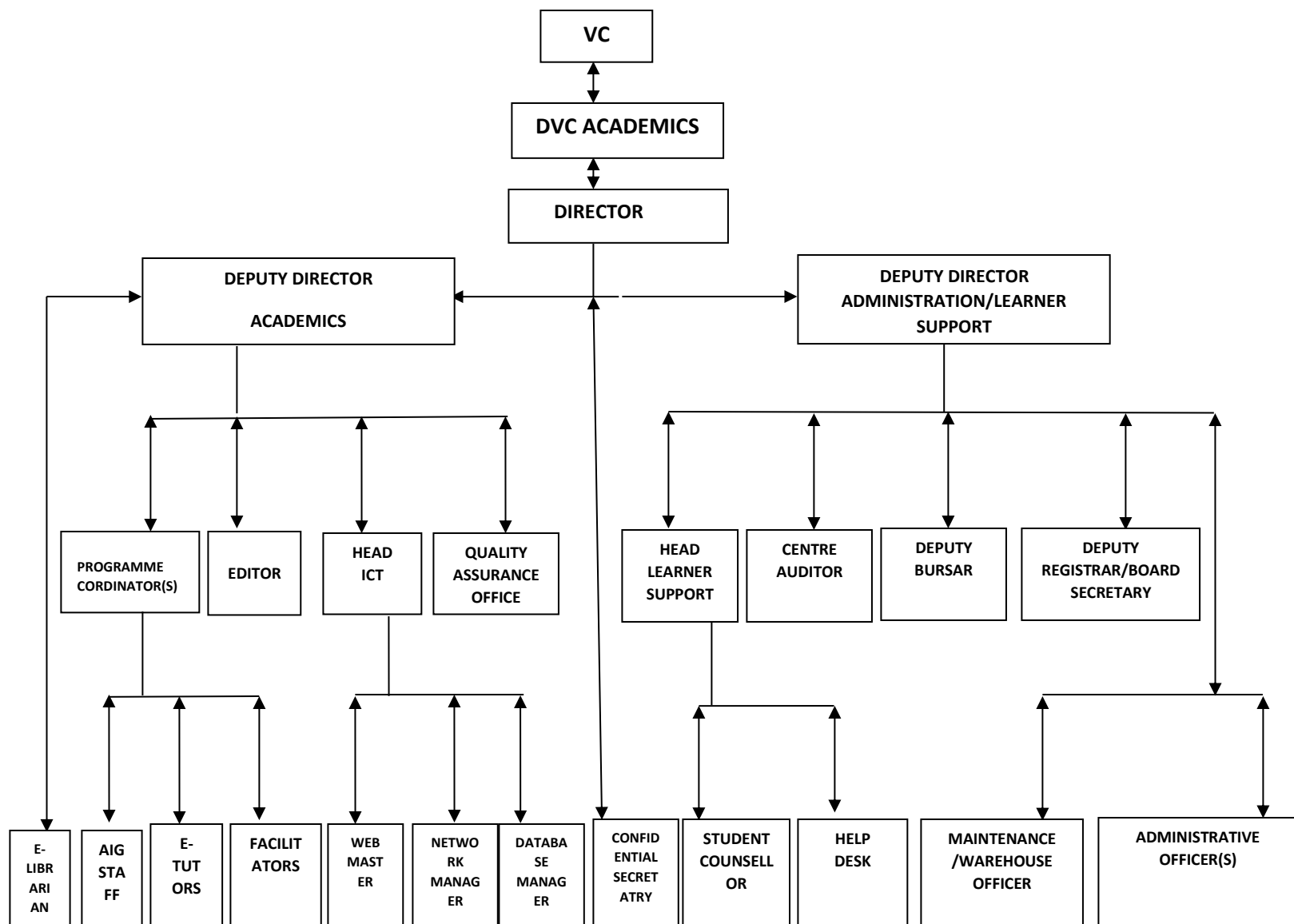
The Babcock University Centre for Open Distance and e Learning (BUCODEL) Management Board has the senate mandate to:

- (i) Formulate policies that will guide the operation/management of the Centre.
- (ii) Critically study and approve academic/vocational/ short duration professional programme initiatives presented by the Director.
- (iii) Study and approve the annual budget of the Centre
- (iv) Approve staff/faculty establishment position corresponding and relevant qualifications and competences required and interviews and recruitment process that will be presented by the Director.

The director implements all the policy decision made by the Management Board and others considered relevant to the smooth operation of the Centre such as the management of the ODL courses.

The detailed specification of each staff of the Centre is graphically shown next.

BUCODEL ORGANOGRAM



Core Management Staff



PROFESSOR MOBOLANLE E. SOTUNSA
DIRECTOR



PROFESSOR ADEKUNLE BINUYO
DEPUTY DIRECTOR, ACADEMICS



DR. SOLA MAITANMI

DEPUTY DIRECTOR, ADMINISTRATION



MRS EDAFE DOGO

CENTRE SECRETARY



Ms. KEHINDE OWOLABI

FINANCE OFFICER/ACCOUNTANT

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ADMISSION REQUIREMENTS

Admission into the Babcock e-Learning degree programmes will be:

- Based on the existing National Policy on Admission and the NUC Benchmark Minimum Academic Standard for universities admission i.e. passing subjects at credit level in not more than two sittings.
- Facilitated by the provision of preparatory induction course(s) that would improve the entry performance of intending prospective distance learning applicants.
- Inclusive, i.e. prospective applicants that will be admitted will include highly heterogeneous groups as those with on the job experiences, adult learners' professional enhancement learners, corporate learners and life-long fulfillment learners.
- The Babcock CODEL will run on a continuous all year round trimester cycle.
- Admission for certificate, diploma and stand-alone short duration courses will be discretionary.

Admission Procedure

On-line application, admission and registration.

- Prospective applicants interested in any available academic programme of the Babcock CODEL can apply all year round.
- The on-line application for admission will require interested applicant to log on to the university application form portal/Admission page on the BUCODEL website.

ADMISSION REQUIREMENTS FOR BSC ACCOUNTING

Candidates must have obtained five (5) credits at not more than two sittings in five subjects including English Language, Mathematics, Economics, and any other two subjects at SSCE, GCE

and other recognized O'Level examinations of recognized bodies. A pass in Economics may be considered provided the candidate has a credit pass either in accounting or Commerce.

For Direct Entry into the 200L, in addition to the O'Level requirements above, candidates must possess passes in 3 WAEC/GCE/Cambridge Advanced Level (A'Level) Certificate with a Minimum of C, which must include Accounting, Mathematics and Economics.

In addition, ATS 3/ATSWA 3/Fundamental Level of Professional Examination/ACCA passes in F1, F2, F3, F4/OND-Minimum of Upper Credit/HND-Minimum of Lower Credit may be admitted into 200L of our accounting programme.

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COURSE WARES

Introduction: Interactive course have been carefully put together by our course developers to suit the Open Distance and e Learning (ODeL) mode. These are available in print and digitalised formats which the learners can access. Learners are advised to source for and obtain other relevant materials as supplements. Open course wares and Open Educational Resources (OER) are accessible through the internet and additional learning materials are accessible on BUCODEL portal, BUCODEL e library and the Laz Oti Babcock University Main Library

Blended learning: This is an underlining principle in our courseware development. This involves a combination of conventional and open, distance and e-learning methods of course delivery. Mix technologies such as printed course materials, video streamed and recorded lectures on the learning management system (LMS) housed on a functional, dedicated, robust portal, CD, electronic and soft copies of course content, among others, will be deployed for teaching and learning. There is provision for a radio station with online broadcast enablement and other multimedia learning resources including smart boards and close user group mobile facility. This is a deliberate hybrid method. The open, distance and e learning mode will be complemented with a residency period of two weeks face to face tutorial before end of a semester examination

The Learner is the Centre of instruction in Babcock ODeL programme. There is provision for programme specific information advice and counselling (IA&G) for the learners. Modes of guidance and counselling include individual and group counselling. Channels for guidance and counselling are through telephone, e-mails, text messages, WhatsApp, among others. Certified professional Guidance and Counselling and learner support personnel and are available in the Centre to support the students.

Integrated Assessment: Assessment is built into the learning sequence in addition to establishing what has been learnt at the end.

Collaboration with the public universities, Private IT Educational Industries will be promoted to enhance the quality of the courses offered and reduce the cost and increase affordability.

Curriculum

Academic programmes that will be mounted will respect the national Benchmark Minimum Academic Standard (BMAS) in every course and introduce enriched high value, and demand-

driven courses incorporating local and national current issues and those that are business and ICT-related.

Most of the courses will be authored by Professors/Lecturers teaching the same courses in the residential programme who have undergone intense training in writing for distance learners. An approved template for writing will be generally followed. This ensures parity of the two programmes to a very large extent.

The courses developed for the Babcock Distance learning programmes in line with standard best practices will be assigned to professors in respective fields of content writers for review.

The BUCODEL Centre will ensure that the courses are placed and delivered to prospective e-Learners using appropriate LMS platforms and mobile tablets uninterrupted (i.e. online and offline) regardless of where, when and how the students need to retrieve/access or log on.

The BUCODEL Centre may develop industry partnerships and tap into the unique resources of some industries that have a long history of professional course, book development and collection.

The BU distance learning model involves the application of Multimedia Technology in blended model that supports electronic instructional delivery mode (e-Learning), as well as independent learning. This involves the automation of most of the learning processes including the application, shortlisting, payment and lecture delivery using world class Student Information Systems (SIS). Face to face facilitation will be made available to willing learners as necessary.

Instructions will be deployed using multimedia delivery modes including print materials, audio/video. CDs. CD-ROMS, broadcasts, videoconferencing, internet and intranet solutions to achieve the objective of learning.

In view of advances in technologies, BUCODEL shall employ diverse affordable technologies that take into consideration accessibility, affordability, availability, pedagogical appropriateness and integration of coherent learning experience.

There shall be general ICT support avenues of ODL and social interactiveness. Social networking such as Facebook, twitter, WhatsApp, skype, SMS and MMS, emails, specially created discussion fora and other technologies as deemed appropriate.

Course materials will be digitized and come in the multimedia formats including print, CDs,

DVDs, tablets, among others. Furthermore, lectures will be captured on video/audio. Other additional materials including OER materials and references as the instructor deems necessary will be made available. A digital library will be available on the portal for student and faculty research. In BUCODEL model, the materials will be included in the tablet given to each student at the beginning of their programme.

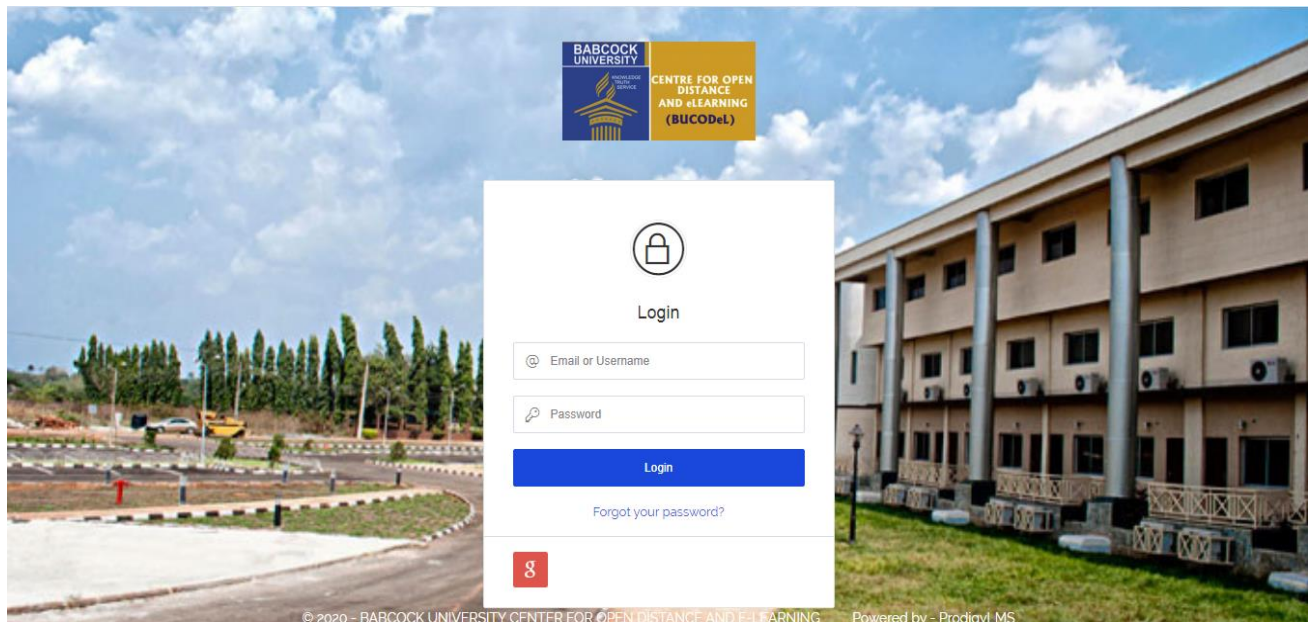
The tablet will help to overcome the twin problems of internet access and power supply as the tablet comes with its own network for which the subscription is renewed with every session's registration. The tablet's battery will have several hours' capacity thus minimizing the problem of power outages. The tablet is designed such that it can automatically connect to the BU e-learning portal to download lectures and update student status based on level of classes attended, forums and assignments.

The classes are to be designed in such a way that the bandwidth needed is not too large and does not take too much time for it to be downloaded unto computers and other devices. Lectures (notes and video) and assignments downloaded can be viewed offline at student's own time, and assignments submitted as requested by instructors. There will be quizzes to test the level of understanding of subject taught and all these will be automatically stored in the system. Digitizing the course content also make it easy to carry out curricula reviews and updates of academic content at regular intervals.

Steps on how to Download Course Materials

Course materials can be downloaded after registration.

1. Log on to lmscode1.babcock.edu.ng
2. Enter your username and password



The screenshot shows the BUCODEL dashboard for a student named Oluwayemi Akint... The top navigation bar includes links for Dashboard, Home, Courses, Quizzes, Grade Book, Forum, Assignments, Certification, and Extras. The dashboard features three summary cards: 3 COURSE(S), 0 CERTIFICATE(S), and 0 GROUP(S). Below these are three course cards: 'Introduction to Professional Ethics and Practice - SENG 206', 'ECONOMICS - ECON 201', and 'Business Mathematics - BMTH 111'. Each course card displays module and duration information, as well as buttons for Assignment, Quizzes, Forum, and Go to Class. Red arrows point to the 'Courses' link in the navigation bar and the 'Introduction to Professional Ethics and Practice - SENG 206' course card.

3. Click on Courses on the Dashboard after logging in.

4. Click on the registered course to download.

This screenshot is similar to the one above, showing the BUCODEL dashboard. A red arrow points to the 'Introduction to Professional Ethics and Practice - SENG 206' course card, which is the first course listed. The course card shows 'Module: 1 Module(s)' and 'Duration: 1 Hr, 0 Min'. It also includes buttons for Assignment, Quizzes, Forum, and Go to Class.

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COURSE FACILITATIONS/INTERACTIVE SESSION

Physical Interactive Sessions:

For the purpose of REVISION, there are scheduled interactive sessions. The dates of the sessions will be announced on the website. Interactive sessions are designed to expose students to Babcock University culture and traditions, create opportunities for them to have face to face contact with resource persons, utilize library facilities and have an extended period to interact and network with colleagues as well as study intensively. During this period, resource persons will provide tutorial support and opportunities for students.

Interactive session shall be conducted in each semester for courses allotted for each semester. Before the Interactive session for each semester, students are expected to have sufficiently gone through all their course materials and other learning resources at their disposal.

Online Interactive Sessions

Online/Continuous Interaction/Facilitation.

Real time online interaction with registered BUCODEL students by e-facilitators, and e-tutors is a continuous activity through the Learning Management System (LMS). BUCODEL e-facilitators and e-tutors will employ the use of technology to interact with students in a real time. On the LMS, learners have access to the videostreamed lectures. Learners equally interact with the e tutors and facilitators through the use of their BUCODEL dedicated email address, WhatsApp and other media.

Students' Code of Conduct Policies.

Learners are required to be courteous, respectful and professional in the use of appropriate language and type of subjects to discuss.

Students' acceptable conduct shall be encouraged by instructors. Encouraging lines on the need for self-motivation, self-discipline, desire to learn, need for technology skills, helping others, suggestions for course improvement are some of the tips that shall be built

into course policies to shape the behavior of the e-Learners as they are engaged with the course. These tips shall be regularly posted on the website by the instructors.

Policies on Use of e-Mail, Discussion and Chat Forum.

All students will be given a Babcock e-mail address which must be used for all forms of course/programme related communications with the ODeL centre.

Detailed information on various aspects of the courses/ programmes, complaints, requests process and requirements will be made available on the BUCODEL portal.

Facilitators are required to arrange for effective management of the e-mail exchanges with distant learners while averting overload in order to attend to other responsibilities on the on-line instruction.

The discussion forum and chat forum provide the students opportunity to exchange information and ideas with one another. These information and ideas should be course-content-specific or on general information exchange about assignment. The facilitators /tutors can contribute to enrich students' discussion.

Online Policy.

Enrolled learners will agree to use the sites in accordance with all applicable laws, and to post materials responsibly, recognizing that certain comments or materials may be sanctioned under current BU policies including:

- ❖ Content that defames or threatens others
- ❖ Statements that are bigoted, hateful or racially offensive
- ❖ Content that discusses illegal activities with the intent to commit them
- ❖ Content that infringes another's intellectual property, including, but not limited to, copyrights, trademarks or trade secrets
- ❖ Material that contains vulgar or obscene language or images
- ❖ Advertising or any form of commercial solicitation
- ❖ Copyrighted material, including without limitation software, graphics, text, photographs, sound, video and musical recordings, may not be placed in a course/site without the express permission of the owner of the copyright in the material, or other legal entitlement to use the material.

Finally, enrolled learners will agree that they will not access or attempt to access any other user's account, or misrepresent or attempt to misrepresent any other person's/student's identity while using the sites.

Submission Guidelines Policy.

In an e-learning environment, it is inevitable that technical difficulties occur from time to time.

- Assignments must be submitted as at when due. Instructions are published in the course materials, by the course facilitator(s) or e tutor(s).
- Where technical or other difficulties arises, learners must duly inform the facilitator(s) and e tutor(s) before the due time.
- Alternative (re)submission options will be negotiated with approval.

Cheating and Plagiarism Policy.

Detailed institutional policies on cheating and plagiarism and associated penalties as part of online student code of conduct policy shall be posted.

Negative practices such as getting someone else to take a test, group test taking where students gather together in a laboratory or at a student's domicile, printing and distributing copies of online tests are dishonest and engaging in such will result in dismissal from the course and perhaps from the institution. Furthermore sources of information incorporated into assignments must be duly acknowledged to avoid plagiarism.

Evaluation and Assessment.

All BU courses follow a set standard where each content writer is required to develop a robust syllabus complete with:

- In-text Questions (ITQs)
- In-text Answers (ITAs)
- Self-Assessment Questions (SAQs)
- Tutor Marked Assignments (TMAs)
- Final Examination
- The distribution of the scores and their weights have been established in the university policy. BUCODEL programme has adopted with minor modification, this university template.

General CA Distribution

Active Forum Participation – 5%

TMA 1 – 10%

TMA 2 – 10%

Mid Semester Tutor Marked Assessment – 15%

Final Examination – 60%

Total 100%

(Note that there may be exemptions to the general CA distribution in special cases. Few affected courses that may adapt a different mark structure will be specified and announced)

Examination

The examinations will be mainly physical and conducted in the university premises. This engagement arrangement averts any possible counterfeiting of students' identity.

Description of IT Services at Laz Otti Memorial Library, Babcock University

Electronic Resources in the Library

The Library subscribed to several electronic resources which are made available via the Library's Online Public Access Catalogue (<http://library.babcock.edu.ng>). The resources can also be logged on to directly using the URLs. The username and password to these electronic resources are made available to all faculty, staff and students to access both within and outside the Library.

Internet Facility

The Library provides 24/7 hours free access to internet for all faculty, staff, students and community users. There is Wi-Fi facility at every corner of the library which the users connect to for reasons such as teaching, learning and research. The network name and password are made available to all the users.

Provision of Computers/Gadgets

There are over 100 computers and about 30 tablets in the library available for use in the University main library. All the systems are connected to internet. Users can download materials on these systems and send for printing if they desire.

BUCODEL e Library

Additionally, BUCODEL e Library has 50 internet ready computer stations in the Centre.

Proximity of Access to the Library

The library is located at the center of the university. This is a deliberate action to make the library easily accessible to our users. The students from every location can get to the library in **five minutes or less**. The students can also access our online resources even outside of the library.

Eligibility of Access to the Library

All registered students are given free access to the library and its facilities as long as they have their ID cards. However, registration in the library is sacrosanct for any user who wishes to borrow library materials.

BUCODEL students are required to register with the University Main Library.

Use of BUCODEL Library

BUCODEL students must be registered before they can access the library. The registration is valid for an academic session. After registration, the student will be sent a token via the registered email address.

Guidelines on how to access BUCODEL e-Library.

1. Log on to <http://library.babcock.edu.ng> or <https://codel.babcock.edu.ng>
2. Click on the e-Library menu
3. Enter your registration token and you'll be redirected to the e-Library resources page.

Allocation of Students to e-Tutors. All BUCODEL learners are assigned to e-tutors for online academic support. The names of students allocated to each e-tutor will be sent to each e-tutor, while the details of each e-tutor will also be sent to students in each group. The learners assigned to an e tutor will not exceed fifty (50) in number.

From this point, interactions begin. The interaction between the e-tutor and learners in each group shall be mediated via the LMS, website and BUCODEL dedicated emails only. The social media like the google+ will also be useful. Students are therefore expected to make use of the dedicated email and check from time to time for instructions from their e-tutors. Students are encouraged to send in their observations to learner support email: learnersupport@codel.babcock.edu.ng in case of any unresolved issues.

6

LEARNING MANAGEMENT SYSTEM (LMS)

LEARNING MANAGEMENT SYSTEM (LMS)

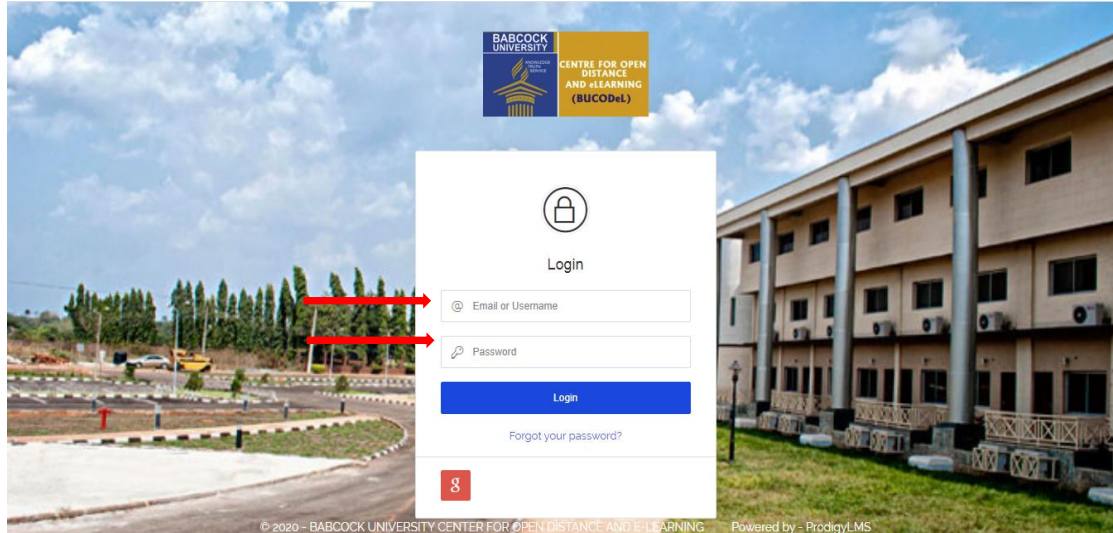
INTRODUCTION:

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs. LMS enables teachers to create customized tests for students, accessible and submitted online.

Learning management systems are used to deploy a variety of learning strategies across different formats, including formal, experiential and social learning to manage functions such as compliance training, certification management and sales enablement.

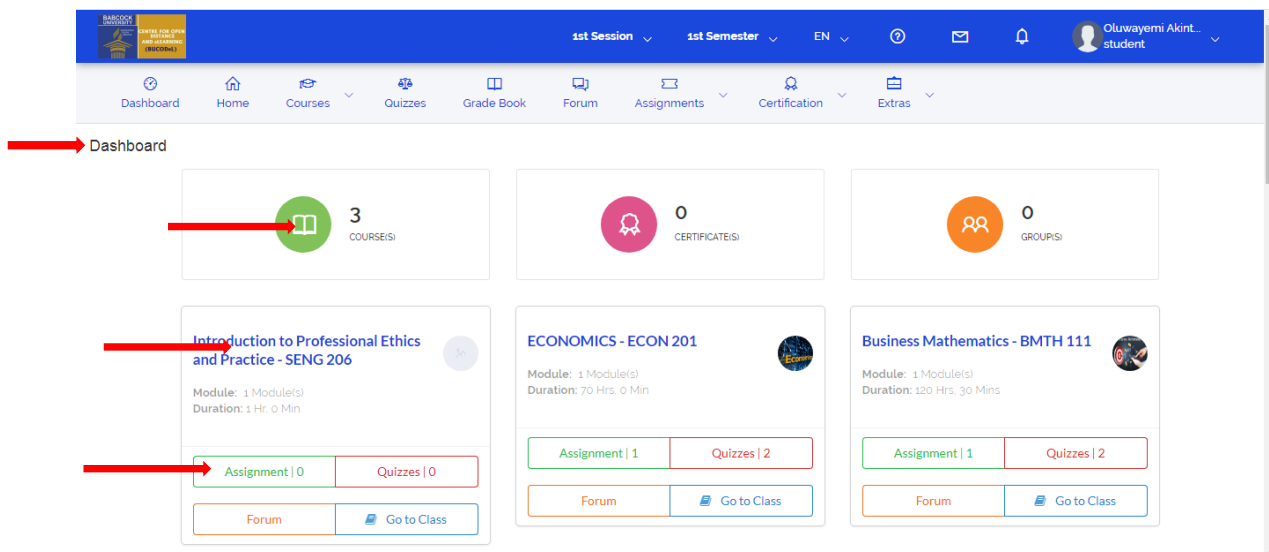
BUCODEL LMS PROCESS FLOW

- How do I login to the LMS portal?
- Enter your Username and password




How does a student view course contents (videos, quizzes, assignments)?

You can view your course contents by clicking on the Menu (Courses) on your dashboard after you have successfully log in to the LMS portal.



You can also view your grades by clicking on your Dashboard and scrolling down.


Business Mathematics
0/0
0/0
PENDING

Quizzes

Your recent performance

Mid Term Course Quiz <small>Course: Business Mathematics</small>	0.0 <small>Failed</small>
Mid Semester Quiz <small>Course: ECONOMICS</small>	0.0 <small>Failed</small>
ECONOMICS QUIZ 1 <small>Course: ECONOMICS</small>	0.0 <small>Failed</small>






Go to grade

Quiz Deadlines






Mid Term Course Quiz <small>Course: Business Mathematics</small>	0 <small>DAYS LEFT</small>
Mid Semester Quiz <small>Course: ECONOMICS</small>	0 <small>EXPIRED</small>

Rewards

Your latest achievements

Certificates (5)

Assignment Deadlines

ECON 201 Assignment <small>Course: ECONOMICS</small>	0 <small>EXPIRED</small>
BMTH 111 ASSIGNMENT <small>Course: Business Mathematics</small>	0 <small>EXPIRED</small>

7

e-SUPERVISION IN ODeL

Introduction

In the context of earning an educational degree, supervision is the guidance, oversight and coordination of a student's research work including long essays, projects, dissertations, and theses. The e-Supervision process creates an educational collaboration environment between supervisees and supervisors.

E-Supervision is any form of supervision that uses technological transmission of sound. This includes Voice over Internet Protocol (VOIP) that converts sounds into digital signals or telephone that converts sounds into electrical or digital signals. E-Supervision includes asynchronous e-Communications via exchange of emails, audio or video recordings.

The difference between face-to-face supervision and e-Supervision is the environment and dynamics. The major distinction is that e-Supervision is done at a distance using technological communication systems. There is little difference in context or approach. This implies that the functions and processes of supervision are the same but some elements of the environment are different because the supervisor(s) and supervisee(s) are not in the same location. Therefore, there is a change from the visual channel to the auditory channel of communication. This has changed the dynamics.

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Available e-Supervision Channels

This includes Skype, audio/video conference calls (e.g. WhatsApp, ZOOM, Viber, Yahoo Messenger), recorded audio and video notes. The supervisor and the supervisee need to interact online. This is done through emails and social network sites like Google+, Facebook and Twitter.

The supervisee can submit his/her material beforehand and the supervisor would have reviewed it before the audio/visual meeting using document editing tools such as Google applications and Microsoft Review Pane. Most times, drafts of the projects will be sent to and fro as attachments to emails. E supervision will include the exchange of electronic materials such as CDs and other mass storage facilities containing e-books, e-articles and e-links.

Therefore, to maximise results, it is essential that both parties get 'friendly' with Information and Communication Technology (ICT).

Benefits of e-Supervision

E-Supervision provides significant pragmatic opportunities due to the ease of e-contact when compared to the challenges of travel associated with working face-to-face.

Challenges of e-Supervision

The principal challenge is the lack of face-to-face contact. However, the audio and video channels mitigate the effect of the close physical contact.

It could be expanded to include More accessible means is the use of telephoning and text-messaging.

The heartbeat of e-supervision is the computer or computer embedded machines such as tablets and mobile phones. Therefore, to effectively participate in e-supervision, a student should have any of these.

Supervisees' Responsibilities: in E-Supervision for the supervisee to maximise the gains of e-supervision, he or she should:

1. Be computer literate and IT friendly;
2. maintain regular contact with the supervisor by registering on all the social network sites where he/she could be reached;

3. have a good computer or phone;
4. at least, have a flash drive or CDs/DVDs to copy e-books and articles offered by the supervisor;
5. demand ahead of time the best time to call/message the supervisor (if possible, have a fixed appointment), especially when the phone is to be the means of communication
6. maintain the progress of work in accordance with the timetable agreed upon with the supervisor;
7. continually inform the supervisor on the research progress, once the project is underway.

Editing Tools: Since the soft copies of drafts of the projects will be sent, to and fro between supervisors and the students, it is essential for the students to be familiar with editing tools that are likely to be used by the supervisors.

For effective e-supervision and project writing, Microsoft Word provides a writer (and reader) with over sixty five (65) basic functions. A prominent feature among this is the Reviewing Pane. Microsoft reviewing pane can be used to edit, correct or manage changes in your project writing.

Please get familiar with how to do the following:

- Turn on change tracking
- Review a summary of tracked changes
 - Review each tracked change and comment in sequence
- Accept all changes at once
- Reject all changes at once
- Review changes by type of edit or by a specific reviewer.

(Detailed information can be found on:

https://wordribbon.tips.net/T006018_Displaying_Document_Comments.html

Or watch: <https://www.youtube.com/watch?v=IjP4LokYBFA>

Common Ethical Issues in Research: The following are common ethical issues in research which the supervisees should understand, avoid or apply appropriately:

1. Falsification: This involves practices such as cooking-up or trimming of data obtained from a genuine experimental procedure.
2. Fabrication: This happens when a researcher generates data without carrying out any study. This is dangerous as it has the potential to precipitate a wrong premise on which other researchers might base their investigation. The multiplier effect sometimes may be very grave, leading to scientific misinformation and wastage of research funds used in the follow-up studies.

3. Appropriate acknowledgement of authorship: The standard practice in research is to include all major contributors in the authorship of publications emanating from the research.

4. Plagiarism in Research Project Plagiarism is the act of passing off somebody else's ideas, thoughts, pictures, theories, words, or stories as your own. If a researcher plagiarizes the works of others, he or she is bringing into question the integrity, ethics, and trustworthiness of the sum total of his or her research. In addition, plagiarism is an illegal act considered as stealing from the author that which he or she originally created.

Plagiarism takes many forms. On one end of the spectrum are people who intentionally take a passage or section(s) of other people's work verbatim, put it in their own work, and do not properly acknowledge the original author. At the other end are those who use paraphrased and fragmented pieces of information from other authors without properly citing the original sources. Supervisees have the responsibility to ensure that the materials used

Ethical Clearance: Students are required to have the Babcock University Research and Ethical Clearance when applicable to their research.

8

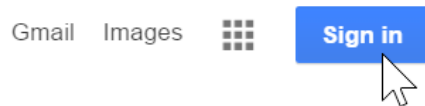
SOCIAL NETWORKS AVAILABLE FOR BUCODeL LEARNERS

SOCIAL NETWORKS AVAILABLE FOR BUCODeL STUDENTS

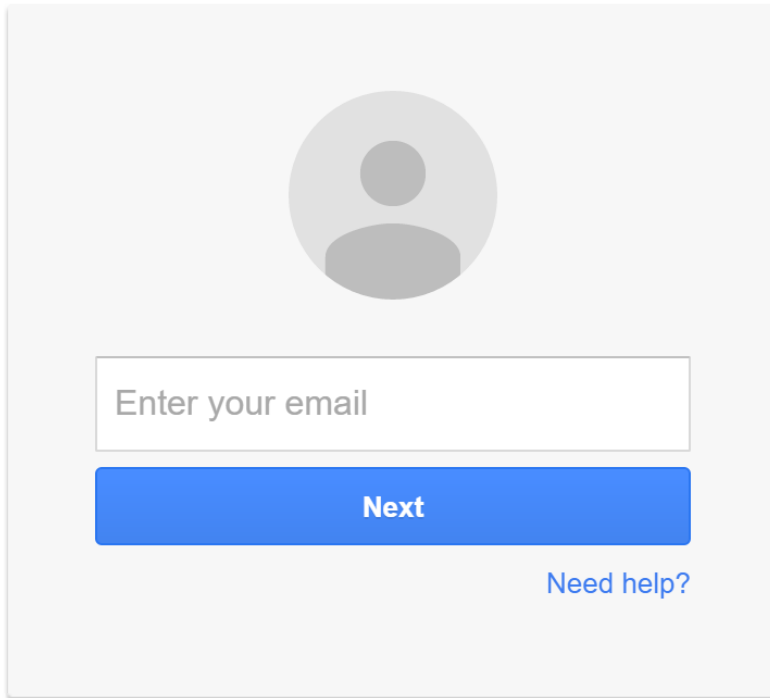
GOOGLE

To create a Google account:

1. Go to www.google.com. Locate and select the **Sign in** button in the top-right corner of the page.



2. Click **Create an account**.

A light gray rectangular box containing a circular placeholder for a profile picture at the top center. Below the placeholder is a white text input field with the placeholder text "Enter your email". Underneath the input field is a solid blue button with the word "Next" in white text. To the right of the button, the text "Need help?" is displayed in a smaller, blue font.

[Create account](#)

3. The **signup** form will appear. Follow the directions by entering the required information, such as your name, birth date, and gender.

Name

Elena Casarosa

Choose your username

EMCasarosa82 @gmail.com

Create a password

.....

Confirm your password

.....

Birthday

March 02 1982

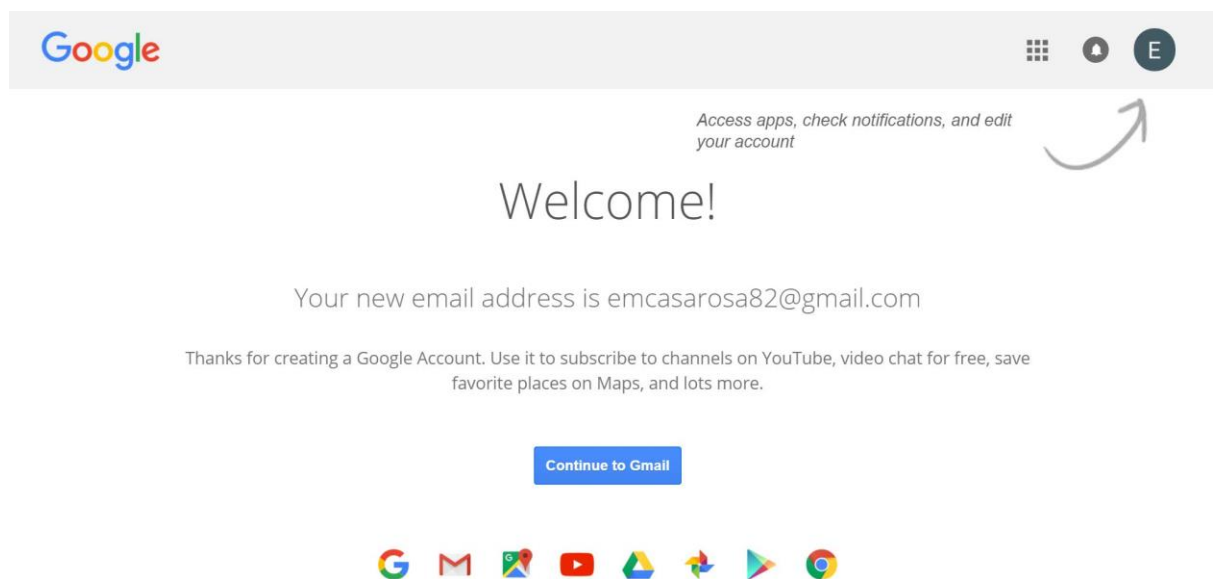
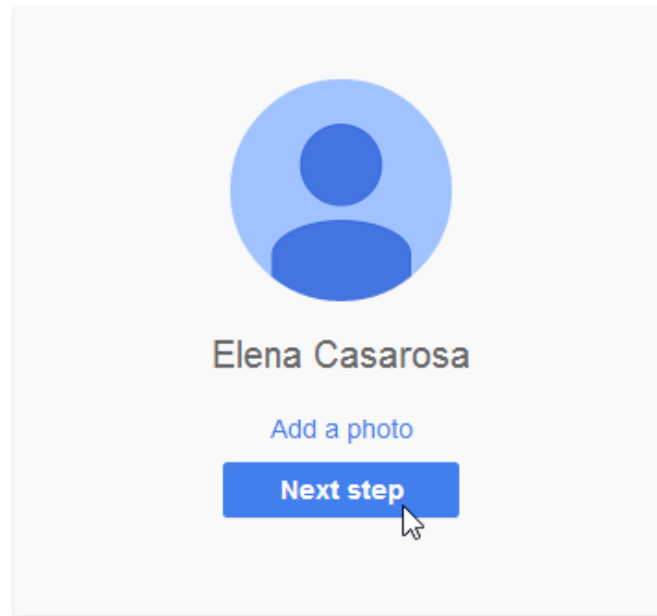
4. Review Google's [Terms of Service](#) and [Privacy Policy](#), click the checkbox, then click **Next step**.

☒ I agree to the Google [Terms of Service](#) and [Privacy Policy](#)

Next step

5. The **Create your profile** page will appear. Click **Add a photo** if you want to add a photo to your profile. If you don't want to set a profile photo at this time, click **Next step**.

Choose how you appear across Google by creating a public Google+ profile.
Include a photo - you can update it at any time.



6. Your account will be created, and the Google welcome page will appear.

Just like with any online service, it's important to choose a **strong password**—in other words, one that is difficult for someone else to guess.

WHATSAPP

WhatsApp is a text and voice messaging app that launched in 2009. It's become incredibly popular since then, in no small thanks to its features and flexibility. As a free service, WhatsApp allows for messages and calls on both desktop and mobile devices.

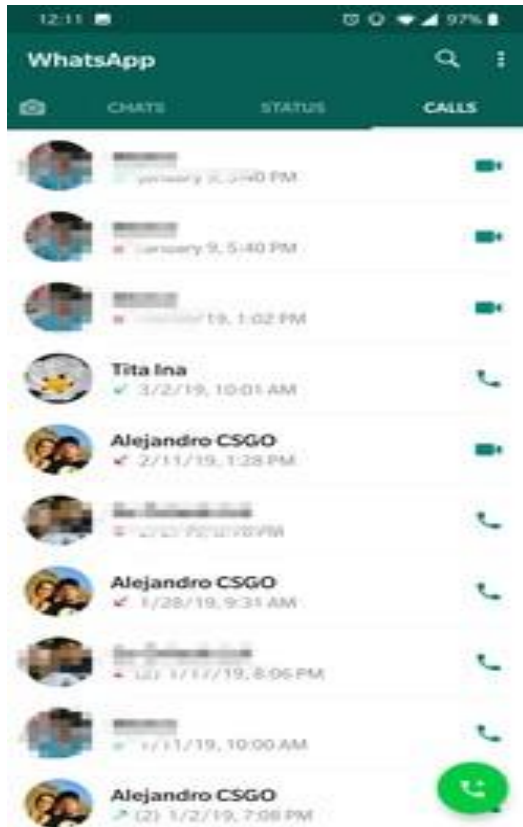
Part of what makes this app appealing is that it works on various phone and computer operating systems, helping with messaging. It can also take advantage of Wi-Fi and cellular data to make one-on-one or group call.

To use WhatsApp you need a compatible smartphone or tablet with a sim card, an internet connection, and a phone number. The app uses your phone number as its username, and your account is locked to the phone, although you can transfer your contacts over to new devices.



Installing WhatsApp

1. Go to **Play Store**, then search for WhatsApp. Tap **INSTALL** under WhatsApp Messenger.
2. Open WhatsApp and continue to the next screen by agreeing to our [Terms of Service](#).
3. [Verify](#) your phone number.
4. If a backup of your chat history was found and you would like to restore it, choose **Restore**. Learn more about restoring [here](#).
5. Lastly, type in your name. You can also change this later in WhatsApp by tapping [More options](#) > **Settings**, and tapping on your profile name.



Managing your profile

Profile photo

1. Go to **WhatsApp** > tap [More options](#) > **Settings**.
2. Tap your profile photo > **Camera** icon.
3. You can choose a photo from your gallery, take a new photo with your camera or remove your current photo.

Name

1. Go to **WhatsApp** > tap [More options](#) > **Settings**.
2. Tap your profile photo and then tap your name.

Note: This name will only appear for contacts who do not already have your contact info saved in their phone's address book.

About

1. Go to **WhatsApp** > tap [More options](#) > **Settings**.
2. Tap your profile photo and then tap your about.
3. You can create a custom about or select a pre-filled about.

Note: Your about can't be empty.

Status

1. Go to **WhatsApp** > **Status** screen.
2. Tap the **status** icon.
3. You can take a new photo or record a new video, or choose an existing one from the picker, then tap the **send** button.

For more information on WhatsApp Status, please visit <https://www.whatsapp.com/>

Note:

- You can customize your privacy settings to control who can see your profile photo, about and status.
- If you block a contact, that person will not see any updates to your profile photo, about or status

How to send media, contacts or location

To send media, contacts or location:

1. Open an individual chat or group.
2. Press **More**.
3. Choose what you'd like to send:
 - Press **Send picture** to take a photo with your **Camera** or choose a photo from your **Gallery**. You can also add a caption to your photo.
 - Press **Send video** to take a video with your **Camera** or choose a **Video** from your phone. You can also add a caption to your video.
 - Press **Send audio** to send an existing audio file from your phone.
 - Press **Send contacts** to send contacts' information saved in your phone's address book.
 - Press **Send location** to send your location or a nearby place.

4. Press **Send**.

Note:

- If you'd like to save media you receive in WhatsApp, press **Options > Settings > Chats > Show media in Gallery**. Photos and videos will be saved to your phone's **Gallery** and **Video**.
- The maximum file size allowed for all photos, videos and audio files to be sent or forwarded through WhatsApp is 10 MB on phones with 512 MB and 5 MB on phones with low memory.

Visit <https://www.whatsapp.com/> for more information on how to use whatsapp.

TELEGRAM

Telegram is a multi-platform messaging service founded by Russian entrepreneur Pavel Durov. It rolled out for Android in Alpha on October 20, 2013, and now has an estimated 200 million monthly users.

Telegram's core functionality is the same as most other messaging apps: You can message other Telegram users, create group conversations, call contacts, and send files and stickers.



If you want to start using Telegram to message your friends, here's how to get everything set up.

- 1. Install the Telegram app.** Open either the [App Store](#) or [Google Play](#) and search for Telegram. Find the app with the paper airplane logo and install.
- 2. Enter your phone number.** After flipping through the welcome screen, you'll be prompted to enter your phone number. Telegram will immediately send you a text message with a four digit code to verify that it's your real number. **Enter that code into the app to continue.**
- 3. Add your name and a picture.** Telegram lets users create their own profiles, complete with name and picture. Enter this information to continue.

4. Find a friend with Telegram. Telegram can automatically search your contacts for friends who use Telegram if you grant the app permission to access your address book. When you tap the Contacts tab at the bottom left of the screen, Telegram will show a list of your friends who use Telegram followed by contacts currently not signed up for the app. You can send an invite to join a chat by tapping on a friend's name that's not yet using Telegram.

5. Start a regular chat. Select a friend who has a Telegram account to start a new chat. Similar to WhatsApp and other traditional texting apps, there's a text field at the bottom of the screen that's used to type messages.

6. Send a photo, Web image, video, document, contact or your current location. Unlike most messaging apps, Telegram lets you send a wide range of information to your friends. **Tap the paperclip icon next to the chat text field and choose the type of information you want to send.** You can choose to immediately take a photo or video, or select one from your library. There's also an option to search the Web for an image, which opens a search prompt that shows only image results.

If you want to send your current location to a friend, select the Location option and approve that app's access to your current location. Your friend will then be send an interactive map with you as a pin, which can be useful for finding each other when out and about. There's also the option to share documents and contacts, for when you need to share a file or pass along someone's information.

7. Start a secret chat. From the Contacts tab, select the option that says New Secret Chat and then select a friend's name. Any messages sent in this window are encrypted, meaning that no one else will have access to the chat, even Telegram. You can send texts, media and documents just like you would in a regular chat.

You can also choose to make secret chat messages self-destruct, which means they're securely erased after a set time. **In a secret chat, tap on your friend's name at the top of the screen > tap the Info button > and go into the Self-Destruct Timer settings. Choose one second, two seconds, five seconds, one minute, one hour, one day or one week.**

8. Adjust your chat background. In the Settings tab at the bottom right in the app, you can choose an image for your chat backgrounds. Telegram has a large selection of images to choose from, allowing you to customize the look and feel of your chats. There is also the option to select an image from your photo library to use as a background for a more personal touch.

9

EXAMINATION REGULATIONS, STUDENTS' GENERAL CONDUCT & DISCIPLINE

Cheating and Plagiarism Policy.

Detailed institutional policies on cheating and plagiarism and associated penalties as part of online student code of conduct policy shall be posted.

Negative practices such as getting someone else to take a test, group test taking where students gather together in a laboratory or at a student's domicile, printing and distributing copies of online tests are dishonest and engaging in such will result in dismissal from the course and perhaps from the institution. Furthermore sources of information incorporated into assignments must be duly acknowledged to avoid plagiarism.

It is important to note the following:

Students are expected to be seated in the examination hall, at least, ten minutes before the time appointed for the commencement of the examination. Candidates should therefore, refrain from studying in halls and lecture rooms earmarked for examinations. Candidates arriving more than half an hour after the examination has started shall not be allowed to participate in the examination, or may be admitted only at the discretion of the Chief invigilator (i.e., provided the cause(s) of lateness by the student are reasonable, cogent and sufficiently convincing).

2. (a) Similarly, except with the special permission of the Chief Invigilator, candidates may not leave the examination hall during the examination. With the permission of the invigilator, candidates may leave the room temporarily, and then only if accompanied by an invigilator. (b) Candidates must display their University Identity cards during each examination.

3. (a) Candidates must bring with them to the examination hall their own ink, pens and pencils and any materials which may be permitted by these regulations (see below), but they are not allowed to bring any other books or papers. Candidates are warned, in their own interest, to ensure that lecture notes, textbooks, bags, mobile telephones, etc. are not brought into the

examination hall. (b) Candidates may be searched by the invigilator before they are allowed into the examination

Examination Regulations

1. Candidates must attend punctually at the times assigned to their papers, and must be at the venue of the examination thirty (30) minutes before the time the examination is due to start. She/he must be ready to be admitted into the hall.
2. While the examination is in progress, communication between candidates is strictly forbidden, and any candidate found to be giving or receiving irregular assistance may be required to withdraw from the examination.
3. Silence must be observed in the examination hall. The only permissible way of attracting the attention of the invigilator is by the candidates raising his/her hand for recognition.
4. The use of scrap paper is not permitted. All rough work must be done in the answer booklet and crossed neatly through. Supplementary answer sheets, even if they contain only rough work, must be tied to the main answer booklet.
5. Candidates are advised, in their own interest, to write legibly and to avoid using faint ink. Answers must be written in English, except as otherwise instructed. The answers to each question must start on a fresh page of the answer booklet.
6. Before handing in their answer scripts at the end of the examination, candidates must satisfy themselves that they have inserted at the appropriate places, their Matriculation Numbers and the numbers of the questions they answered.
7. (a) It will be the responsibility of each candidate to hand in his/her script to the invigilator before he/she leaves the hall. Except for the question paper, and any materials he/she has brought with him/her, the candidate is not allowed to remove or mutilate any paper or material supplied by the University. (b) Examination answer scripts/sheets whether used or unused should not be taken out of the examination hall by students. (c) A student involved in examination misconduct or malpractice may be expelled from the University.
8. Candidates must adhere strictly to the sitting arrangement made by the Chief Invigilator.

SENATE DISCIPLINE FOR ACADEMIC MISCONDUCT

S/N	OFFENCE	PENALTY
i	Involvement in the examination leakage or gaining prior knowledge (whether considered true or untrue) of examination questions and failing or refusing and or neglecting to report such leakage to the university authorities within 15 hours of gaining such knowledge.	Minimum of two (2) years suspension
ii	Writing before or after official timing	The paper shall be cancelled plus one year suspension
iii (a)	Copying, aiding and abetting each other to look into or copy from answer scripts; OR cooperating by answering another candidate's request for help in examination hall	Failing grade in the course and a minimum of one (1) year suspension that includes physically leaving the university starting from the date of Senate action and blocked from registration until the end of the suspension
(b)	Exchanging papers in the examination hall	Same as iii (a)
iv	Copying from or referring to text books, note books or other (unauthorized) materials such as phones, chips etc.	Same as iii (a)
v	Bringing unauthorized aids e.g. phones, calculator, organizers, bags etc.	Failing grade in the course, and a minimum of one (1) year suspension

vi (a) (b)	Smuggling into the examination hall blank or completed answer script	Failing grade in the course, and two (2) years suspension
	Smuggling out completed answer scripts from the examination hall.	Failing grade in the course and a minimum of two (2) years suspension.
vii	Chatting, disturbance, communication (verbal or non-verbal), changing seat without permission, noisemaking and standing up in the examination hall	Failing grade in the course and one (1) year suspension.
viii	Writing examination for another student or candidate	Expulsion from the university and prosecution of both parties. An impersonator who is not a student will be referred to security for further action
ix	Being in possession of dangerous weapons in examination	Expulsion from the university and prosecution
x	Assaulting/fighting an invigilator or any other officer of the university so assigned for the conduct of examination.	Minimum of one (1) year suspension for verbal assault and expulsion for physical assault.
xi	Refusal to surrender incriminating evidence, chewing of such materials (s) destruction of the same	Failing grade in the course and two (2) years suspension
xii (a) (b)	Insubordination e.g. refusal to sign the incidence form or refusal to write a statement(s) as demanded by the	Minimum of one (1) year suspension
	Disobedience to the instruction of an invigilator(s) or any university staff in examination situation	Failing grade in the course and a minimum of one (1) year suspension.

xiii	Refusal to give evidence on request by invigilator/ investigation panel as a witness or a culprit/student	One year (1) suspension for the witness and two (2) years suspension for the culprit
xiv	Examination misconduct by a student who had been previously disciplined for examination misconduct	Expulsion from the university
xv	Forging any document relevant to the examination, e.g. financial Clearance Form	Expulsion from the university
xvi	Impersonation using another student's course form/examination clearance, I.D. card etc.	Failing grade in the course and one (1) year suspension
xvii	Student who has been previously suspended once for any disciplinary issue	Expulsion from the university
xviii	Student who has been previously warned (once) for any disciplinary issue	A minimum of one (1) year suspension
xix	<ol style="list-style-type: none"> 1. Staff involvement in exam leakage 2. Staff aiding and abetting or condoning examination 2. Misconduct 3. Unauthorized absence from examination invigilation 4. Staff who mounts pressure on panel members, teachers, witnesses or university administration for pervasion of justice 	<p>Dismissal and prosecution</p> <p>Dismissal and prosecution</p> <p>Penalty to be decided by senate</p> <p>Penalty to be decided by senate</p>

xx	Threat to life	Expulsion from university and prosecution
xxi	Plagiarism (a) Research Project (b) Class assignment, term papers etc.	Minimum of two (2) years suspension and cancellation of the project; certificates already given will be withdrawn and cancelled and research project repeated. Failing grade in the course and a minimum of (1) year suspension
xxii	Forged admission requirement	Expulsion from the university. If the student wishes to return to Babcock University after obtaining a new entry requirement, he/she will reapply for new admission.

Penalties for other acts of misconduct not exclusively included above shall be determined by senate. These sanctions stated here above are the very minimum and may be cumulated for multiple offences or accentuated based on individual case note context and communal impact.

10

LEARNERS' SUPPORT & COUNSELING SERVICES

Learner Support

The Learner is the Centre of instruction in Babcock ODeL programme. Certified learner support personnel and are available in the Centre to support the students.

The Learner support unit of the Centre is established to partly mitigate the effect of distance for learners. As such it will provide distance learners with robust services of counselling, information provision, linkages opportunities, and feedback to students on any enquiries submitted at the help desk, among other services. Learner support staff are trained to be responsive to the needs of students on academic, social and personal issues.

Learner support unit will have the human touch which will be technology supported to assist students in making appropriate career decisions prior to and during registration and achieve their career goals during their entire studentship period.

Learner support will include aspects of peer group interaction, administrative support system, leisure and other mechanisms designed to mitigate loneliness and enhance communication between learners and the main institution as well as facilitators, tutors and students and among students.

BUCODEL learner support unit will provide a very supportive tutoring system whereby adequate and sufficient and qualified number of tutors will be employed. The tutors will be regularly trained/retained to attain competencies in prompt responses to learners enquires, clarifying conceptual difficulties, counseling and providing support in other personal affairs.

Information Advice and Counselling (IA&G): In addition, there is provision for programme specific information advice and counselling (IA&G) for the learners. Modes of guidance and counselling include individual and group counselling. Channels for guidance and counselling are through telephone, e-mails, text messages, WhatsApp, among others. Certified professional Guidance and Counselling and learner support personnel and are available in the Centre to support the students.

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GENERAL INFORMATION

A high standard of personal integrity is expected of every student of the University. Each student is expected to conduct himself or herself peaceably in espousing any changes he or she may consider necessary. The University regards as serious offences all acts of unethical, immoral, dishonest, or destructive behaviours, as well as violations of University regulations. It is the responsibility of each student to know these regulations, the breach of which may attract disciplinary measures ranging from reprimand to outright expulsions, depending on the gravity of each offence.

All members of the University community are to obey the laws of the nation, and to learn to cope with the problems with intelligence, reasonableness, understanding and consideration for the rights of others. Each member should recognize that as one prizes rights and freedom for oneself, so also is one expected to respect the rights and freedom of others. The University reserves the right, upon evidence of a student's inability to abide by its regulations to discipline him/her, or to insist through the established disciplinary processes upon his/her withdrawal and or/refuse him/her readmission.

Students who appear before any disciplinary committee or panel in the University are expected, in the name of fair hearing, to come up freely to defend their cases with the use of witnesses and/or documents to prove their innocence or plead mitigation. It is to be noted, however, that a student who deliberately gives false information or hides vital information from the disciplinary committee or panel will be sanctioned accordingly, that is, with some punishment ranging from one to two semesters suspension, depending on the level of falsehood.

Studying the Study Pack: Obviously, the Distance Learning mode is a new experience for most students. Many students wait until the last minute before they start interacting with the learning materials. This is not advisable. Students are expected to go through their learning

materials diligently, network with their e tutors and facilitators, fellow students and seek assistance from their academic advisors as the need arises.

Conduct During Interactive Session: The rules and regulations that apply to regular students apply also BUCODEL learners no matter where they are. Degrees and certificates of Babcock University of Ibadan are awarded only to students who are “found worthy in character and in Learning”. The University expects its students to be well-behaved at all times. You are all encouraged to go through the students’ Handbook of

Littering of the University premises is against the rules. Use refuse bins at all times. You are also advised to use walkways and not to walk across lawns. As you come into campus, you will observe the beautiful serene, humane and green environment of the University. You should please help us to preserve this unique atmosphere for learning and research.

Loud music, honking, shouting or speaking at the top of one’s voice especially in academic areas such as the Libraries and Classroom areas is not permitted. Distance Learners for good reasons often congregate to hold discussions. Please, do this in classrooms where available or open spaces far away from classrooms and rest areas. Be mindful of the needs of others. Distance Learning requires more self-discipline and responsibility as you will study at your own pace.

Remember! Your studies start as soon as you complete your registration and obtain your course materials.

Self-study group: Self-study group enhances learning. Make effective use of the self-study group by being active in your group as either arranged by the school or individually.

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FREQUENTLY ASKED QUESTIONS

BUCODEL FAQ's

Q-What Types of Programs Are Available?

A- Accounting for a start

Q- Who Can Benefit?

A- Those who aspire to have a degree or a professional certification

Q-How Do Online Programs Work?

A- You'll learn through the Learning Management System (LMS)

Q-How Do I Choose a Program?

A- Visit the centre's website for information.

Q-What is the website of the centre?

A- www.codel.babcock.edu.ng

Q-What is the school fees per session

A- This will be announced from time to time on the BUCODEL website

Q-How much is the Application Form?

A- This will be announced from time to time on the BUCODEL website

Q-Can the school fees be paid in instalments?

A- Instalment payment will be allowed.

Q- How are the courses registered?

A- Through the Student Information System (SIS)

Q- How can I access my results after exam?

A- Through the SIS

Q- How can I access course materials?

A- Through the LMS and designated centres for hard copies/cds.

Q- Is the degree different from that of the face-to-face traditional students?

A- No

Q- What is the duration of the program?

A- 4-5 years

Q- What support is available to students?

A- Online learner's support

Q- Will I be required to be physically present in school?

A- During examination