DISTANCE LEARNING CENTRE
Ahmadu Bello University

STUDENT HANDBOOK

Masters in Public Health (MPH)

First published 2018

FOREWORD

Whereas the Distance Learning Centre Prospectus covers all aspects of the Distance Learning delivery in Ahmadu Bello University, the DLC Master of Public Health (MPH) Student Handbook is designed to give you an overview of the MPH by Distance Learning in the Ahmadu Bello University.

A Handbook of this nature is a must read for you. It provides useful information on the nature, orientation and scope of the MPH programme as well as highlights the uniqueness of this delivery modality.

As you opt for the distance learning mode to acquire a Master of Public Health, we shall strive to make your learning experience a memorable one.

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

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

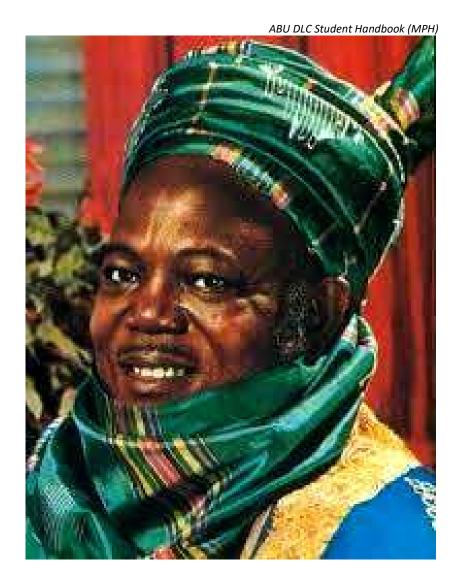Prof. Muhammed Ibrahim SULE
Director, Distance Learning Centre

CONTENTS

PART I
GENERAL INFORMATION

Sir Ahmadu Bello, KBE, GCON

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

1.1 PRINCIPAL OFFICERS OF THE UNIVERSITY

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

Malam Adamu Fika, CFR
MICIArb (Wazirin Fika)
Pro-Chancellor and Chairman of Council

Prof. Kabiru Bala, FNIOB,
Vice-Chancellor

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

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

Mal. Rabiu Samaila
Registrar

Mal. Muhammad Bello Aminu Gurin
Bursar

Mal. Abdulhameed Gambo Liman
Ag. University Librarian

3

1.2 VISITOR, PRINCIPAL OFFICERS, DEANS AND DIRECTORS

Visitor: Bola Ahmed Tinubu, GCFR, President and Commander in Chief of the Armed   Forces of the Federal Republic of Nigeria.
Chancellor: His Majesty, Nnaemeka Alfred Ugochukwu Achebe, CFR, Obi of Onitsha (Agbogidi).
Pro-Chancellor and Chairman Governing Council: Malam Adamu Fika, CFR, (Wazirin Fika).
Vice-Chancellor: Prof. Kabiru Bala, MBA, Ph.D, FNIOB, MAPM, MCABE, MSClarb
Deputy Vice-Chancellor (Administration): Prof. Ahmed Doko Ibrahim, B.Sc., M.Sc., Ph.D.
Deputy Viec- Chancellor (Academic): Professor. Danladi Amodu Ameh. B.Sc., MSc., Ph.D.
Registrar: Mal. Rabiu Samaila
Bursar: Mal. Muhammad Bello Aminu Gurin
Ag. Librarian: Mal. Abdulhameed Gambo Liman
Ag. Provost, College of Medical Sciences: Prof. M. S. Shehu
Dean, School of Postgraduate Studies: Prof. Sani A. Abdullahi
Director, Directorate of Academic Planning & Monitoring: Prof. Bello Mukhtar
Dean, Students Affairs: Prof. M. Yakasai Fatihu
Director, Distance Learning Centre: Prof. M. I. Sule
Director, Institute of Administration: Prof. Siraj Barau Abdulkarim
Director, Institute of Development Research & Training: Prof. Binta Abdulkarim
Director, National Animal Production Research Institute: Prof. A. M. Kolo
Director, Centre for Energy Research and Training: Prof. S. A. Jonah
Director, Institute for Agricultural Research: Prof. M. F. Ishiyaku
Director, Institute of Education: Prof. Bashir A. Maina
Director, University Health Service: Prof. Muhammed S. Isah
Director, Division of Agricultural Colleges: Prof. Musa A. Mahdi
Director, National Agricultural Extension and Research Liaison Services: Prof. Ike Emmanuel Ikani
Director, School of Basic and Remedial Studies, Funtua: Prof. Balarabe Abdullahi
Director, Ahmadu Bello University Consultancy Services: Dr. Umar Farouq Yaya
Director, Directorate of University Advancement: Prof. Sani Abba Aliyu
Director, Iya Abubakar Institute of Computing and ICT: Malam Shuaibu Umar
Managing Director, ABU Press: Malam Ahmad Ibrahim Ja'e
Director, Veterinary Teaching Hospital: Prof. Sani Adamu

Director, Centre for Biotechnology Research & Training: Prof. Muhammad Nasir Shuaibu

Director, Centre for Historical Research and Documentation (CHRD) - Arewa House: Dr. S. S. Aliyu

Director, Equipment Development & Maintenance Centre: Prof. Abdulghaffar Amoka

Director, Centre for Disaster Risk Management & Development Studies: Dr. Usman A. Kibon

Director, Centre for Counselling & Human Development: Dr. (Mrs.) Sa'adatu M. Makarfi

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

Director, International Centre of Excellence for Rural Finance and Entrepreneurship: Dr Idris B. Bugaje

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

Chief Medical Director, Ahmadu Bello University Teaching Hospital: Prof. Ahmed Umdagas Hamidu

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

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

Director, Directorate of Sports: Dr. Ali Isa Danlami

Director, Public Affairs Directorate: Mal. Auwalu Umar

Dean, ABU Business School: Dr. Idris Ahmed Aliyu

Dean, Faculty of Administration: Prof. Musa Idris

Dean, Faculty of Agriculture: Prof. Mukhtari Mahmoud

Dean, Faculty of Arts: Prof. Muhammad Sule

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

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

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

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

Dean, Faculty of Law: Dr. Salim Bashir Magashi

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

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

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

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

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

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

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

Dean, Faculty of Social Sciences: Dr. Shamsuddeen Mohammed

Dean, Faculty of Veterinary Medicine: Prof. Junaidu Kabir

1.3 HISTORICAL PERSPECTIVE

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

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

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

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

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

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

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

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

1.4 ZARIA

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

It is a road and rail hub in a major agricultural area. The city is a market centre for locally produced cotton, peanuts, hides and skins, shea nuts, corn, sorghum, and vegetables. Industries include cotton

ginning, peanut and shea-nut milling, tanning, cottonseed-oil production, and the manufacture of cigarettes, bicycles, perfumes, and soap. Zaria is an important centre of education and research, with Ahmadu Bello University and affiliated institutions such as the Institute for Agricultural Research, National Animal Production Research Institute, National Agricultural and Research Liaison Services and the Centre for Energy Research and Training. It also hosts the National Research Institute for Chemical Technology, Nigerian College of Aviation Technology, Nigerian Institute for Transport Technology, Nigerian Military School, Nigerian Army Depot, Nigerian Army School of Military Police, National Institute for Tuberculosis Research and the Nuhu Bamalli Polytechnic among others.

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

Map of Nigeria showing Zaria arrowed.

1.5 PHILOSOPHY AND OBJECTIVES OF THE UNIVERSITY

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

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

Hence, the objectives of Ahmadu Bello University as articulated in Article 4 of its 1962 and 1975 Laws are:
"To provide regular and liberal courses of instruction in the humanities, sciences and other spheres of learning of a standard required and expected of a university of the highest standing, to promote research and the advancement of science and learning and to secure the diffusion of knowledge throughout Nigeria".

1.6 UNIVERSITY ADMINISTRATION

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

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

The University Senate building

1.7 FACULTIES, INSTITUTES, CENTRES AND SCHOOLS

1. ABU Business School
2. Faculty of Administration
3. Faculty of Agriculture
4. Faculty of Arts
5. Faculty of Education
6. Faculty of Engineering
7. Faculty of Environmental Design
8. Faculty of Law
9. College of Medical Sciences
10. Faculty of Basic Medical Sciences
11. Faculty of Allied Health Sciences
12. Faculty of Basic Clinical Sciences
13. Faculty of Clinical Sciences
14. Faculty of Dental Surgery
15. Faculty of Pharmaceutical Sciences
16. Faculty of Life Sciences
17. Faculty of Physical Sciences
18. Faculty of Social Sciences

19. Faculty of Veterinary Medicine
20. School of Postgraduate Studies
21. Distance Learning Centre
22. Institute of Administration
23. Institute for Agricultural Research (IAR)
24. Institute of Development Research (IDR & T)
25. Institute of Education
26. Division of Agricultural Colleges (DAC)
27. National Animal Production Research Institute (NAPRI)
28. National Agricultural Extension and Research Liaison Services (NAERLS)
29. Centre for Islamic Legal Studies (CILS)
30. Centre for Historical Research and Documentation (CHRD) - Arewa House
31. Iya Abubakar Institute for Computing and ICT
32. Centre for Energy Research and Training
33. International Centre of Excellence for Rural Finance and Entrepreneurship (ICERFE)
34. Centre for Biotechnology Research and Training
35. The Veterinary Teaching Hospital
36. Ahmadu Bello University Teaching Hospital (ABUTH)
37. Equipment Development & Maintenance Centre
38. Centre for Disaster Risk Management & Development Studies (CDRMDS)
39. Centre for Counselling & Human Development
40. CBN Centre for Economic & Finance
41. Centre for Inland Basin Studies
42. Institute of Health

PART II

DISTANCE LEARNING CENTRE

2.1 DISTANCE LEARNING

2.1.1 Preamble

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

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

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

2.1.2 Distance Learning

The principal objective of the Ahmadu Bello University (ABU) in establishing a Distance Learning Centre (DLC) is to put in place an

administrative structure responsible for the coordination and delivery of its Distance learning programmes at both the Undergraduate and postgraduate levels.

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

2.1.3 Philosophy, Vision and Mission

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

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

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

2.1.4 Objectives

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

E-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching or issuance of course material on computers, i-pads,

CD/DVDs and hard copies, in which case the term Blended learning is commonly used. Whereas the online option has become the primary modality in the delivery of tertiary education in distance learning in some countries, the reality of Nigeria makes Blended learning a more realistic option.

2.1.5 Location

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

Frontage and Interior view of the Distance Learning Centre

2.1.6 Administration

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

Whereas the Governing Board of the Distance Learning Centre sets out policies for the Centre in line with the overall policies of the Ahmadu Bello University, the Academic Board considers all academic matters prior to its submission to University Senate. The day-to-day administration of the Centre is undertaken by the DLC Management, which comprises of the Director assisted by three Deputy Directors (Administration, Academic and Learner Support Service & IT), a Secretary and several Unit and Sectional Heads.

15

2.2 DISTANCE LEARNING ACADEMIC CALENDAR

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

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

ABU DLC ACADEMIC CALENDAR/PLANNER

Semester		Semester 1				Semester 2				Semester 3		
Activity	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
Registration												
Resumption												
Late Registn.												
Facilitation												
Revision/ Consolidation												
Semester Examination												

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

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

2.3 PROGRAMMES FOR DISTANCE LEARNING DELIVERY

2.3.1 Certificate Programmes

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

2.3.2 Undergraduate Programmes

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

2.3.3 Postgraduate Programmes

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

2.4 DEPLOYMENT OF DISTANCE LEARNING PROGRAMMES

2.4.1 Delivery Stages

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

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

2.4.2 Matriculation

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

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

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

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

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

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

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

2.4.4 ABU Model of Distance Learning Delivery
The ABU model of delivery envisages that a Blended delivery protocol shall be utilized. This would include:

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

2.4.5 Learners Support

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

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

2.4.6 Liaison Offices (Resource Centres)

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

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

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

2.4.7 ICT Infrastructure

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

2.5 STUDYING AS A DISTANCE LEARNER

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

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

A. Study Skills
i. Listening Skills
Listening is an important component of learning. Many of the things that are taught are things you listened to. Some of these are:
1. Listening to the lecturers speaking

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

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

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

Reading skills involve mainly reading to learn. As you must have noticed in your attempt to list reading components, to be able to read to learn:
1. You must be in control of the material you are reading;
2. You must be able to understand and comprehend the material;
3. You must be able to read with the speed required to complete the volume of things you have to learn;
4. You must be able to read between the lines and beyond the lines;
5. You must be able to apply what you are reading to relevant learning situations;
6. You must be able to read and create new ideas from what you are reading.

Reading is an important study skill and component of learning. If you read efficiently, you will learn. Without reading, you cannot learn many things. In studying therefore;
i. You must read very well;
ii. You must read with concentration;
iii. You must read where there are less distractions;
iv. You must read and ensure you are learning; and
v. you must read and be able to recall what you are learning.

iii. Writing

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

iv. Note taking

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

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

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

B. How to Study

i. Be in the Right Frame of Mind

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

ii. Have the Right Environment

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

iii. Have the Right Equipment

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

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

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

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

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

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

25

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

C. Preparing For Examinations

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

i. Start early

To pass examinations you have to start studying very early. In fact your
first day of lecture should be your first day of preparing for examinations. You should read for the lectures before the lecture and read after the lecture. Put down major points in your jotter in preparation for revision later.

ii. Work hard

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

iii. Read widely

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

iv. Reduce what to study

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

v. Revise

Revise for all examinations before the exam. Examination time is not the time to read new things or attempt to learn new things. Examination time is the time to revise and put back to memory what you have learnt before.

vi. Be familiar with the exam pattern

You need to be familiar with the format, the demands and the content of the examination you are preparing for. Get in touch with past question papers. Look for questions that are always set, the one that

are rarely set and the ones that are not set at all. Study in order of importance of the topics.

vii. Be organised

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

D. Revision

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

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

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

necessary, use colouring, underlining, etc where needed. The notes should always take the form of a summary.

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

Some of the essays may require you to:

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

Dos and Don'ts of Essay Writing during Examinations
With the outline ready, you are now confident enough to start writing the examination. Do not waste time on outlining during examination. Remember, it is the essay that will be marked not the outline.

Dos
1. Go straight to your point.
2. Give the point and support it with proofs.
3. Link one point with the other, using linking words like: *First, second, third, most important, less important, on the one hand, on the other hand,* etc.
4. Be conscious of time and divide your time well as you treat each point.
5. Start with a captivating introduction, go to the first, second, third, etc. point and draw a very useful, captivating and well-focused conclusion.
6. Mind your language: be brief, clear and direct.

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

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

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

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

How to Study for Multiple-choice Examination
In studying for multiple-choice examination, you need to know the major points of what you are to study. In most of our textbooks, the major point or the main technical term or word is italicised or

produced in bold print. For example, in the passage under discussion, some words may be made bold, italicised or underlined to show that they are important.

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

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

2.6 WAIVER AND DEFERMENT GUIDELINES
Application Procedure:
Waiver

1. Application for waiver should be addressed to the Director DLC via the ABU support mail (support@abudlc.edu.ng) This should state justifications for request, relevant subject for waiver and earlier courses offered.
2. Payment of waiver fee of N20,000 ($60)/course requested for waiver and attachment of proof of payment (scanned slip)/payment details for electronic transfers. If course registration has been done, no additional fee is paid.
3. Processing and transmission of transcript by e-mail and later the original hard copy.
4. Consideration of application and transmission of response to applicant.

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

Deferment:
A. **Course deferment:** could be made at any time in the semester.

   1. The portal for deferment application is abudlc-edu.ng
   2. If registration for course has not been made, payment of N20,000 ($60)/ course for deferment and transmission of proof of payment(scanned slip)/ payment details for electronic transfers.
   3. Consideration of application and transmission of response to applicant.

B. **Examination deferment:** application must be forwarded at least 2 weeks before commencement of the semester examination.

   1. Ditto A
   2. Ditto A but N20,000($60)/course is paid.
   3. Ditto A

31

C. **Semester or Session deferment**: could be made only after registration for the semester / session .
1. Ditto
2. Ditto: N20,000 ($60) deferment of semester and N40,000 ($120)
  deferment of entire session
3. Ditto

D. Examination Rectification
1. Application of rectification within 2weeks of release of result stating justification.
2. Attach evidence of payment (scanned slip) of N20,000 ($60)/course/ payment details for electronic transfers.
3. Response to request shall be made within 7 days of closing acceptance of applications.
   * Payments for waivers/deferments/transcript/statement of result/examination rectification to be in Account: AcctName: ABU Microfinance Bank, AcctNo.: 1016508300, Bank: Zenith Bank.

At ABU Distance Learning Centre you are assured of:
1. **Flexibility in fee payment (Full or in Instalments); admission; registration & examination (period & venues); duration of study; learning platforms (Hard copies/book; Electronic copies, lecture videos and Audio versions) & programme transfer (on-campus to Distance learning):**
- Fees are paid on a per subject basis, your purse and available study time are determinants to number of courses registered.
- You are at liberty to join us in the 1st, 2nd or 3rd semester – whichever is more convenient for you.
- Admission & Registration processes are online, you may however be required to present your credentials at the nearest Liaison Office for screening, foreign students are to scan and forward their credentials for remote screening but originals must be sighted at the nearest Nigerian Embassy.
- ABU DLC Semester examinations are held in Zaria, Abuja, Lagos Sokoto, Gombe, Port Harcourt, Kano, Kaduna, Bauchi, Makurdi, Birnin Kebbi, Minna, UK (London), and UAE (Dubai).

Maiduguri, Yola, US (New York) and KSA (Jeddah) soon to be activated. You are thus at liberty to select your examination venue.
- Students are also grouped (for examinations) into weekday and weekend groups, you are also at liberty to choose which is more convenient for you.
- You are at liberty to extend your study period (twice the advertised duration) or fast track it by participating in the 3rd Semesters.
- You are given 4 study options to choose the preferred study mode you are most inclined to (hard copies, e-copies, Audio and videos).
- On campus students facing challenges with keeping up on campus are at liberty to transfer their studies to the Distance Learning option.

2. **Same curriculum and certificate as on campus students @ completion of studies:**
- Your admission, study and graduation requirements are similar to the corresponding on campus programme.
- On graduation, you shall be issued the same certificate as on campus students, signed by the Vice Chancellor and Registrar of the University.

3. **Work and learn with no need to commute or relocate:**
- Relocating to or frequently commuting to and from Zaria is not required, you may however be a frequent visitor (if it's convenient for you).
- You can thus maintain your job/business while earning a degree.
- You have a 'head start' over your mates since you can commence business/vocation while still in school and you are also not expected to participate in the NYSC programme.

4. **Stable Academic calendar; Secure and stable online activities via remote Server - 24/7:**
- ABU DLC staff are independent of the University hence there are NO STRIKES and you are guaranteed of timely graduation.
- Our externally hosted server guarantees stable and seamless online presence, you can thus access our website, portal and other online resources 24/7.

5. **Electronic delivery/"classroom" using any computer device (tablet/i-pad, smart phone, laptop or desktop) to improve interaction and IT competency:**
   - Our courseware (e-text, audio and videos) are adaptable for use on desktops, laptops, notebooks, tablets and smartphones.
   - Our courseware shall be available online (Learning Management System) and offline (drives).

6. **Robust learning support: Telephone helplines, e-mail, Skype, Webinar/Video conferencing & e-library services:**
   - Telephone and e mail helplines are available to you 24/7.
   - Telephone and e mail access to Academic Advisers, IT attaches, Guidance and Counselling staff as well as your e-tutors shall be made available to you.
   - Well stocked online e-library services are available for your use while offline e-libraries are available in Zaria and our liaison offices in Abuja, Lagos, Port Harcourt, Kano, Kaduna and Sokoto.
   - Skype/videoconferencing facilitation of seminar and project defences ensure you are not left out of similar on campus activities.

7. **A two week per semester optional on campus tutorial session or alternative participation by Webinar is available:**
   - Although on campus optional tutorials shall be held at the end of each semester, to ensure your participation, all sessions shall be streamed life to ensure remote participation, you can forward your questions and listen to your tutors address them in real time wherever you are, you can also view at your convenience since all sessions are recorded and available on our Facebook page..

8. **Developing the Business Skill in you – "Business Skill Acquisition" :**
   - This compulsory elective course is to develop or improve your capacity to be successful upon graduation, it comprises of a taught component, apprenticeship and a reading component.

9. **Developing the Leader in you – "Motivational Leadership" :**
- This compulsory elective course is to develop or improve your leadership capacity is available to all PG students, it comprises of a taught component and a reading component.

10. **Chance to interact with your Vice Chancellor and other Principal University and Distance Learning Centre Officers; world-class tutors by webinar/video conferencing as well as Learning from diverse and experienced internationally acclaimed tutors/lecturers:**
- Whereas you shall be having frequent online interactions with the DLC Management, an occasional interaction with key management staff of the university would be arranged.
- Guest tutors/speakers shall be occasionally invited to interact with you online.

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

12. **Our programmes can be undertaken concurrently with other University Certificate, Diploma, UG or PG programmes:**
- Universally, distance learners can participate in other on campus programmes independent of their status in DLC, this provision is also available to you.

<div align="center">

= For this Lifetime Learning Experience or to learn more about us, visit
www.abudlc.edu.ng **OR** *register.abudlc.edu.ng*

</div>

<div align="center">

"With us, Learning is a Pleasure, not an ordeal"

</div>

PART III

The Master in Public Health Programme

2.0   INTRODUCTION

The mission of the Distance Learning Centre is in line with the Department of Community Medicine at the Ahmadu Bello University, Zaria. This is consistent with the Ahmadu Bello University's commitment to imparting knowledge and learning to men and women without distinction on the basis of race, religion or political belief. The department is concerned with the promotion of health and prevention of disease, assessment of community health needs, the provision and evaluation of health services of communities.

The department of community medicine believes that various factors in the physical and socio-cultural environment precipitate ill health and that health cannot be improved without an understanding of the interplay of such factors. It is recognised that the organisation and delivery of health must respond to these external influences if any impact is to be made on the health status of the population. Also, the efficient management of health resources improves the organisation and delivery of health services.

The department of community medicine seeks to equip health care workers with the relevant knowledge and skills for rational decision-making in order to effectively and efficiently use health resources for optimum impact on the health status of the population. The Masters of Public Health (MPH) degree program has been developed to impart management and administrative skills to generations of medical practitioners, healthcare workers and scientists whose primary responsibility is community health.

2.1 THE MASTER IN PUBLIC HEALTH PROGRAMME

2.1.2. Goals and Objective

The overall goal of the MPH course is to provide advanced instructions in public health for postgraduate students leading to an award of the higher degree of MPH, <u>irrespective of gender, race, location and in flexible manner</u>. The course is designed to orient health professionals to the application of their skills in solving community health problems and to assist in translating the information into public health programs so that they are capable of coping with the profound changes they will come across in their career. Emphasis will placed on sound and adequate theoretical knowledge and learning experiences for the acquisition of epidemiological techniques and management skills to solving community health problems.

The course will provide a preparatory base in the general or specific areas of public health for health managers and health personnel in academic and nonacademic careers to assume leadership roles in public health in response to new environment challenges and needs of the country.

At the end of the course, the graduate in MPH should have acquired a definite core of scientific knowledge, attitude and skills to be able to:

 i. Demonstrate a full understanding of the core disciplines of public health by their ability to function in leadership positions in public health agencies and in teaching positions related to public health.
 ii. Carry out health systems research and be able to analyse and utilise the research findings for policy and program formulation.
iii. Appreciate the organisation and functioning of health care systems, particularly, the administrative and managerial mechanism for improving health care systems.

iv. Use epidemiological methods to identify community health problems and use the information for planning, implementation and evaluation of health programs.

v. Train and supervise other health workers in public health activities.

2.2   ADMISSION REQUIREMENTS:

In line with the NUC BMAS candidates with a basic professional degree in Medicine from the Ahmadu Bello University or other recognised universities are to be considered primarily. Where vacancy exists, professionals in related disciplines such as Dentistry, Pharmacy, Nursing, Environmental Health, Veterinary Medicine, Physiology, Microbiology, Health Education, Public Health, Human Anatomy, Pharmacology and Biochemistry will be considered.

2.3   DEPLOYMENT OF MPH PROGRAMME IN THE ABU DLC

- **Stages**

Distance learning delivery in the Ahmadu Bello University shall involve the following stages:

a. Online Application by the prospective student/ Change in application status.

b. Provisional admission by the Academic and Professional Board.

c. Online Registration by students on the DLC Portal.

d. Appointment of Academic advisers to Liaison Offices and Tutors attached to students

e. Matriculation and Orientation (Zaria and or at the Liaison Offices).

f. Confirmation of admission and supervisor by DLC Academic Board.

g. Course work.

h. Project work and presentations.

i. Examination result/project report submission to DLC Academic Board.
j. Submission of Examination result to Senate via Standing Committee or SPGS Board (for Undergraduate and Postgraduate programmes; Diploma results to relevant Academic and Professional Boards).
k. Senate/Professional & Academic Board approval of results.
l. Graduation and Convocation.

2.4   APPLICATION   PROCEDURES   (WAIVER   AND DEFERMENT GUIDELINES)

Application Procedure:

Waiver

1. Application for waiver should be addressed to the Director DLC via the ABU support mail (support@abudlc.edu.ng).This should state justifications for request, relevant subject for waiver and earlier courses offered.
2. Payment of waiver fee of N10,000 per course requested for waiver and attachment of proof of payment(scanned slip)/payment details for electronic transfers. If course registration has been done, no additional fee is paid.
3. Processing and transmission of transcript by e-mail and later the original hard copy.
4. Consideration of application and transmission of response to applicant.

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

DEFERMENT:

A. Course deferment: could be made at any time in the
semester.

1. The portal for deferment application is abudlc-edu.ng
2. If registration for course has not been made, payment of N5000 per course for deferment and transmission of proof of payment(scanned slip)/ payment details for electronic transfers.
3. Consideration of application and transmission of response to applicant.

B. Examination deferment: application must be made at least 2
weeks before commencement of the semester examination.

1. Ditto A
2. Ditto A but N3,000 per course is paid.

C.   Semester or Session deferment: could be made only
after registration for the semester/ session.

1. Ditto
2. Ditto: N10,000 deferment of semester and N20,000 deferment of entire session
3. Ditto

D. Examination Rectification

1. Application of rectification within 2weeks of release of result stating justification.
2. Attach evidence of payment (scanned slip) of N10,000 course payment details for electronic transfers.
3. Response to request shall be made within 7 days of closing acceptance of applications.
   * Payments for waivers/deferments/Examination rectification to be in

Account: Distance Learning Centre. ABU, Zaria.
First Bank: 3106354369

2.4.1   At ABU Distance Learning Centre You Are Assured Of:

1. *Flexibility in fee payment (Full or in Instalments); admission; registration & examination (period & venues); duration of study; learning platforms (Hard copies/book; Electronic copies, lecture videos and Audio versions) & programme transfer (on-campus to Distance learning):*

1. Fees are paid on a per subject basis, your purse and available study time are determinants to number of courses registered.
2. You are at liberty to join us in the 1st or 2nd semester – whichever is more convenient for you.
3. Admission & Registration processes are online, you may however be required to present your credentials at the nearest Liaison Office for screening, foreign students are to scan and forward their credentials for remote screening but originals must be sighted at the nearest Nigerian Embassy.
4. ABU DLC Semester examinations are held in Zaria, Abuja, Lagos and Port Harcourt Gombe and Sokoto, you are thus at liberty to select your examination venue.
5. Students are also grouped (for examinations) into weekday and weekend groups, you are also at liberty to choose which is more convenient for you.
6. You are at liberty to extend your study period (twice the advertised duration) or fast track it by participating in the 3rd Semesters.
7. You are given 4 study options to choose the preferred study mode you are most inclined to (hard copies, e-copies, Audio and videos).
8. On campus students facing challenges with keeping up on campus are at liberty to transfer their studies to the Distance Learning option.

2. Same curriculum and certificate as on campus students after completion of studies:

i. Your admission, study and graduation requirements are similar to the corresponding on campus programme.

ii. On graduation, you shall be issued the same certificate as on campus students, signed by the Vice Chancellor and Registrar of the University.

3. Work and learn with no need to commute or relocate:

i. Relocating to or frequently commuting to and from Zaria is not required, you may however be a frequent visitor (if it's convenient for you).

ii. You can thus maintain your job/business while earning a degree.

iii. You have a 'head start' over your mates since you can commence business/vocation while still in school and you are also not expected to participate in the NYSC programme.

4. Stable Academic calendar; Secure and stable online activities via remote Server - 24/7:

i. ABU DLC staff are independent of the University hence there are NO STRIKES and you are guaranteed of timely graduation.

ii. Our externally hosted server guarantees stable and seamless online presence, you can thus access our website, portal and other online resources 24/7.

5. Electronic delivery/"classroom" using any computer device (tablet/i-pad, smart phone, laptop or desktop) to improve interaction and IT competency:

i. Our courseware (e-text, audio and videos) are adaptable for use on desktops, laptops, notebooks, tablets and smartphones.

ii. Our courseware shall be available online (Learning Management System) and offline (drives).

6. Robust learning support: Telephone helplines, e-mail, Skype, Webinar/Video conferencing & e-library services:

    i. Telephone and e mail helplines are available to you 24/7.

    ii. Telephone and e mail access to Academic Advisers, IT attaches, Guidance and Counselling staff as well as your e-tutors shall be made available to you.

    iii. Well stocked online e-library services are available for your use while offline e-libraries are available in Zaria and our liaison offices in Lagos and Abuja.

    iv. Skype/videoconferencing facilitation of seminar and project defences ensure you are not left out of similar on campus activities.

7. A two week per semester optional on campus tutorial session or alternative participation by Webinar is available:
Although on campus optional tutorials shall be held at the end of each semester, to ensure your participation, all sessions shall be streamed life to ensure remote participation, you can forward your questions and listen to your tutors address them in real time wherever you are, you can also view at your convenience since all sessions are recorded and available on our Facebook page.

8. Developing the Business Skill in you – "Business Skill Acquisition":
This compulsory elective course is to develop or improve your capacity to be successful upon graduation, it comprises of a taught component, apprenticeship and a reading component.

9. Developing the Leader in you – "Motivational Leadership":
This compulsory elective course is to develop or improve your leadership capacity is available to all PG students, it comprises of a taught component and a reading component.

10. Chance to interact with your Vice Chancellor and other Principal University and Distance Learning Centre Officers; world-class tutors by webinar/video conferencing as well as Learning from diverse and experienced internationally acclaimed tutors/lecturers:

i. Whereas you shall be having frequent online interactions with the DLC Management, an occasional interaction with key management staff of the university would be arranged.

ii. Guest tutors/speakers shall be occasionally invited to interact with you online.

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

i. To enhance the quality of support for our learners, Liaison offices have been established in Abuja, Lagos, Port Harcourt and Gombe, Kaduna, Kano and Sokoto.

ii. Most services can be rendered to you at these Centres.

iii. A provision for you to study or meet with fellow students shall also be made at these Centres.

12. Our programmes can be undertaken concurrently with other University Certificate, Undergraduate or Postgraduate programmes:

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

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

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

2.4.2 Duration of Programmes

Fulltime MPH programme shall be for a minimum period of 24 months (4 semesters) and a maximum of 36 months (6 semesters).

2.4.3 Graduation Requirements and Course Structure

1. To be eligible to sit for the qualifying examination, each student must complete 75% attendance in all courses and produce a certain set of class work and assignments as may be prescribed. Continuous assessment will form 40% of the final marks.

45

2. Each student is expected to pass a comprehensive examination at the end of the second semester in all the prescribed courses. To be eligible to undertake the three months project, a candidate must pass all parts of the examination with an average of at least 50%.
3. Each eligible student must submit an acceptable project and successfully defend it during the viva voce at the end of 24 months.
4. All other requirements of Ahmadu Bello University.

2.4.4   Grading and Classification of Degree

Cumulative Grade Point Average (CGPA)	Class of Degree
4.50 – 5.00	Distinction
2.40 – 4.49	Pass
Below 2.40	Fail

2.4.5   Courses Structure

Deciding to pursue a degree in public health says a lot about your desire and intentions to be a helpful member of your community. It takes a strong and dedicated person to play an influential role in the health of others, which is why pursuing a degree in this field can be a rewarding, fulfilling and enjoyable choice. When you are seeking specialty programs for your degree, you should always consider your greater purpose for pursuing the field of public health, so that you can have a career that makes a difference for others while helping you meet your own personal goals. The aim of the course is to cover disciplines and skills needed by those who will take on new responsibilities in management, planning and preventive community medicine in addition to other curative duties. In line with the Ahmadu Bello University and NUC guidelines for postgraduate studies, all students are to offer core departmental courses; specialisation courses as well as electives (as dictated by the specific nature of their project research). The courses are

of three categories: Core courses, Specialty Courses and Elective Courses. All are to be offered in four semesters.

Core Courses
All MPH students irrespective of their specialisation are to offer the underlisted core courses and these include:
1.   Basic Epidemiology 3 Credit Units
2.   Principles of Health Communication and Learning 3 Credit Units
3.   Behavioural Science 3 Credit Units
4.   Health Statistics and Computing 3 Credit Units
5.   Advanced Computer Applications 3 Credit Units
6.   Research Methodology 3 Credit Units
7.   Primary Health Care and Principles of Management 3 Credit Units
8.   Introduction to Public Health 3 Credit Units
9.   Seminar 3 Credit Units
10.   Research/Project I & II 3 Credit Units

2.5   PROGRAMME SPECIALISATIONS
The MPH programme is being tracked into specialty courses. Students will take all the earlier mentioned core courses and also offer all courses in their chosen specialisation as listed under the corresponding specialisation. The speciality courses are described in detail under each speciality. Each candidate will choose the specialty of their choice and in addition to the core courses, they will take specialty courses of their chosen area of specialisaton. In addition, student will also undertake project in their chosen specialty. The specialties are:
   i.   Environmental and Occupational Health
   ii. Epidemiology
  iii. Health Promotion and Prevention

Elective Courses

These courses are offered under the different specialties and candidates are free to choose from whichever specialty they wish Occasionally, courses offered by other departments/faculties maybe offered as electives if relevant to the student's research area. In line with ABU postgraduate requirements however, electives must not exceed 25% of the total credit load offered by the student.

3.0 MPH CORE COURSES DESCRIPTION
Core Courses for All Specialisatons
Couse Title

S/N	COURSE CODE	COURSE TITLE	CREDIT UNIT
1	COMM 801	Basic Epidemiology	3
2	COMM 802	Principles of Health Communication and Learning	3
3	COMM 837	Behavioural Science	3
4	COMM 839	Health Statistics and Computing	3
5	COMM 804	Advanced Computer Applications	3
6	COMM 803	Research Methodology	3
7	COMM 834	Primary Health Care and Principles of Management	3
8	COMM 813	Introduction to Public Health	3
9	COMM 891/891	Research Project I & II	3
10	COMM 881/882	Seminar	3
11	COMM 870	Practicum	2

3.1 INTRODUCTION TO PUBLIC HEALTH

Public health is "the science and art of preventing disease, prolonging life, and promoting health through the organised efforts and informed choices of society, organisations, public

48

and private communities, and individuals." - CEA Winslow. This course will introduce students to public health, public health core functions and essential services presenting its historical development, main theoretical perspectives, the social determinants of health, biological, personal, cultural and personal influences of health and diseases. The course is designed to provide students with an understanding of and appreciation for population approaches to improving the health of our nation and the world, as well as knowledge of various career paths in public health. The structure of the primary healthcare in Nigeria will also be discussed extensively as well as the traditional health system and its role in the healthcare of Nigeria. The course is aimed at all MPH students from all disciplinary backgrounds seeking to deepen their knowledge about public health.

3.2 BASIC EPIDEMIOLOGY
The course will introduce students to the basic principles of epidemiology including distribution and determinants of health related states and events. It introduces the basic principles of surveillance, conducting basic analysis of disease frequency and distribution, conducting disease surveillance and establishing measures for prevention, treatment and control of diseases.

3.3 PRINCIPLES OF HEALTH COMMUNICATION AND LEARNING
Health communication and learning is the study and use of communication and learning strategies to inform and influence individual decisions to enhance health. The course aims at strengthening the skills of students in learning and communicating lucidly, using multimedia and other resources in carrying out health promotion, both at the individual and community levels.

This course would expose the students to the several/different concepts, processes and theories of learning and their application to promote health and improve quality of life.

Learning is the relatively permanent change in behaviour that comes about as a result of experience or practice. Both health promoting and health threatening behaviours can be learnt. Patients can learn healthy behaviours in order to improve their diagnosis or promote health by applying principles of learning.

3.4   Behavioural Science

This course will consider psychological factors involved in the area of health and disease from the theoretical perspective of social psychology as they relate to behavioural change. It will discuss psychological research methods in their application to health. Students will examine health-related behaviours, such as coping with disease and pain, attitude to medical advice, exercise, sexual practices, alcohol use, smoking, diet, drug abuse and injury prevention and the future challenges facing psychology in relationship to health will be outlined.

3.5   Health Statistics and Computing

This course covers maintenance, compilation, analysis, and presentation of healthcare statistics and research protocols and techniques. Topics include basic statistical principles and research, indices, registries, descriptive statistics, databases, vital statistics, research protocol monitoring, knowledge based research techniques and Institutional Review Board processes. Upon completion, students will be able to interpret, apply and present healthcare statistics and utilise research techniques to gather and interpret healthcare data.

3.6   Advanced Computer Applications

This course examines the various computer skills required for conducting a scientific research. Students will be introduced to the various computer applications that are important for all

public health activities including and especially research. Students will be exposed to the various software for data entry, analysis and referencing .E.g. STATA, EPI INFO, SPSS, Web 2.0, web miming and Endnote. Activities created to help students practice skills in analysis and presentation of results with graphics. These are suited for students with higher level computer experience.

3.7   Research Methodology

This course introduces the principles of basic and applied research to students and prepare them for their fieldwork. It also equips health managers with the relevant information they need to make decisions on health-related problems they are facing.The course teaches the techniques, practice and new directions for research project management; and gives practical experience with approaches to achieving successful project performance. Students will use practicals and group work to learn the application of practice project management to health research. The course will also introduce the student to the art of grant proposal writing, and the characteristics of good or poor grant proposal and top reasons why grant proposals may or may not get funded.

3.8   Primary Health Care and Principles of Management

This course provides students with the basic concept of primary health care by focusing on issues in Public Health and Primary Health. The objective of this course is for the students to be able to understand the philosophies that underpin the primary health practice, understand the socio-political environments in which care is delivered and further develop transferable management and communication skills.

3.9 Seminar

This aspect of the program will be compulsory for all Masters in Public Health (MPH) students. It will deal with real, vital public health issues. Critical analysis of recent research studies related

to contemporary issues/problems in Public Health involved in conducting and publishing research are to be discussed. The approach would be a systematic review of published papers on a specific contemporary public health issue of the student's choice and the presentation would take the form of critiquing of a paper. The student would be guide through as they acquire this skill.

3.10 Research Project I &II
This course provides students with an opportunity to undertake a public health research project, on a public health topic of their choice, by collecting data and analysing, presenting and writing up their research results.

4.0 SPECIALISATION COURSES
4.1 MPH ENVIRONMENTAL AND OCCUPATIONAL HEALTH
Specialisation Description
This specialisation introduces students to Environmental and Occupational Health. It covers recognition, control, and regulation of safety hazards in the workplace. Topics include accident investigation, Workers Compensation, record keeping, training, machine guarding, facilities, personal protection, and fire protection. Upon completion, students should be able to recognise safety hazards and recommend strategies for remediation and compliance.

Expected Competences
a) To be able to describe and analyse contemporary issues in environmental and Occupational Health
b) To be able to identify, monitor and control risk associated with different workplace environment
c) To understand the existing policies and legislations in occupational and environmental health
d) To be able to conduct research on water, sanitation and hygiene issues

52

e) Understand and analyse the trends in global climate change, its resulting effect and response.
f) To be able to discuss contemporary issues in climate change and the global approach to it including Health policy
g) Identify the common pathogens responsible for common food poisoning and water-related diseases.
h) Understand the basics of GIS and its application to Public Health
i) Identify and describe the common pollutants of the environment and ways of controlling them.

Core Courses for Mph Environmental And Occupational Health

S/N	COURSE CODE	COURSE TITLE	CREDIT UNIT
1	COMM 805	Contemporary Issues in Environmental and Occupational Health	2
2	COMM 807	Environmental & Occupational Health Hazards, Injury Prevention and Control	3
3	COMM 808	Risk Assessment and Safety Program Management	3
4	COMM 806	Environmental and Occupational Health Practice, Policy and Legislation	3
5	COMM 843	Toxicology and Approaches to Water, Sanitation, and Hygiene Research	3
6	COMM 836	Global Climate Change: Health Impacts and Response	2
7	COMM 835	GIS and Satellite Remote Sensing of the Environment and its Applications to Public Health	3
8	COMM 845	Environmental and Occupational Epidemiology	3

- **ELECTIVE**

S/N	COURSE CODE	COURSE TITLE	CREDIT UNIT
1	COMM 809	Environmental Microbiology: Food, Water and Airborne Diseases	3

5.0 MPH ENVIRONMENTAL AND OCCUPATORY HEALTH COURSE DESCRIPTION

5.1 Introduction

5.1.1 Contemporary Issues in Environmental and Occupational Health

This course focuses on the information needed to be able to describe and analyse contemporary issues in Environmental and Occupational Health. These include Climate change, Urban Housing, Pollutions, Bio-fuel, Occupational Cancers, Occupational Legislations, Emerging Occupational Diseases, HIV/AIDS In the workplace and Post-Traumatic Stress Disorders.

5.1.2 Environmental & Occupational Health Hazards, Injury Prevention and Control

This course will expose students to be able to identify, prevent, control and manage environmental and occupational health hazards and also measures to be taken in order to prevent and control injuries in the environment and workplace. Topic areas include Physical, Biological, Chemical, Social, Psychological and Mechanical Hazards, Hazards identification as well as Injury Control Measures.

5.1.3 Risk Assessment and Safety Program Management

This course is a study of Risk Assessment, and the content includes Definition of Risks, Types of Risks, Practical Risk Assessment Tools in a company, Overview on effects of chemical, biological, physical exposure to risks and Risk Assessment Methods in order to enable students identify, monitor and control risk associated with different workplace environment.

5.1.4 Environmental and Occupational Health Practice, Policy and Legislation

This course will provide an understanding into the existing policies and legislations in occupational and environmental

55

health to be able describe core elements and design and manage health prevention and health promotion in a company. Applying international codes of conduct and international conventions for the practice of occupational health by using the internet and other open resources to find information and improve the quality of professional work in occupational health. Topics to be explored include, Principles of exposure evaluation and assessment, Principles of injury and accident investigation and preventive programme, Introduction to Psychosocial factors and work organisation, Introduction to ergonomic workplace design. Legislation on Land Degradation, Oil Spillage, Deforestation, environmental conservation and biodiversity, Gas flaring, Housing code, standards and edicts, Housing Policy, Environmental impact assessment act, Labour laws, Factory Laws, Workman's Compensation laws.

5.1.5   Toxicology and Approaches to Water, Sanitation, and Hygiene Research

Identify the existing and new forms of potential toxins being introduced in the environment and workplace.

5.1.6   Global Climate Change: Health Impacts and Response

This course will enable students understand and analyse the trends in global climate change, its resulting effect and response.

5.1.7 Geographic Information Systems and Satellite Remote Sensing of the Environment and its Applications to Public Health

Introduction to the basics of GIS and satellite remote sensing of the environment and its applications to Public Health.

5.1.8 Environmental and Occupational Epidemiology

Students who take this course would have basic and advanced training in epidemiology, have understanding and skills needed to assess the effects of environmental/ occupational agents on health. Have expertise in exposure measurements, including the ability to interpret, sampling results, have understanding of the strengths and limitations of different environmental epidemiologic study designs. Contents of this course includes Epidemiology of air pollution, asthma, cardiovascular diseases, Gene-environment interactions and the toxicity of metals and pesticides in children, workers and other adults, Effects of pesticides on humans, Male reproductive toxicity, Arsenic and bladder cancer, Dioxin Pollution and exposure, Occupational and other risk factors for cancer of the lungs, breast, upper GIT, liver and pancreas, Climate change and heat-associated morbidity, Environmental influences on patterns of infectious diseases, exposures to phthalates, asbestos etc.

5.1.9 Environmental Microbiology: Food, Water and Airborne Diseases

This is the study of pathogens responsible for common food poisoning and water-related diseases.

6.0   MPH ENVIRONMENTAL AND OCCUPATIONAL HEALTH COURSE CONTENT

This course covers the following:

a) Climate change, Urban Housing, Pollutions, Bio-fuel, Occupational Cancers, Occupational Legislations, Emerging Occupational Diseases, Sickness In the workplace, Post-Traumatic Stress Disorders

b) Physical, Biological, Chemical, Social, Psychological and Mechanical Hazards.

c) Elements of Health and Safety Program Management: 1. Management commitment and employee involvement. 2. Worksite analysis. 3. Hazard Prevention and control. 4. Safety and Health Training. Health and safety

Program management Guidelines in general industries, Shipyards, Marine Terminals. Programme elements such as applied safety and Health management practice.

d) Definition of Risks, Types of Risks and Risk Assessment methods

e) 1. Epidemiology of air pollution, asthma, cardiovascular diseases, 2. Gene-environment interactions and the toxicity of metals and pesticides in children, workers and other adults 3.Effects of pesticides on humans 4. Pollution and exposure 5. Occupational and other risk factors for cancer 6. Environmental influences on patterns of infectious diseases, exposures to phthalates, asbestos etc.

f) 1. Hazards identification, Risk assessment and control. 2. Overview on effects of chemical, biological, physical exposure to risks. 3. Principles of exposure evaluation and assessment 4. Principles of injury and accident investigation and preventive programme 5. Introduction to psychosocial factors and work organisation 6. Practical risk assessment tools in a company. 7. Introduction to ergonomic workplace design.

g) Legislation on Land Degradation, Oil Spillage, Deforestation, environmental conservation and biodiversity, Gas Flaring, Housing code, standards and edicts, Housing Policy, Environmental impact assessment act, Labour laws, Factory Laws, Workman's Compensation laws.

h) Identify the common pathogens responsible for common food poisoning and water-related diseases.

i) Understand the basics of GIS and its application to Public Health.

j) Identify and describe the common pollutants of the environment and ways of controlling them.

k) Understand climate change and the effects of climate change on humans and the environment as well as world climate change policies.

Teaching Method
Online lectures via the Learning Management System (LMS), seminars, case study and practical exercises, forum discussions, out of class activities, group and individual assignments and also practical exercises.

Resources
- Computers,
- Courseware in hardcopy and pdfs,
- Online videos and animations,
- Open Educational Resources (OERs),
- Projector (For tutorials),
- Audio recordings,
- Journals and textbooks,
- Research materials from WHO and ILO databases,
- Self-study,
- Data from health facilities/national data (Federal Ministry of Health (FMOH) & Federal Ministry of Industries Labour and Productivity)

Assessment Methods
Several methods of assessment shall be used, these will include practical exercises, group and individual assignments, forum discussions and quizzes. There will also be out of class activities, forum discussions and tests. These will include practical exercises, assignments and tests. A final in-class examination will be administered at the end of the course.

7.0   MPH EPIDEMIOLOGY
Specialisation Description
The Epidemiology specialisation focuses on the scientific understanding of the causes, distribution, control, and prevention of disease in populations. This programme aims to prepare students to become effective investigators involved in

data collection, study design, analysis and interpretation of population- and clinically-based research.Students enrolled in the epidemiology specialisation are required to take advanced level training in non-communicable and infectious disease epidemiology and research design. Upon completion of the MPH degree, students will be prepared to begin careers on epidemiology research teams in government, institutes, universities or industry.

Expected Competences
a) Apply public health research to promote positive social change concerning the health of diverse populations.
b) Evaluate and apply population-based theories and strategies used in the prevention of disease and disability.
c) Apply fiscal and organisational tenets to public health program leadership.
d) Utilise critical-thinking and assessment skills in order to analyse barriers, assess needs, and advance the knowledge and practice of public health.
e) Engage in scientific inquiry that advances the knowledge base of research and practice in epidemiology.
f) Plan and direct studies of public health problems to find ways to prevent and treat them if they arise.
g) Demonstrate advanced competency in health informatics and surveillance techniques used in public health programs.
h) Collect and analyse data through observations, interviews, and surveys, as well as find the causes of diseases or other health problems.
i) Lead and inform professional communication, marketing, and public relations on key issues in public health.
j) Apply epidemiologic concepts and analytical approaches to public health problems.

Core Courses for Epidemiology

S/N	COURSE CODE	COURSE TITLE	CREDIT UNIT
1	**COMM 819**	Infectious Diseases Epidemiology	3
2	**COMM 821**	Non-Communicable Disease Epidemiology	3
3	**COMM 818**	Advanced Epidemiology	3
4	**COMM 851**	Clinical Epidemiology	3
5	**COMM 844**	Public Health Surveillance	3
6	**COMM 811**	Biostatistics I	3
7	**COMM 845**	Environmental and Occupational Epidemiology	3

7.1   MPH EPIDEMIOLOGY COURSE DESCRIPTION

Infectious Diseases Epidemiology
The course will focus on the key concepts of infectious diseases as well as methods used in infectious disease control as applied to public health. It will introduce the basic methods for infectious disease epidemiology and case studies of important disease syndromes and entities. Methods include definitions and nomenclature, outbreak, investigations, disease surveillance, case control studies, cohort studies, laboratory diagnosis, molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. Case studies focus on acute respiratory infections, diarrheal disease, hepatitis, HIV, tuberculosis, sexually transmitted diseases, malaria, ebola and other vector borne diseases.

Non-Communicable Disease Epidemiology
This course teaches the key concepts and methods used in non-communicable disease control as applied to public health. The course will address the major non-communicable diseases (cardiovascular disease, chronic lung disease, diabetes, cancer)

and their risk factors (exercise, diet, alcohol, tobacco) which are responsible for considerable morbidity and premature adult mortality globally. This course is based on understanding and evidential basis for the cause Non-communicable diseases from epidemiology and biomedical studies, followed by detailed analysis of contemporary population health risk factors and the challenges they pose for population approaches to prevention and control of Non-Communicable disease. This course aims to provide students with the ability to critically evaluate evidence for causation and cost-effectiveness of Non-Communicable disease control in populations. The strengths, weaknesses and challenges of different population approaches to Non-communicable control, and their record of success and failures.

Advanced Epidemiology

This course is a study of more advanced methods of epidemiology. It seeks a more in depth understanding and application of analysis of measures used to calculate measures of association and impact. The course explores advanced epidemiological concepts and explores quantitative methods required for the interpretation and conduct of epidemiological studies. The aim of this course is to enable participants to understand a range of epidemiological concepts beyond those taught in introductory courses, to interpret advanced quantitative methods used in epidemiological studies, and to apply these methods in their own research.

Clinical Epidemiology

The course will focus on key concepts and applications of clinical epidemiology. It introduces key concepts of clinical outcomes research and evaluation of new technology or practice. The aim of this course is to provide students with the knowledge to evaluate and assess applied clinical research data analyses, and also provide sufficient scientific and methodological background information to actively participate in clinical studies.

Public Health Surveillance

Public Health Surveillance is a core public health function in understanding and monitoring population health. This course is a study of surveillance in the Nigerian setting as well as the international setting. The course covers the theory, data collection methods, data analysis techniques, and presentation strategies of the systematic, continuous analysis and interpretation of the population health data to inform planning, implementation, and evaluation of public health practice. Students identify the different types of surveillance, and how each is applied and varied. Real world surveillance data is used to illustrate methods for analysis, and how surveillance data should be presented to different audiences.

Environmental and Occupational Epidemiology

Students who take this course would have basic and advanced training in epidemiology, have understanding and skills needed to assess the effects of environmental/ occupational agents on health. Have expertise in exposure measurements, including the ability to interpret, sampling results, have understanding of the strengths and limitations of different environmental epidemiologic study designs. Contents of this course includes Epidemiology of air pollution, asthma, cardiovascular diseases, Gene-environment interactions and the toxicity of metals and pesticides in children, workers and other adults, Effects of pesticides on humans, Male reproductive toxicity, Arsenic and bladder cancer, Dioxin Pollution and exposure, Occupational and other risk factors for cancer of the lungs, breast, upper GIT, liver and pancreas, Climate change and heat-associated morbidity, Environmental influences on patterns of infectious diseases, exposures to phthalates, asbestos etc.

Biostatistics I

This course introduces students to biostatistics as a means of summarising data, coping with the variability of units within study populations, and making decisions in the face of

uncertainty. Emphasis will be placed on the practical application of these statistical techniques using real datasets and the rational interpretation of results, especially results generated by key statistical packages. Also how to distinguish clearly between descriptive and inferential statistics, qualitative and quantitative variables, discrete and continuous variables, symmetrical and skewed distributions, positively and negatively skewed distributions. How to construct a frequency table that includes class limits, class frequency, relative frequency and cumulative frequency, indicate appropriate types of graphs that can be used for displaying quantitative and qualitative data, distinguish which form of data presentation is appropriate for different situations, construct a histogram, frequency polygon, an Ogive, a bar chart, and a box and whisker plot, interpret a frequency table distinguish among and interpret the various kinds of graphs, compute and distinguish between the uses of measures of central tendency: mean, median, and mode, compute and list some uses of measures of variation: range, variance, and standard deviation, compare sets of data by computing and comparing their coefficients of variation, select the correct equations for computing the mean and the standard deviation, be able to compute the mean and the standard deviation for grouped and ungrouped data and understand the distinction between the population mean and the sample mean.

7.2   MPH EPIDEMIOLOGY COURSE CONTENT
  a) Risk Descriptive Studies
  b) Analytical Studies Experimental Studies
  c) Foundations of Epidemiology
  d) Morbidity & Mortality Disease Triangle
  e) Emerging & Remerging Infectious Disease Epidemic Investigations
  f) Control & Prevention Population Statistics
  g) Risk Descriptive Studies
  h) Analytical Studies Experimental Studies

    i)   Public Health Surveillance
    j)   Environmental and Occupational Epidemiology
    k)   Social Aspects of Epidemiology

Teaching Methods

Online lectures via the Learning Management System (LMS), seminars, case study and practical exercises, forum discussions, out of class activities, group and individual assignments and also practical exercises.

Resources

- Computers,
- Courseware in hardcopy and pdfs,
- Online videos and animations,
- Open Educational Resources (OERs),
- Projector (For tutorials),
- Audio recordings,
- Journals and textbooks,
- Research materials from WHO and ILO databases,
- Self-study and group study,
- Data from health facilities/national data and international data.

Assessment Methods

Several methods of assessment shall be used; this will include practical exercises, assignments, and quizzes. There will also be out of class activities, forum discussions and tests. A final in-class examination will be administered at the end of the course

8.0   HEALTH PROMOTION AND PREVENTION

Specialisation Description

The MPH in Health Promotion and Prevention degree program is an exciting degree option for motivated public health professionals interested in making a difference in communities around the world. This specialisation helps students succeed in advancing the health of populations locally and globally. While

in this programme, candidates are expected to build on their personal communication skills, test their ability to analyse and critique current public health agendas, and show expertise in a field setting. The courses in this specialisation are designed to give you the real-world skills you need to address health inequity on a local, national, and global scale. Students will learn core public health methodology, leadership, and advocacy skills needed to improve population health equity.

Expected Competencies
At the end of this course you are expected to:
a) Exhibit leadership skills and the ability to motivate and influence others in their health decision.
b) Have understanding of public health and other related health issues.
c) Empathy for people facing difficult situations. initiative and problem-solving ability.
d) Critical thinking, oral and written communications.
e) Teamwork/Collaboration.
f) Identify the methods of health communication and health education.
g) Understand information technology and its application in health promotion.
h) Identify the issues and concepts in school Health will feature in relation to school population functions and responsibilities of all stakeholders in the delivery of school health programme and services to concerned individuals who are ill at school.
i) Social marketing strategies and its application in behavioural intervention.
j) Identify the models of health and behaviour.
k) Be able to identify good governance. Methods of strengthening governance and policies to make healthy choices accessible and affordable to all, and to create sustainable systems that make whole-of-society collaboration real.

MPH Health Promotion and Prevention core Courses

S/N	COURSE CODE	COURSE TITLE	CREDIT UNIT
1	**COMM 864**	Principles of Health Promotion and Education	**3**
2	**COMM 865**	Psychological Foundation of Health Behaviour and Change Process.	**3**
3	**COMM 853**	Media Strategies in Health Promotion	**3**
4	**COMM 866**	School Health Programme and Services	**3**
5	**COMM 861**	Group Dynamics & Community Mobilisation in Health Promotion	**3**
6	**COMM 871**	Training Methods in Health Promotion and Education	**3**
7	**COMM 870**	Practicum in Health Education	**2**
8	**COMM 873**	Health Programme Planning and Education	**3**

8.1 MPH HEALTH PROMOTION AND PREVENTION COURSE DESCRIPTION

Principles of Health Promotion and Education

In recent times, emphasis has been placed on health promotion as the larger framework through which health education seeks to operate to optimise and influence the health of every person in the community. This course will examine the scope of health promotion as a global social progress agenda for micro-level change in quality of life of community members. It will explore concepts of health and quality of life measures, models of health promotion research, practice, planning, and evaluation of health intervention programmes in the community. The course will attempt to contextualise in the Primary Health Care Scheme.

Psychological Foundation of Health Behaviour and Change Process

Behaviour is said to be very important in health and disease. This course views behaviour and any situation that generates behaviour as key to understanding health and disease. A brief review of basic neurophysiology of the central nervous system will be considered. The course focuses on the theories of individual behaviour and highlights the relationships between the various psychological variables, which form the basis of personality and on which lifestyles, and health practices as hinged. Specific health behavioural actions. Specific examples are cited so that the students will acquire a good understanding of behavioural mode-based intervention strategies. This course will also provide opportunity for students to examine the role of human behaviour at the individual, group, community and organisational levels in the ecology of health and diseases. Further, the students will become acquainted with types of change and apply and behavioural theories/models to the diagnosis of health-related behaviours at particularly individual level change.

Media Strategies in Health Promotion

The mass media is any written, printed, visual, electronic, audio visual media developed to reach mass audience and the public. Health promotion raises public awareness about particular issues, and creates a climate of opinion and provides food for thought in a nurturing environment, which stresses the ill-effects of unhealthy behavior and the benefits of preventive behaviour. This course would enable student appreciate the application of media/communication theories and strategies. These are to be perceived as the process evolving from individual perception, language habits, and behaviour during interpersonal and social interaction, modern media strategies and communication.

School Health Programme and Services

A discussion of Topical issues and concepts in school Health will feature in relation to school population functions and responsibilities of all stakeholders in the delivery of school health programme and services to concerned individuals who are ill at school. Recognition of children's health problems, treatment or referral protocol to the appropriate authority and an analysis of interrelationships in the overall school of Health programme and services delivery. Emphasis would be placed on the health promoting school concept.

Group Dynamics & Community Mobilisation in Health Promotion

The aim of the course is to strengthen the knowledge and skill of student in conducting social mobilisation.The course prepares the graduate student to work more effectively with groups by providing them with skills in leadership for facilitating community actions. All the theories and concepts will be learnt to understand group behaviour and the characteristics stages of their development. Knowledge gained in this course will further equip the student to conduct community need assessment and assist the community in resources linkage to sustain community projects.

Training Methods in Health Promotion and Education

This course will equip the student with the skills as trainers to design and implement innovative programs in agency settings for personnel development. Different approaches to training will be reviewed, including needs assessment, curriculum development and training logistics. Evaluation of various government and private training and teaching programmes and their pedagogical element will be reviewed. Students would have opportunity to organise actual training program.

Praticum

Opportunity for Students to practically apply the knowledge and skills they have acquired in their respective specialisations, students will be posted to approved ministries of health and/or primary health care agencies.

Health Programme Planning and Education

The course is intended to prepare students to organise health programmes that meet specific and identifies community needs. Skills include setting goals and objectives, selecting appropriate strategies, assessing and evaluating outcomes of interventions and mobilising internal and external.

Teaching Methods

Online lectures via the Learning Management System (LMS), seminars, case study and practical exercises, forum discussions, self-study, out of class activities, group and individual assignments and also practical exercises. Lecture, group discussion, case scenarios, videos, evidence-based review and policy brief. The material for this course is presented in lecture/discussion format and may include guest speakers, case studies, out of class projects, and debates. Course participants are expected to read the required readings prior to the assigned class time and be prepared to discuss and integrate the information.

Resources

- Computers,
- Courseware in hardcopy and pdfs,
- Online videos and animations,
- Open Educational Resources (OERs),
- Projector (For tutorials),
- Audio recordings,
- Journals and textbooks,
- Data from WHO and other databases
- Self-study and group study,

• Data from health facilities/national data and international data.

Assessment Methods

Several methods of assessment shall be used, these will include practical exercises, short question/essay style continuous assessments, assignments, and quizzes. There will also be out of class activities, forum discussions and tests. A final in-class examination will be administered at the end of the course.

PROGRAMME TIME TABLE
First Semester (FIRST SESSION)

Course Code	Course Title	Credit Unit	Core/Elective
COMM 813	Introduction to Public Health	3	Core (Gen.)
COMM 801	Basic Epidemiology	3	Core (Gen.)
COMM 803	Research Methodology	3	Core (Gen.)
ENVIRONMENTAL AND OCCUPATIONAL HEALTH			
COMM 805	Contemporary issues in Occupational and Environmental Health	3	Core (Spec.)
COMM 807	Environmental and Occupational Health Hazards, Injury Prevention and Control	3	Core (Spec.)
COMM 843	Toxicology and Approaches to Water, Sanitation and Hygiene Research	3	Core (Spec.)
EPIDEMIOLOGY			
COMM 811	Biostatistics I	3	Core (Spec.)

COMM 819	Infectious Disease Epidemiology	3	Core (Spec.)
COMM 821	Non-Communicable Disease Epidemiology	3	Core (Spec.)
HEALTH PROMOTION AND PREVENTION			
COMM 871	Training Methods in Health Promotion and Education	3	Core (Spec.)
COMM 865	Psychological Foundation of Health Behaviour and Change Process	3	Core (Spec.)
COMM 861	Group Dynamics & Community Mobilisation in Health Promotion	3	Core (Spec.)

Second Semester (FIRST SESSION)

Course Code	Course Title	Credit Unit	Core/Elective
COMM 802	Principles of Health Communication and Learning	3	Core (Gen.)
COMM 804	Advanced Computer Applications	3	Core (Gen.)
COMM 834	Primary Health Care and Principles of Management	3	Core (Gen.)
ENVIRONMENTAL AND OCCUPATIONAL HEALTH			
COMM 806	Environmental and Occupational Health Practice, Policy and Legislation	3	Core (Spec.)
COMM 808	Risk Assessment and Safety Programme Management	3	Core (Spec.)

COMM 836	Global Climate Change: Health Impact and Response	3	Core (Spec.)
EPIDEMIOLOGY			
COMM 818	Advanced Epidemiology	3	Core (Spec.)
COMM 844	Public Health Surveillance	3	Core (Spec.)
HEALTH PROMOTION AND PREVENTION			
COMM 864	Principles of Health Promotion and Education	3	Core (Spec.)
COMM 866	School Health Programme and Services	3	Core (Spec.)

First Semester (SECOND SESSION)

Course Code	Course Title	Credit Unit	Core/Elective
COMM 837	Behavioural Science	3	Core (Gen.)
COMM 839	Health Statistics and Computing	3	Core (Gen.)
COMM 891	Research Project	6	Core (Gen.)
ENVIRONMENTAL AND OCCUPATIONAL HEALTH			
COMM 835	GIS and Satellite Remote Sensing of the Environment and its Application to Public Health	3	Core (Spec.)
COMM 809	Environmental Microbiology: Food, Water and Air Borne Diseases	3	Elective (Spec.)

Course Code	Course Title	Credit Unit	Core/Elective
COMM 881/882	Seminar	2	Core (Gen.)
COMM 870	Practicum	2	Core (Spec.)

Second Semester (SECOND SESSION)

COMM 845	Environmental and Occupational Epidemiology	3	Core (Spec.)
EPIDEMIOLOGY			
COMM 851	Clinical Epidemiology	3	Core (Spec.)
COMM 845	Environmental and Occupational Epidemiology	3	Core (Spec.)
HEALTH PROMOTION AND PREVENTION			
COMM 853	Media Strategies in Health Promotion	3	Core (Spec.)
COMM 892	Research Project II	3	Core (Gen.)

APPENDIX

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

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

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

2.0   EXAMINATION VENUES
Whereas continuous assessment examinations (individual and group assignments; Forum discussions) shall be undertaken using the relevant e-Learning tool, all Semester Examinations

shall be supervised examinations as stipulated by the guidelines of the National Universities Commission.

Examinations shall be held in all 3 semesters (January, May and September Semesters) in secured facilities within or outside Nigeria (preferably, Nigerian Embassies) as dictated by the distribution of Distance Learning students. In all such Centres a minimum of one supervisor for every 50 students shall be made while a Supervisor (Senior Academic from the Ahmadu Bello University – preferably a relevant Head of Department) shall oversee the examinations in each Centre. CCTV monitoring and recording of the examinations shall be undertaken in all examinations within Nigeria.

2.1   NIGERIAN STUDENTS

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

2.2   INTERNATIONAL STUDENTS

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

3.0   PREPARATION FOR EXAMINATIONS

1. Printing of master list of registered students shall be done by Examination Unit and distributed to various Heads of programmes six (6) weeks before the commencement of the Semester examinations.

2. Tentative time table for examination shall be ready six weeks to examination while a definite time table shall be ready four weeks to examination.
3. Registration of students for semester examination on the portal, where students select their examination venue, schedule (weekdays or weekend) and courses to be written, shall be completed two weeks before commencement of the semester examination. Once selected, the venue or schedule cannot be changed
4. All request for deferment of examinations (en-bloc) must be concluded at least 2 weeks to the commencement of the corresponding semester examination.
5. Generation and mailing of Vigicode (examination card) or other IT based identification shall be done two weeks to the semester examination.
6. Distribution/mailing of Examination Regulations to all staff/students by the Heads of programmes for compliance shall take place three weeks before commencement of semester examination.
7. Funds approved to facilitate the conduct of examinations shall always be released by mid semester.
8. Examination venues in the six (6) Geopolitical zones shall be in established JAMB Certified institutions.
9. Examination for international students/diaspora shall be supervised in the corresponding Nigerian Embassy.

4.0   ADMINISTERING EXAMINATIONS

1. Whereas Continuous Assessment (CA) examinations shall be essay type (individual & group assignments as well as forum/topical discussions); semester examinations shall be blended and to be held in multiple venues as deemed adequate.
2. All examination questions shall be dispatched to external examination venues on the day of the examination in an encrypted form.

3. Semester examinations shall be held in each of the three (3) semester in every session.
4. Examination timelines:
   a. All examination questions and marking schemes are to be forwarded to the
   Programme Coordinator by e-tutors within four weeks of the semester.
   b. All examination questions are to be internally and externally moderated within 4-8 weeks of commencement of each semester
   c. All examination questions shall be ready and deposited with the Examination Officer four weeks to the examination.
   d. A pool of MCQ and Essay type questions shall be developed for each course.
5. Any student who defers any semester examinations shall only be permitted to re-take the said examination in the 3rd Semester for a fee.
6. All Chief invigilators at Examination venues shall be sent examination questions in the morning of the date for the examination, however prior configurations of the CBT system and questions (with dummy questions) shall be completed a day before commencement of the examination.
7. All invigilators shall be at the venue of the each examination two hours to the beginning of each examination. Biometric accreditation of students into the examination hall must commence two hours to the examination.
8. Semester examinations shall not last for more than three weeks.
9. Internal (Programme Examiners Committee) moderation/consideration of results must be done two four weeks after examinations.
10. DLC Board of Examiners shall meet 5 weeks after the last day of the examinations to consider the results and make

recommendations to the DLC Academic Board which shall meet within the next 1 week.

11. Semester examination results shall be forwarded to Senate for approval, six weeks after the last day of the examinations for Undergradute programmes. Postgraduate examination results shall be forwarded to the Dean, School of Postgraduate Studies.

12. Semester Examination result shall be forwarded to the Examination Officer immediately the examinations are concluded while all CA results shall be forwarded prior to the commencement of Semester examinations.

13. There shall be no resit examination for failure in any examination, the course credit system require such course to be carried over to another semester.

5.0 APPOINTMENT OF EXTERNAL/INTERNAL MODERATORS/EXAMINERS

1. Appointment of external and internal Moderators/Examiners shall be forwarded to Senate for consideration and approval four weeks after commencement of academic session.

2. The Centre shall inform Senate in her submission the number of terms the external examiners they recommended had served. External Examiners shall serve for a maximum of three sessions at a stretch.

3. Appointment and approval of Internal and External Examiners for Postgraduate programmes shall be in compliance with 'ABU Regulations Governing Higher Degree Studies'

6.0 GENERAL EXAMINATION REGULATIONS,

1. Candidates must attend punctually at the times scheduled for their examinations, and must be at the venue of the examination two hours before the time the examination is due to start. Candidates arriving more than half an hour after the examination has started shall not be allowed to

participate in the examination, or may be admitted only at the discretion of the Chief Invigilator (i.e. provided the cause(s) of lateness by the student are reasonable, cogent and sufficiently convincing).

2. Except with the special permission of the Chief Invigilator/Supervisor, candidates may not leave the examination hall during the first and last half hour of the examination. Outside those periods, candidates with the permission of the invigilator, may leave the room temporarily, and then only if accompanied.

3. Candidates must display their Examination cards/print out of Vigicode during each examination and no writing of any form on the printout shall be condoned.

4. Candidates must bring with them to the examination hall their own pens and pencils and any materials which may be permitted by these regulations, but they are not allowed to bring any other book or paper. Candidates are warned, in their own interest, to ensure that lecture notes, textbooks, bags, mobile telephones, etc. are not brought into the examination hall. Answer booklets/Plain sheets shall be provided whenever indicated.

5. Candidates shall be searched by the Invigilator before they are allowed into the examination hall.

6. While the examination is in progress, communication between candidates is strictly forbidden, and any candidate found to be giving or receiving assistance shall be deemed to have committed an examination irregularity.

7. Silence must be observed in the examination hall. The only permissible way of attracting the attention of the invigilator is by the candidate raising his/her/her hand for recognition.

8. Candidates shall use their Registration Numbers only, throughout all Examinations

9. Every necessary precaution shall be taken including physical search before candidate leaves or returns to the examination room/hall.

10. There is a No Smoking Policy in all Examination venues/Resource Centres during examinations.
11. Candidates are informed that a First Aid Box is provided in the examination hall, and medical attention can be obtained if necessary.
12. All rough work must be done in the sheets of paper provided by invigilators for the purpose of rough work. Any other paper brought in will be confiscated and candidate penalized.
13. A student involved in examination misconduct or malpractice shall be penalised as dictated by the University Examination Regulations.
14. Candidates must adhere strictly to the sitting arrangement put in place, which has been configured automatically by the CBT system.
15. To improve the objectivity of examination results, the DLC shall put in place a "Double Marking" programme.

7.0 CONSEQUENCES FOR FAILING TO WRITE EXAMINATIONS

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

8.0   ACADEMIC MONITORING/QUALITY ASSURANCE

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

9.0   RESEARCH   WORK   AND   PROJECT, DISSERTATION AND THESIS MANAGEMENT

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

10.0   DUTIES OF INVIGILATORS

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

1. Arrive at the venue of Examination at least 1 hour before the session commences
2. Shall inspect the Identity and Admission cards of candidates before admission into the examination room/hall.
3. Ensure compliance to all schedules and time restrictions by students.
4. Ensure that items not relevant to the examination are not allowed in the examination room such as books, bags, mobile phones, programmable calculators, palm top computers, mini scanners etc.
5. Confiscate such items and report on such matters to the Chief Invigilator.
6. Ensure that borrowing of any item or removal of examination materials does not occur.

7. Ensure that under no circumstances are candidates left without supervision
8. Should occasionally move around the examinations hall/room.
9. Ensure that candidates caught in breach of Examination Regulations are allowed to continue with the examination but the breach immediately documented.
10. Present a written report on any incident with exhibits to the Examinations Officer/Chief Invigilator.

11.0 EXAMINATION MALPRACTICE

1. All malpractice cases shall be treated in conformity with established University regulations.
2. The DLC Academic Board shall establish an ERIC committee to conduct all preliminary investigations
3. Examination malpractice shall be deemed to have been committed when any of the following has been established:

   i. Impersonation/attempted impersonation at a CA or Semester Examination

   ii. Plagiarism of other works, applicable to all assignments (CA) and Project

   iii. Subletting/conscripting anyone to in parts or wholly undertake an assignment or examination on the student's behalf.

   iv. Copying from other during center examination

   v. Tampering/Attempted tampering of/with examination grades

   vi. Introduction of foreign materials (Including Phones) into examination hall/room

12.0   SANCTIONS
12.1   OFFENCE BY STUDENTS
(A) Expulsion
The following offences shall carry the punishment of expulsion for breach of Matriculation Oath:

i. Impersonation at Examination shall involve the exchange of examination numbers or names, intentional use of someone else's name and/or registration number while registering online for the examination.

ii. Introduction of relevant foreign materials and cheat notes into Examination Hall.

iii. Exchange of relevant materials/information in Examination Hall which may involve collaboration/copying from each other or copying from cheat notes.

iv. Consulting cheat notes outside the Examination Hall in the course of the examination.

v. Facilitating/abetting cheating during examination.

vi. Use of mobile phones (GSM) text messages and/or other such communication or electronic gadgets during examinations.

vii. Life threatening assault to an invigilator, examination officer or any constituted authority with evidence.

viii. Willful destruction of exhibit (foreign material or cheat note) in the examination hall on the suspicion or on arrest for committing examination malpractice.

ix. Solicitation for marks or change of grades from the examiner or examination officer.

x. Hacking or attempted hacking into sites containing materials/information relevant to examinations.

(B) Rustication for One Academic Year
The following offences shall carry the punishment of rustication for one session

i. Non-submission or incomplete submission of answer scripts (where applicable)

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

(C) Written Warning

The following offences shall attract a written warning
i) Speaking/Conversation during examinations.
ii) Unruly behaviour in the examination hall that does not affect the conduct of the examination.

11.2   OFFENCES INVOLVING STAFF

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

13.0 MANAGEMENT OF EXAMINATION RESULTS

i. Tentative results shall only be made available to students after its approval by the DLC Academic Board subject to ratification by the Senate.

ii. Students shall be able to view their results (copy only) via the LMS, SMS/text or via other secure online options.

iii. An Exam checker shall be in place for students to access their results and forward complaints (should the need arise).

iv. Students are at liberty to apply for rectification (remarking) of their results for a fee.

v. Students can request for and view their scripts (for a fee) in event they are dissatisfied with the outcome of the rectification process.

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