AHMADU BELLO UNIVERSITY (ABU) ZARIA, NIGERIA

LEARNING AND TEACHING POLICY (LTP)

DRAFTED

BY

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Contents

1.0 Preamble 4
2.0 Definitions of Terms 5
2.5 Digital Learning 6
2.6 E-Learning 6
2.7 Online Learning 6
2.8 Online and Blended Teaching and Learning (OBTL) 7
2.9 Distance Education (Distance Learning) 7
2.10 Massive Open Online Courses (MOOCs) 7
SECTION A: ONLINE AND BLENDED TEACHING AND LEARNING (OBTL) 8
3.0 OVERVIEW 8
3.2 Implementation Statements for Online and Blended Teaching and Learning 9
3.3 Online Live Sessions Participation Etiquette 11
3.4 Staff Privacy, Security and General Data Protection Regulation Compliance 12
3.5 Financing of OBTL 13
3.6 Quality Assurance Framework for OBTL 13
SECTION B: INSTITUTIONAL TEACHING AND LEARNING POLICY 14
4.0 The Purpose and Scope of the Policy 14
5.0 Objectives of the Policy 14
6.0 Principles and Statements of the Policy 15
7.0 Code of Conduct 17
7.2 Lecturers 18
8.0 Policy Implementation/Roles and Responsibilities 20
8.1 The University Council 20
8.2 The University Senate 20
8.3 The Vice-Chancellor and The Management 20
8.4 Heads of Departments, Deans, Provosts and Directors 20
9.0 Institutional and Regulatory Framework 21
9.2 Enhancing Organizational Capacity to Implement the Teaching and Learning Policy 21
9.3 Commitment to Proactive Implementation of the Teaching and Learning Policy 21
9.4 Monitoring and Evaluation 22
11.4 Policy Commencement 22
Bibliography 23

Abbreviations, Acronyms and Definition of Terms

DAPM	Directorate of Academic Planning and Monitoring
DCs	Digital Centers
eLearning	Electronic Learning
GNLEs	Globally Networked Learning Environments
HEIs	Higher Education Institutions
IAIICT	Iya Abubakar Institute of Information and Communication Technology
ICT	Information and Communication Technology
IIOE	International Institute of Online Education
LMS	Learning Management System
MIT	Massachusetts Institute of Technology
MOOC	Massive Open Online Course
OBTL	Online and Blended Teaching and Learning
OERs	Open Educational Resources
TPD	Teacher Professional Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
WWW	World Wide Web

AHMADU BELLO UNIVERSITY'S LEARNING AND TEACHING POLICY (LTP)

1.0 Preamble

One of the central purposes of Universities is to ensure that leaders, teachers and support staff are only devoting time to the things that will enhance the quality standards of teaching and learning of students. Presently, Ahmadu Bello University Zaria does not have s a teaching & learning policy in place, as the University is not obligated to have one, since it is not statutory. However, there is a strong need to formulate and publish a University teaching and learning policy that will support students in a manner that will raise the quality of teaching and learning standard and influence how students engage with new ideas and attitude that supports their learning.

A learning and teaching policy present policies pertaining to many aspects of the basic guidelines, policies, and procedures in the professional atmosphere that should be followed by academic staff members. It is a "core policy" that underpins all others, including the standards and expectations teachers are expected to follow outside the classroom. The teaching & learning policy of the University is one of the identified key indicators which can assist all lecturer to improve (not because they are not good enough), but because they can be even better. It will help to outline how the University plans its core purpose of teaching, research and learning in terms of its curriculum and the plans it has in place to implement acceptable use of technology, equal opportunity, equity and diversity, Code of Conduct, complaints, intellectual property, e-mail, IT security, environment and research.

Our teaching and learning policy enshrine the distinctive approaches adopted by the University to ensure the highest possible achievement and development of each individual student. We believe students learn best when six key areas are well established and upheld. These key areas are planning, leadership, curriculum, assessment, and learning environments. The large majority of our inclusive approach to teaching is learning-centred and this policy outlines the processes involved with how to provide a supportive and positive learning environment that will allow lecturers to make proper use of instructional facilities and develop the capacity to extend the resources of the school by means of improvisation of instructional facilities.

In institutions of higher education, the issue of utilizing modern information and communication technologies for teaching and learning is very important. The digital world is undoubtedly fast penetrating the education and skills domain, with technology smartly and steadily being used to deliver education, knowledge and skills in new and innovative ways. The COVID-19 pandemic more than ever, has created more reasons for the adoption and deployment of cutting-edge technologies to deliver education and other services. This policy also provides for the delivery of academic programmes through a Blended Teaching and Learning (OBTL) approach using the latest technology and conventional/in-person approach. This is in order to enhance students

learning, optimize the use of active learning strategies, and potentially improve student learning outcomes as it is emphasized in the University's strategic plan.

The University's teaching & learning policy is divided into two sections; Section A (which deals with guides on blended/0n-line teaching and learning methods), and Section B (which deals common areas between the central institutional traditional face to face teaching and learning methods and blended/0n-line teaching and learning methods within the policy)**.** It is a working document to be reviewed by incorporating suggestions and feedback based on teaching standards, with explanations of what each standard would look like in practice. The teaching and learning policy will typically go through various levels of consultation, including that with the University's Governing Council. Once approved, it is expected to become a standard reference document that will promote consistent classroom and laboratory practice, as well as complement the existing Teaching training manual and Quality Assurance of monitoring and evaluation of learning and teaching.

If a staff member is unclear or uncertain about a specific policy or procedure, he/she should please see administrator or appropriate personnel for clarification. As the definitions of some concepts and terminologies will likely affect other aspects of the policy, these are defined and presented early on in the policy. The meaning or definition of some of the most widely used terminologies in the policy as given by UNESCO (2017) and endorsed by it as working definition without legal connotations, are given in the following sections.

2.0 Definitions of Terms

2.1 Education Policy

An education policy consists of government policies, procedures, laws and rules that govern the operation of education systems that are expected to be followed in the educational sphere.

2.2 Teaching and Learning Policy

learning and teaching policy is a "core policy" that underpins all others, including the standards and expectations teachers are expected to follow outside the classroom. It presents policies pertaining to many aspects of the basic guidelines, policies, and procedures in the professional atmosphere that should be followed by academic staff members.

2.3 Learning Objectives

Clear objectives articulate the knowledge and skills you want students to acquire by the end of the course that can be assess at the end of the course to check the degree to which the students are meeting the learning objectives. Learning objectives are defined as the specific statements of the accurate summary of expectations and common working practices of what learners will be able to do at the end of a lesson, as a result of the activities, teaching and learning that has taken place.

They are measurable and help provide a supportive and positive environment for teaching and learning that help produce transparency for learners and instructor to evaluate the progress made towards meeting the objectives.

2.4 Good Teaching

Good teaching is when teachers organize and plan lessons effectively that are applied through a range of teaching styles which appropriately match the student's prior learning styles in order to sustain and consolidate their concentration, motivation and application in an effective direction. For good teaching, learning objectives should be student-centered to and encourage them to take responsibility for their learning.

2.5 Digital Learning

Digital learning is any type of learning that is accompanied by technology or by instructional practices that make effective use of technology. It encompasses the application of a wide spectrum of practices, including blended and virtual learning. A digital learning strategy may include one or more of; adaptive learning, badging and gamification, blended learning, classroom technologies, e-textbooks, learning analytics, learning objects, mobile learning, personalised learning, online learning (or e-learning), open educational resources (OERs), technology-enhanced teaching and learning, virtual reality and augmented reality.

2.6 E-Learning

The term e-learning within the Framework of UNESCO is defined "as an approach to facilitate and enhance learning by means of personal computers, CD-ROMs, and the Internet (Bengtsson *et al*., 2018). This includes email, discussion forums, and collaborative software, e.g. BSCW or CSCW (computer supported cooperative work)". It means all learning that is delivered or supported through the use of information and communication technologies (ICT).

E-learning refers to the use of various technologies and tools to support teaching and learning in different contexts, including face-to-face settings and distance learning, separately or in combination. Although UNESCO give preference to the term e-learning, is not the only expression used in this field, as some authors often use other terms without clear and meaningful definitions.

2.7 Online Learning

Online learning involves courses offered by Higher Education Institutions (HEIs) that are 100% virtual. Online learning, or virtual classes offered over the internet, is contrasted with the in-person teaching model. Learning sessions can both asynchronous or synchronous.

In the majority of the cases, online learning is also commonly part of e-learning which is mainly used in local settings and campus-based study programmes, so distance is not as much of a factor. For example, a teacher may use a quiz application to test students in their classrooms, where they

can all get involved to make learning fun. This gives teachers more options on how to create engaging lesson plans in a staple of a blended learning environment in the classroom to engage students and save teachers time.

2.8 Online and Blended Teaching and Learning (OBTL)

Online and Blended Teaching and Learning (OBTL) is defined as a mixture of online and in-person delivery where the online portion effectively replaces some of the face-to-face contact time rather than supplementing it. It is an approach to education that combines online educational materials and opportunities for interacting online with traditional place-based classroom methods. Blended learning (also known as hybrid learning) requires the physical presence of both teacher and students.

2.9 Distance Education (Distance Learning)

Distance education (also called distance learning), is a form of education where students may not always be physically present at school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via electronic mail. Today, it usually involves online education with discussion forums, online teaching, quizzes and assessments. A distance learning program can be completely distance learning, or a combination of distance learning and traditional classroom instruction (called hybrid or blended). Many other terms such as distributed learning, e-learning, m-learning, online learning, virtual classroom etc. are used roughly synonymously with distance education.

2.10 Massive Open Online Courses (MOOCs)

Massive Open Online Courses (MOOCs) are online courses aimed at unlimited interactive participation and open access MOOCs through the World Wide Web (WWW) or other network technologies. They are recent educational modes in distance education, first introduced in 2008, that emerged as a popular mode of learning in 2012. Many MOOCs provide interactive courses with user forums or social media discussions to support community interactions among students, professors, and teaching assistance (TAs), as well as immediate feedback to quick quizzes and assignments.

2.11 Learning Management System (LMS)

Learning Management System (LMS) is an integrated software used for monitoring students learning through creating, delivering, tracking and reporting educational courses and outcomes.

2.12 International Institute of Online Education (IIOE)

International Institute of Online Education (IIOE) is a robust higher education platform for teachers' ICT Competency and future skills acquisition that was launched in 2020 by UNESCO.

SECTION A: ONLINE AND BLENDED TEACHING AND LEARNING (OBTL)

3.0 OVERVIEW

3.1 The OBTL Context

Our core purpose includes teaching, research and learning. We are a teaching and learning community that are committed to providing the highest standards of teaching and learning and developing a mind-set of the need for continuous improvement, not because we are not good enough. OBTL is highly context-dependent, therefore a universal conception of it is difficult. That is why blended learning also refers to a formal education program in which a student learns through the combination of online and supervised workshop training where the knowledge theories are conducted through the internet and the supervised workshop training are conducted face to face. The OBTL section of the research and teaching policy will help to outline the plans the University has in place to implement acceptable use of technology to make outstanding progress and achieve outcomes that ensures our graduates are equipped with the skills and attitudes, which will allow them to thrive as individuals and make a positive contribution to the sustainable development of societies. It is a combination of face-to-face teaching and the online approach, which involves changing traditional schooling methods and organization by taking advantage of the new technologies.

In addition, OBTL education has further evolved to cover other forms of learning, e.g. online learning, e-learning, technology, mediated learning, online collaborative learning, virtual learning, web-based learning, etc. Digital technology has offered us rich, interactive learning environments where most students are sourcing information for their assignments, practicals and projects from sites such as Google Scholar, Wikipedia, and other online resources. The recent development of 5G networks will further open access to online digital education and permanently change education of the future. This has demonstrated the need to invoke higher levels of digital capacity in education and training, for the development of our University.

The key principles underpinning teaching and learning also recognizes the importance of creating enabling mechanisms for developing digital education in the University through:

i) Recognizing, identifying, and fostering the unique capabilities of extensive use of technology in OBTL, as well as educational planning and management.

ii) Embracing new ICT implementation policies aimed at making learning equitable in this new environment.

iii) Interactive print and online self-study materials are the cornerstones to the successful provision of programmes

iv) Closing the gap in the achievement of learning outcomes, by supporting the face-to-face teaching and learning delivery model with OBTL which allows both students and staff to easily access all instructions.

v) Adjusting teaching style to assist with communication by using bullet points to reduce the cognitive load of reading excessive amounts of text; as well as making video explanations of tasks and flow charts to emphasize critical steps;

vi) Reaching out to other teachers and rethinking how to meet the needs of students by focusing on flexibility so that learners can choose their learning trajectories and programmes from an array of available choices.

vii) Giving the highest priority to sensitizing both academic and non-academic staff to promote each student's holistic development in both academic and non-academic spheres using ICT.

3.2 Implementation Statements for Online and Blended Teaching and Learning

i) The University shall provide sufficient ICT infrastructural facilities, uninterrupted power supply, Computer Laboratories, Digital Centers, wireless coverage at students hostels and increase Intranet and Internet coverage across academic areas to improve the accessibility of teaching resources and staff/students' engagement.

ii) The University shall undertake continuous maintenance and upgrade of the ICT infrastructure, as well as set up new teaching & ICT- based learning facilities using an Internet connection with access to international repositories of journals, e-books, etc. from Globally Networked Learning Environments (GNLEs) and others.

iii) The University shall ensure all courses, programmes, curricula, and pedagogy across subjects, are gradually rationalized and transformed into both in-person and OBTL modes, to create synergy in curriculum across courses and programmes in accordance with global standards.

iv) The University shall ensure regular review of its program's curricula by experts in order to have high-quality online modules and an online structured repository of materials.

v) The University shall organize and conduct Train-the-Trainer sessions regularly to provide training on digital literacy and also provide such platforms like the IIOE for staff to acquire certifications on contemporary ICT capacity building courses.

vi) The University shall ensure full operationalization and utilization of its Learning Management System (LMS) or any adopted one.

vii) The University shall approve and standardize the use of online teaching delivery tools such as Zoom, WebEx, VooV, Microsoft Teams, Google Meet etc., and subscribe to the educational license and share amongst the Departments and other academic units.

viii) The University shall establish more video conferencing facilities (such as ConferenceCam, etc.) and equip more classrooms/lecture halls with smart boards for the benefit of the students and their teachers/supervisors.
ix) The University shall introduce an incentive policy to encourage Departments and lecturers to adopt the OBTL program.

x) The University shall ensure that courses with large class sizes (such as GENS) are delivered via OBTL.

xi) The University will ensure that e-learning courseware, recorded (edited or otherwise) lecture sessions are uploaded to its online repository for easier accessibility anywhere.

xii) The University shall provide assessment processes and facilities to support online assessments for OBTL programmes that are similar to those used for on-campus programmes.

xiii) The University shall ensure parity of standards in the Learning, Teaching and Assessment Strategy and requirements for the online, in-class and blended learning programmes.

xiv) The University will ensure that any arrangements for affiliation, collaboration or partnership in the development, delivery, assessment or evaluation of OBTL provision are subjected to appropriate and clear formal agreements, as approved by the University.

xv) Finally, Heads of Department, Deans, Directors, Deputy Vice Chancellors or the Vice-Chancellor, may be required to periodically monitor class sessions and the interaction

3.3 Online Live Sessions Participation Etiquette

i) Adhere to the e-courses standards and structure approved by the University.

ii) Activities should be time-efficient and they should promote the retention and transfer of knowledge into the long-term memory;

iii) Use the platforms and applications approved by the University in conducting online sessions.

iv) Ensure before the start of online sessions the availability of stable Internet connection and a properly working microphone and screen sharing device.

v) In case of poor connection, advise students to join the online session with audio-only, and mute audio to avoid background noise.

vi) Start your live session with instructions on how students should behave during the session, e.g., how they may ask their questions, and whether they should mute their microphones (possible to enforce by using the mute all button) and turn on or off their webcam at the start of each session.

vii) When sharing your screen, close all private documents or tabs.

viii) Check your browser notifications and other open applications and be aware if you are on camera.

ix) Ensure that documents or links shared with students are accessible to all.

x) When presenting live sessions, consider there might be some time lag, as such it is important to get, regularly, feedback from the students as to how this is affecting them, and also provide enough time to comment/ask questions when needed.

xi) Moderating online discussions requires extra care from the teacher. If you feel uncomfortable in that role, ask a colleague to help moderate it. For instance, you need to clarify when the live session has ended and wait for all students to log off/leave the session.

xii) Lectures should be planned and structured with a clear sense of routine and consistency, in line with effective techniques for learning and assessment system. Students will be able to make links between learning and units of work if the lecture forms part of a consciously constructed curriculum map.

xiii) Prepare and attend the online session in a quiet, isolated location with stable Internet connection (University network or mobile network data) for maximum participation and response to questions where possible.

xiv) You can attend the online session via audio-only or audio and video mode unless the teacher or the session requests otherwise.

xv) Comply with the rules for attending online sessions set by the University, reflecting on how participant's behaviour affects themselves and others.

3.4 Staff Privacy, Security and General Data Protection Regulation Compliance

i) Students' cameras should be off unless it is required. In addition, inform students in advance of live sessions if they will be recorded. Students may then choose to turn off their webcam if they do not wish to be part of the recording. Alternatively, a student may inform his lecturer if he/she do not wish to be filmed/recorded, and can subsequently choose to turn off his/her webcam. However, this should not affect their attendance requirements.

ii) The session recordings will be made available for replay or download after the session on the University online repository or cloud storage till the end of the semester.

iii) It is prohibited to share online e-resources (documents/discussions) that are exclusive to the course with outsiders or third parties without permission.

iv) It is prohibited to take screenshots or record any of the online live sessions conducted. Only the teacher may record sessions and will clearly announce that it is recorded for students to watch later and will be shared afterwards.

v) Students are advised to handle privacy issues responsibly and work with their lecturers to establish and meet rules and targets for both learning and behavior. Students should NOT share LMS login details with anyone.

3.5 Financing of OBTL

i) The University shall finance the implementation of OBTL-delivered programmes from internally generated resources.

ii) The University shall source for Government and development partner support for OBTL-delivered programmes, such as the IIOE.

iii) The University may incorporate an annual OBTL charge in students' registration.

iv) The University shall ensure that the OBTL is given more attention through subscription of licensed online teaching delivery tools.

v) The University shall ensure continuous investment in capital development that supports the growth, development and decentralization of OBTL.

3.6 Quality Assurance Framework for OBTL

i) The University through DAPM shall promote and support the provision of quality OBTL programmes via the OBTL Quality Assurance framework which must align with the goals of the University's overall Quality Assurance Framework.

ii) The DAPM shall set up a quality assurance unit whose day-to-day role shall be to monitor and ensure the provision of quality learning through the OBTL mode.

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SECTION B: INSTITUTIONAL TEACHING AND LEARNING POLICY

4.0 The Purpose and Scope of the Policy

One of the central purposes of Universities is to enhance the learning of student in a manner that will influence how they engage with new ideas and attitude. The purpose of the teaching and learning policy is to provide practical strategies that will enable the provision of outstanding teaching and learning for all students that will ensure their progress and fulfil their learning potential in all areas of life. Lecturers will be expected to follow its guidance and develop a mind-set amongst themselves and their learners where we all believe that we can better our learning and teaching experience using digital technology.

The Ahmadu Bello Teaching and Learning Policy is applicable to all aspects of teaching and supervision standards, how the behavior of both staff and students affects themselves and other, as well as meet the established rules and targets for both learning and behavior. The University shall develop the framework to actualize this, according to the aims and objectives outlined in its' strategic plan that are designed to maintain academic standards for effective and better learning outcomes.

The scope of this policy covers all undergraduate and postgraduate programmes leading to awards of degrees and diplomas of ABU Zaria, as well as diploma and certificate courses offered at the various Institutes and Centres across the campuses of the University. It covers three main components of teaching methodologies and what the University wants to achieve in teaching, learning and assessment of programmes using both conventional classroom teaching and Online and Blended Teaching and Learning (OBTL) mode of delivery.

5.0 Objectives of the Policy

The vision, mission, aim and objectives of the learning and teaching policy are in line to the broad vision and mission statements of the University. One approach for articulating good teaching, is to align the three main course components of learning objectives, assessments and instructional strategies that were selected to foster student learning towards meeting the objective.

The policy is aimed at achieving the following ten (10) major objectives and these include:

i) Offer a curriculum with rich and varied contexts that articulate learning objectives, learning outcomes and promotes spiritual, moral, social, cultural, physical, mental and emotional development, to help students develop a wide range of skills.

ii) Provide a conducive, supportive and positive learning environment that encourage the use of ICT and modern technologies for teaching and learning.

iii) Provide guidelines for the development and implementation of OBTL and digital education that will give lecturers/staff the flexibility to engage with learners at any time.

iv) Provide a framework for the provision of adequate technical infrastructure and a suitable environment to support OBTL delivery;

v) Ensure that the teaching skills, as well as the digital competencies and skills of staff and students are developed through training and support under the existing University academic standards

vi) Ensure that world standard instructional resources and courseware for OBTL are developed that will enhance learners' skills and direct their learning efforts appropriately, as well as imparting an adequate knowledge of the subject- matter that will improve their learning outcomes and their progress.

vii) Provide guidelines on how to improve teaching and learning in the University through better data analysis and foresight to ensure compliance with University legal responsibilities and quality assurance framework.

viii) Provide mechanisms for quality standards that will ensure wider access to enhanced education for both staff and students via traditional face to face learning, blended learning, digital education and OBTL.

ix) ABU Zaria is equipped for online learning with the establishing of a Distance Learning Centre at Ahmadu Bello University that is responsible for the coordination and delivery of Distance Learning programmes at both the undergraduate and postgraduate Levels. What it needs at this moment in time is the strong urgent need for sustaining the centre and creating more synergy between it with IA-IICT to continue pioneering OBTL Project in the University.

x) For effective implementation, monitoring and evaluation of the Teaching and Learning policy of the University at all levels, it is important to adopt robust strategies that would allow reviewing the implementation processes at regular intervals, in order to make necessary amendments/adjustments.

6.0 Principles and Statements of the Policy

6.1 Principles of the Policy

The policy fundamental principle recognizes the importance of creating enabling mechanisms to guide the University at large, as well as the individual units to deliver high-quality teaching and learning at ABU Zaria, and these include the following:

i) An inclusive approach to teaching which is learning-centred based on solid foundation of established planning, leadership, curriculum, learning environments and assessment to ensure the highest possible achievement and development of each individual student.

ii) Provide and implement a well-planned (Planning) teaching and learning activities that engage and motivate students to learn, ask questions, reflect and build on their own learning activities (Leadership), to ensure their solid and good progress in understanding the subject and pedagogical knowledge they are taught.

iii) Enshrine a distinctive approach to curriculum issues that outline and appropriately differentiate the content of the taught and hidden curriculum (Curriculum), in order to develop the range of learning skills required to access all the curriculum effectively and to maximize their achievements.

iv) Ensure the curriculum is creative, coherent and inclusive and at the heart of teaching and learning, in order to enable students, become self-motivated, independent learners that are capable of learning knowledge and skills that are meaningful and relevant in a global context.

v) Develop and maintain safe, secure and inspiring learning environments (classrooms, laboratories, equipment, lecture halls, etc.) that use both material and human resources and technology effectively.

vi) Support student's learning (Learning Environments) and inspire them consolidate, build upon and extend learning their professional practice; in the short, medium and long term.

vii) Use more formal tests or examinations questioning effectively to effectively assess and monitor how students learn best through a high-quality Marking and Feedback mechanism that captures the diverse ways in which we assess the progress in their learning (Assessment), in order to extend their skills, knowledge and understanding;

viii) Develop and sustain (Planning) positive relationships and communication with students and other members of the University community (Leadership) that are reflective with the overall provision with the approved laws and statutes of learning and social behaviours; in order to support their learning. Through this, staff and students can agree on the modes of delivery and delivery requirements of each course and programme offered in the University.

ix) Ensure that lecturers and graduate assistants are equipped with the necessary skills, resources and knowledge (Planning) needed to raise their quality in order to provide the students with the best possible learning experiences both in classrooms and laboratories.

x) Continuous assessments and review through monitoring and evaluation, as well as implementing regulatory framework by educational and ICT experts to ensure integrity, transparency, and resource efficiency.

6.2 Statements of the Policy

The policy statements for ensuring full actualization of the programmes in the teaching and learning policy are as follows;

i) The academic staff employee shall follow all rules, regulations, policies and reasonable directives of administrative and quality control supervisory personnel.

ii) A Graduate Assistant shall have at least three years working experience, during which he will be familiarized with and given an opportunity to participate in duties and activities related to teaching, including primary responsibility for substantial classroom instruction, laboratory instruction, tutorials and related preparation and evaluation. He cannot act as a substitute Lecturer or act as a replacement for a Laboratory Technologist in the University during this time.

iii) An academic staff can be sanctioned for any of the following grounds: a) immoral conduct; b) insubordination and failure perform assigned duties without justifiable reason; c) gross inefficiency, incompetence, or incompatibility; and willful neglect of duty.

iv) The University will ensure that Teacher Professional Development (TPD) programmes are introduced and conducted regularly on technology-enhanced teaching and learning tools to train staff on how to deliver effective OBTL for quality learning outcomes.

v) The University will undertake to ensure that academic, non-academic and management staff are properly trained to acquire the requisite skills and knowledge in ICT and are ready to adjust to situations towards achieving its digital education objectives.

7.0 Code of Conduct

7.1 Our "Core Mandate"

Our "core mandate" is to educate students through teaching, research and community service and this is should be the basis of all our decisions, practices and interactions. The code of conduct establishes rules and regulations in carrying out teaching and learning in the University. The three main components of teaching and learning are the roles and responsibilities of lecturers, students and that of other support staff. These should **comply with all Federal, State and Local Mandates in addition to all expectations and requirements in** the policies set by **the University**

Administration. Student misconduct refers to a breach of the standard of conduct expected of students studying at the University.

7.2 Lecturers

Lecturers are important because of their impact on student learning. They are responsible, individually and collectively, to teach the curriculum as determined by ABU Zaria through:

i) Meeting all aspects of teaching standards through understanding and applying the tenets of the Code of Ethics for Lecturers/Teachers

ii) Ensuring our curriculum and knowledge are at the heart of teaching and learning and content should be carefully sequenced to facilitate the development of students' deep learning of knowledge and skills.

iii) Planning and delivering lessons which take into account the needs of all students to ensure that they are able to make good or better progress through improve practice, among other factors.

iv) Ensuring all teaching and learning activities are time-efficient and are designed to promote the retention and transfer of knowledge into the long-term memory.

v) Continually striving to encourage students to form positive relationships with their lecturers, peers and other members of the school community, through participation in academic activities.

vi) Attending all Faculty, Department, Committee, and other meetings as assigned by the University Administration.

vii) Develop and maintain safe, secure and inspiring classroom and learning environments; and use resources effectively (including technology), in order to support students' learning;

viii) Ensure that staff are equipped with the latest knowledge, expertise, necessary skills, and resources needed in order to provide the students with the highest possible standards of delivery, which maximises students learning experiences both in class and when undertaking practicals in laboratories.

ix) Apply a range of teaching styles (including e-learning, hybrid learning, etc.), which appropriately match the students' learning styles in order to sustain their concentration, motivation and application; by taking prior learning and current assessment into account.

x) Plan and demonstrate effective lesson organization and develop the range of teaching skills required to cover all the curriculum effectively, by demonstrating secure subject and pedagogical knowledge.

xi) Ensure proper planning and implementation of learning activities through collaboration, where the energy, expertise and enthusiasm of our staff is reflected in the development of pedagogical approaches, which work for our students.

xii) Ensure that the grading criteria and policies are consistent to effective to honestly evaluate pupil knowledge through appropriate assessment, gauging and monitoring of students' progress to identify gaps and plan future learning based on closing those gaps including appropriate intervention in order to extend their skills, knowledge and understanding.

xiii) Clearly and consistently develop and sustain good links and focused communication with the students about what is required of them, as well as consequences of not meeting expectations, in order to support their learning.

xiv) Uphold integrity inside and outside of the confines of the University and be honest, open and transparent in your interactions with administration, faculty, parents and students; and insist on high expectations of learning and understanding of social behaviours.

xv) Ensure that leaders, teachers and support staff follow and govern themselves by the policies set by the University and are only devoting time to the things that allow a solid understanding of how students learn best.

xvi) Ensure that effective direction and support is given to inspire students to form positive relationships with their classmates and other members of the University community;

xvii) Provide students with clear and updated announcements on any changes or important information.

xviii) Provide students with clear channels of communication with course coordinators and ensure you check your institutional email regularly for daily updates and response.

xix) Provide students with clear instructions on how and when to submit their assignments given sufficient time before it.

xx) Stick to the normal schedule as much as possible when it comes to the availability of material (week by week) or online live sessions.

8.0 Policy Implementation/Roles and Responsibilities

The overall responsibilities concerning this policy are as follows:

8.1 The University Council

The University Council, as the employer, supreme governing body and the ultimate financial accounting authority of the University, is responsible for ensuring that the institution fulfils its legal and fiscal responsibilities for promoting teaching and learning in the University. To fulfil this responsibility, Council shall receive an annual progress report on the monitoring and implementation of the Teaching and Learning Policy to enable its members to ensure that the Policy is being operationalized, particularly with respect to the OBTL operations. Council discharges this responsibility through the management structures of the University.

8.2 The University Senate

The University Senate as a custodian of all academic programmes in the University is responsible for ensuring that all provisions of this Policy are adhered to and to ensure quality in all aspects related to the provision of OBTL operations in the University.

8.3 The Vice-Chancellor and The Management

The Vice-Chancellor, who gives a consistent and high-profile lead on all academic issues in the University, is responsible for ensuring that the Teaching and Learning Policy is effectively implemented and smoothly developed across the University. In addition, he will ensure that staff are aware of their responsibilities, accountabilities and training needs; and that appropriate action is taken against staff or students who breach or violate the Policy. The Vice-Chancellor shall also ensure the OBTL agenda is given priority and is fully operationalized. He will rely on the Director DAPM and other members of the management team to take forward the Teaching and Learning Policy agenda

8.4 Heads of Departments, Deans, Provosts and Directors

The above-mentioned stakeholders are responsible for the implementation of the Teaching and Learning Policy within their spheres of responsibility. This involves putting the Policy and its strategies and procedures into practice; making sure all concerned members of staff are aware of their responsibilities and receiving support and training in carrying out these responsibilities and taking action against staff or students who default on their obligations to this Policy.

The following measures are in place for situations facing PG students in the University. A special conference involving the student Supervisors, HOD and Deputy Dean will be called to discuss the

situation and develop a plan of action. At the conference, they will outline area(s) of concern, personal objectives, steps/activities to work toward/achieve objectives, indicators of success, and a plan for review. If Supervising difficulties still occur, or if a student is unsuccessful in completing his studies within the stipulated time, one of the following will happen: i) removal of the student's supervisor from the student's supervisory team; ii) reassignment of the student to a new supervisor; iii) establishment of appropriate developmental activities for success of the student in his research. At this point, the student may choose to withdraw from the program.

9.0 Institutional and Regulatory Framework

9.1 Policy Governance

The implementation of the Policy shall be operationalized through the existing University institutional structures. Council as the governing body of the University shall ensure that all its organs and officers abide by and implement all provisions of the Policy.

9.2 Enhancing Organizational Capacity to Implement the Teaching and Learning Policy

This document on teaching & learning policy will typically go through various levels of consultation, including that with the University's Governing Council before it is ratified. Once ratified, it will become a standard document to promote consistent classroom and laboratory practice. If at any time a staff member is unclear or uncertain about a specific policy or procedure, he/she should see administrator or appropriate personnel.

To enhance the organizational capacity to implement the teaching and learning policy, the University shall be aimed at maximizing its institutional capacity and marshal political goodwill to achieve the objectives of the Teaching and Learning Policy by providing adequate support, guidance and training to staff and students. In addition, organizational structures, working practices and management styles that reflect the principles of OBTL shall be promoted throughout the University.

9.3 Commitment to Proactive Implementation of the Teaching and Learning Policy

The University is set to proactively implement the Teaching and Learning Policy. To realize that commitment, an elaborate monitoring and implementation matrix shall be developed by the DAPM every year and presented to the University management and Senate for approval. The University shall identify and make available appropriate resources to implement the monitoring and Action Matrix. The monitoring and implementation matrices shall constitute the University Strategic Action Plans which shall be the major tools for monitoring the implementation of the Teaching and Learning Policy and achieving its objectives. These tools shall take into account both qualitative and quantitative measures of successful implementation of OBTL at the university.

9.4 Monitoring and Evaluation

Regular and timely monitoring of progress regarding this Policy shall be carried out by the DAPM. The DAPM shall, on an annual basis, review progress on the implementation of this Policy and report to the Senate. Our assessment will capture the diverse ways in which we assess learning and at the heart of all we do as well as evaluate the content of the taught and hidden curriculum, as well as the impact of the policy using the views of students, staff and data, where appropriate.

The Teaching and Learning management team under DAPM shall annually produce data that supports the implementation and monitoring of the Policy. It shall also have the responsibility for asking working groups to produce reviewed and updated versions of this Policy. This Policy and annual progress reports shall be published on the University website. In addition to formal publicity, outcomes and continuing work shall be disseminated through publications, University Bulletin, Public Affairs, and official Social Media handles.

10. Policy Commencement

This Policy became effective on …… when it was approved by the University Senate and signed off by:

…….	……
Prof. Yahaya I. Makarfi	Prof. Kabiru Bala
Director DAPM	**Vice-Chancellor**

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