



**NATIONAL OPEN UNIVERSITY OF NIGERIA
FACULTY OF HEALTH SCIENCES (FOHS)**



**Undergraduate Student Handbook
(2018-2023)**

**NATIONAL OPEN UNIVERSITY OF NIGERIA
HEADQUARTERS
JABI, ABUJA**



National Open University of Nigeria

Headquarters

The University Village
Plot 91, Cadastral Zone,
Nnamdi Azikwe Expressway
Jabi, Abuja

Lagos Liason Office

14/16 Ahmadu Bello Way
Victoria Island
Lagos

e-mail: centralinfo@noun.edu.ng

URL: www.nouedu.net

Compiled/Edited by:

Prof. Mba Okoronkwo
Pioneer Dean, Faculty of Health Sciences, NOUN
&
Dr. Jane-Frances Agbu
Current Dean, Faculty of Health Sciences, NOUN

Contributors

All Heads of Departments

Published by the National Open University of Nigeria
© National Open University of Nigeria 2018.

ACKNOWLEDGEMENT

Our gratitude goes to the Vice Chancellor, Professor Abdalla Uba Adamu, for his support towards the production of this handbook. The handbook is a product of efforts and contributions of the following staff of the Faculty of Health Sciences: Professor Mba O. Okoronkwo (pioneer Dean), Prof Grace Okoli, Dr. Jane-Frances Agbu (current Dean), Dr. Gloria Anetor (Head of Department, Public Health), Mr. Segun Igbinlade, (former HOD, Nursing), Dr Elkanah Ndie (current HOD, Nursing) and other persons who had passed through this Faculty either as adjunct staff or contract staff.

The cooperation of the other members of staff in providing information is highly acknowledged. They are: Dr Bello Arkila Magaji, Dr. George Ani, Dr. Frank Ebhodaghe, Dr. Gideon Okoroiwu, Dr Oluremisaliu, Dr. Florence N. Uchendu, Mrs. Ihuoma Ubosi, Mr. Adeolu Ejidokun, Dr Muktar Anka, Dr Bala Kwata Waziri, Mrs. Medlyn Okolo, Dr. Hassan Mohammed Sule; Dr. Elizabeth Joseph-Shehu, Dr. Samuel O. Azubuike; and the Faculty Secretariat, Mr. Abass Oluwole (Faculty Officer), Mrs. Rachel Owhatuemuhor, Mrs. Deborah Akinboboye and Mrs. Clementina Omalu.

VISION AND MISSION STATEMENTS OF NOUN

Vision Statement

To be regarded as the foremost University providing highly accessible and enhanced quality education, anchored on social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers.

Mission Statement

To provide functional, cost effective, flexible learning which adds life-long value to quality education for all who seek knowledge.

ANTHEM

National Open University of Nigeria
Determined to be the foremost University in Nigeria
Providing highly accessible
And enhanced quality education
Anchored by social justice
Equity, equality and national cohesion

Come to NOUN
For functional, cost effective and flexible learning
That adds life-long value
For all who yearn
For quality education
And for all who seek knowledge

PHILOSOPHY OF THE FACULTY OF HEALTH SCIENCES

The Faculty seeks to provide broad-based academic, professional training and competence that reflect the emphasis on the current national preventive health care systems and services through the Open and Distance Learning (ODL) system. This training mode believes in the right to education for all, irrespective of age, sex, gender and location as this helps in the expansion of access and equity to education and lifelong learning opportunities, without compromising quality. Learning is indeed a life-long, interactive process that builds on previous experience and ideally results in a change in knowledge, attitudes, beliefs, and/or behaviours.

FOREWORD FROM THE VICE-CHANCELLOR

This handbook has been prepared to provide general information on the National Open University of Nigeria and in particular, the Faculty of Health Sciences. The information contained in it are necessary for students' registration, choice of course, programme planning, duration of study and other relevant information that will help the students during their course of study in the university. It also contains a brief history of the university and the Faculty of Health Sciences, its Philosophy, Mission, Vision and Objectives. I therefore, recommend this handbook to all students of the Faculty of Health Sciences and members of the public who want to study Health-related courses in the National Open University of Nigeria (NOUN).



PROF. ABDALLA UBA ADAMU
Vice- Chancellor, NOUN

WELCOME ADDRESS FROM THE DEAN



WELCOME to the Faculty of Health Sciences, National Open University of Nigeria. I hope that the time you spend in our Faculty will be both intellectually stimulating and challenging, and also a time for overall growth and development. This handbook contains a collection of policies, guidelines, procedures, and information of importance to students in the Health Sciences degree programme. It should be read by each

student upon its presentation and should be kept as a reference for future questions regarding these matters. As University and professional guidelines change from time to time, the Faculty reserves the right to modify the information included herein without notice. Matriculated students shall be advised of any changes as they are approved.

The Faculty of Health Sciences subscribes to the philosophy of Open and Distance Learning (ODL), whose purpose includes developing the individual to the highest level of intellectual and professional capabilities using the distance learning mode; enriching instructions and creating new frontiers through research and scholarship. The Faculty recognizes that total health care of our society must increasingly draw upon personnel, talents and techniques of a broad range of disciplines. Therefore, the Faculty runs a diversity of degree programmes which will help you excel in a range of settings including Nursing science, Public Health, Environmental Health, which are currently on offer, and other programmes such as Dental Technology, Health Information Management, Medical Laboratory Science, Human Nutrition, etc., which will soon take off.

The primary objectives of the Faculty of Health Sciences are to design health-related manpower development programmes that will be replicable in various parts of the country; to stimulate critical

thinking and technical competence in the field of health sciences; and contribute to meeting the emerging health care needs of Nigerians based on the principle of open and distance learning.

A comprehensive acquaintance with the bodies of knowledge, which will assist you in living a productive, humanitarian and successful life in society, is deemed important in the Faculty of Health Sciences. The Faculty is aware of its obligation to develop educational programmes in the various composite professions compatible with this philosophy and striving for the highest level identified as being justifiable in terms of the roles and responsibilities our graduates will assume. We draw on highly experienced, highly motivated teachers who serve as facilitators, instructors, preceptors, mentors who are part of working with students as matured candidates ensuring that they acquire desirable knowledge, attitudes and skills to prepare them for better practice and fulfilling career in Nursing and Public Health, Environmental Health, etc.

You should know what constitutes good and honest scholarship, and formats for assignments for each of your courses. Consult your centre coordinators, student counselors, facilitators, lecturers and professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources. Through reading, writing and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

You are also encouraged to:

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.

- Always proofread your finished work to be sure that quotation marks or footnotes or other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that the work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.
- When plagiarism, cheating and/or other forms of academic dishonesty are suspected, appropriate disciplinary action may include: allowing the student to redo the assignment; lower the grade for the work in question; assign a grade of F for the work in question; assign a grade of F for the course; or recommend dismissal

We encourage you to take advantage of all that the Faculty has to offer, not only in the classroom, but also in the field, laboratory and through extra-curricular activities available in the University. We are proud and excited to be part of your journey to a successful life and career.



Dr Jane-Frances Obiageli Agbu, Ph.D
Dean, Faculty of Health Sciences, NOUN

TABLE OF CONTENTS	PAGE
Acknowledgementsí í í í í í í í í í í í í í ..	iii
Vision and Mission Statements of NOUN.....	iv
Vision Statementí í í í í í í í í í í í ..	iv
Mission Statementí í í í í í í í í í í í	iv
Anthemí í í í í í í í í í í í í í í í í í í .	iv
Philosophy of the Faculty of Health Sciencesí í í í ..	v
Foreword from the Vice-Chancellorí í í í í í í í ...	vi
Welcome Address from the Deaní í í í í í í í	vii
PART 1: INTRODUCTION.....	1
1.1 About the National Open University of Nigeria (NOUN)í í í í í í í í í í í í í	1
1.2 Studying through Open and Distance Learning at NOUNí í í í í í í í í í í í	3
1.2.1 Objective of the Nigerian Open and Distance Learning Programmesí í í í í í í í í í í	4
1.2.2 Expected Outcomesí í í í í í í í í í í	4
1.2.3 The Features and Model of Distance Learning Systems in Nigeriaí í í í í í í í .	5
1.2.4 Model for the National Open University Nigeriaí í í í í í í í í í í í í í í ...	8
PART 2: ABOUT FACULTY OF HEALTH SCIENCES.....	10
2.0 Introductioní í í í í í í í í í í í í í ...	10
2.1 Historical Backgroundí í í í í í í í í í	11
2.2 Programmesí í í í í í í í í í í í í í	11
2.2.1 The Bachelor of Nursing Science (BNSc.) Degree Programme of NOUNí í í í í í í í	12

2.2.1.1 Introduction	12
2.2.1.2 Philosophy	13
2.2.1.3 Justification	14
2.2.1.4 Aim of the Programme	15
2.2.1.5 Programme Objectives	15
2.2.1.6 Learner Focused Objectives	16
2.2.1.7 Instructional Methods of Delivery	18
2.2.1.8 Evaluation	19
2.2.1.9 Learners Support	19
2.2.1.10 General Admission Requirements	21
2.2.1.11 Course Development	21
2.2.1.12 Domicile Faculty to run the Programme	22
2.2.1.13 Staffing and Programme Management	22
2.2.1.14 Duration of the Programme	22
2.2.1.15 Requirements for Graduation	23
2.2.1.16 Course Codes	23
2.2.1.17 Examination Regulations	23
2.2.1.18 Mode and Weighting of Examinations	25
2.2.1.19 Award of Degree	27
2.2.1.20 Outline of Courses Structure	28
2.2.2 Bachelor of Science in Public Health (B.Sc. Public Health)	55
2.2.2.1 Introduction	55
2.2.2.2 Philosophy	55
2.2.2.3 Justification	55
2.2.2.4 Aims of the Programme	56
2.2.2.5 Objectives	56
2.2.2.6 General Admission Requirements	56
2.2.2.7 Repeating Failed Courses	57
2.2.2.8 Learning Outcome	57
2.2.2.9 Instructional Methods of Delivery	60
2.2.2.10 Evaluation	60
2.2.2.11 Language of Instructions	61
2.2.2.12 Course Development	61
2.2.2.13 Domicile Faculty to run the Programme	61
2.2.2.14 Staffing	62
2.2.2.15 Duration of the Programme	62
2.2.2.16 Requirement for Graduation	62
2.2.2.17 Course Codes	62
2.2.2.18 Grading System	63

2.2.2.19	Outline Programme Proposal (OPP)	63
2.2.2.20	Detailed Programme Proposal (DPP)	67
2.2.3	Bachelor of Science in Environmental Health (B.Sc. Env. Health)	84
2.2.3.1	Introduction	84
2.2.3.2	Philosophy	85
2.2.3.3	Justification	85
2.2.3.4	Aims of the Programme	85
2.2.3.5	Objectives	86
2.2.3.6	Instructional Methods of Delivery	87
2.2.3.7	Evaluation	87
2.2.3.8	Language of Instructions	88
2.2.3.9	Course Development	88
2.2.3.10	Domicile Faculty to run the Programme	89
2.2.3.11	Staffing	89
2.2.3.12	Duration of the Programme	89
2.2.3.13	Requirements for Graduation	89
2.2.3.14	Course Codes	89
2.2.3.15	Outline Programme Proposal (OPP)	90
2.2.3.16	Detailed Programme Proposal (DPP)	93
2.3	Administration	106
2.3.1	Staff List of the Faculty	106
2.3.2	List of Facilitators for Nursing Science from Various Study Centres for the Faculty of Health Sciences.....	109
2.3.3	List of Approved Facilitators from Various Study Centres for Public Health Programmes	122
PART 3: INFORMATION FOR NEW STUDENTS.....		129
3.1	Introduction	129
3.2	Orientation Programme	129
3.3	Deferment of Admission	129
3.4	Change of Programme and Course	130
3.4.1	Registered Students who wish to change their Programme of Study	130
3.4.2	New Students who were wrongly admitted to a Programme	130
3.4.3	Change of Course	131
3.4.4	Credit Transfer	131

PART 4:	PROGRAMME AND DEGREE AWARD REQUIREMENTS.....	132
4.1	Introductioní í í í í í í í í í í í í í ..	132
4.2	Programme Durationí í í í í í í í í í í í	132
4.3	Course Registrationí í í í í í í í í í í ..	132
4.3.1	Prerequisite Courseí í í í í í í í í í í ..	132
4.3.2	Registration Procedureí í í í í í í í í í í .	133
4.3.3	Opening and Closing of the Course Registration Portalí í í í í í í í í í í í í í í í í .	133
4.4	Course Re-Registrationí í í í í í í í í í í .	133
4.5	Add and/or Drop Coursesí í í í í í í í í í .	133
4.6	Eligibility for Graduationí í í í í í í í í í .	133
4.7	Research Projectsí í í í í í í í í í í í ..	134
4.8	Grading, Moderation and Mode of Submission of Projectsí í í í í í í í í í í í í í í .	134
4.8.1	Grading of Research Projectsí í í í í í í í í	134
4.8.2	Mode of Submission of Projectsí í í í í í í ...	134
4.9	University Policiesí í í í í í í í í í í í	135
4.9.1	Copyright Policyí í í í í í í í í í í í í	135
4.9.2	Plagiarismí í í í í í í í í í í í í í í í ..	135
4.10	Degree Award Requirementsí í í í í í í í ...	136
4.10.1	Compulsory and Elective Coursesí í í í í í ..	136
4.10.2	Minimum Course Credits for Graduationí í í í	137
4.10.3	General Studies Courses (GST)í í í í í í í ...	137
4.11	Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)í í í í í í í í ..	137
4.11.1	Formula for Calculation of GPA AND CGPAí ...	137
4.12	Class of Degreeí í í í í í í í í í í í í í .	139
4.13	Good Academic Standingí í í í í í í í í í .	139
4.14	End of Programme Clearanceí í í í í í í í ..	139
PART 5:	ASSESSMENT AND EVALUATION.....	141
5.1	Introductioní í í í í í í í í í í í í í í .	141
5.2	Tutor Marked Assignments (TMA)í í í í í í í	141
5.2.1	Opening and Closing of TMA Portalí í í í í í .	142
5.3	End-Of-Semester Examinationí í í í í í í í .	142
5.3.1	The e-Examinationí í í í í í í í í í í í .	142
5.3.2	Pen-on-Paper (POP) Examinationsí í í í í í ...	142

5.3.3	Opening and Closing of Examination Portal	143
5.4	Examination Procedures	143
5.4.1	Policies	143
PART 6:	LEARNER SUPPORT SERVICES.....	145
6.0	Introduction	145
6.1	Study Centres	145
6.2	Facilitation	145
6.2.1	Introduction to i-Learn Platform	145
6.2.2	Tutorial Support	146
6.3	Library Services	146
6.4	Information Communication Technology (ICT)	147
6.4.1	Channels of Communication	147
PART 7:	STUDENTS' ISSUES.....	148
7.0	Introduction	148
7.1	Code of Conduct	148
7.2	Studying Tips	148
7.3	Students' Complaints	149
	Service Charter	150
	Glossary of Terms	154
	APPENDICES.....	156
Appendix I:	Guidelines for Research Project and Grading Specifications	156
Appendix II:	Policy on Deferment of Examination	167
Appendix III:	Policy on Re-Marking of Students' Examination Scripts and Re-Computation of Results	169
Appendix IV:	Students' Examination Guidelines and Regulations	171
Appendix V:	Decree on Examination Mal-Practice	174

PART 1: INTRODUCTION

1.1 About the National Open University of Nigeria (NOUN)

From the early 1960s, there had been a rising commitment to strengthening the delivery system of education in Nigeria. Education was identified as a tool to be used to speed up socio-economic development in Nigeria. In the process of getting to the root of the education problems of Nigeria, it became clear to government that the colonial education strategy which targeted only a few privileged people in selected regions of the country did not quite fit the needs of a newly independent Nigeria.

Government, as far back as 1977, began searching for alternative models to the traditional conventional system which was rather restrictive and limited in scope. Government also realized that there is the need to create opportunities for those who have received some form of formal education to update their knowledge and ultimately improve their productive capacity. Nigeria found itself in a situation where there are too many people without jobs and too many jobs without people. Lack of appropriate skills and knowledge amongst the ever growing workforce has compounded this national dilemma, hence the launch, of the National Open University of Nigeria (NOUN), to remedy the situation.

The idea of an Open University system for Nigeria, as a separate and distinct institution to be organized nation-wide was appropriately reflected in the 1977 **National Policy on Education**, which stated emphatically and unambiguously that maximum efforts will be made to enable those who can benefit from higher education to be given access to it. Such access may be through universities or correspondence courses, or open universities, or part-time and work-study programmes.

The **National Policy on Education** is very explicit in referring to what is now known as Open and Distance Education (ODE): A system which encompasses education for all, education for life, life-long learning, life-wide education, adult education, mass education,

media based education, self- learning, personalized learning, part-time studies, and more. It is this policy that forms the bedrock of the NOUN. In formulating the National Policy on Education in 1977, the Federal Government of Nigeria expressed awareness of the fact that education is the most important instrument of change in any society and that any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution.

In 2002, following the commitment and determination of government to democratize education, a major tool for providing enhanced access to tertiary education, the National Open University of Nigeria (NOUN), was resuscitated and launched by President Olusegun Obasanjo on 1st October 2002 as Nigeria celebrated the 42nd Anniversary of her political Independence.

The Uniqueness of the National Open University of Nigeria (NOUN): The National Open University of Nigeria (NOUN) dedicates itself to preparing professionals in various disciplines through the distance learning mode. It offers you a choice of qualifications from Certificate to Diploma to Degrees and stand-alone self-development courses through flexible delivery, allowing learners the convenience to choose the time, place, and what to study.

The National Open University of Nigeria is unique in its admission policy. Its practice of open education enables the University to admit as many as are personally and individually prepared for programmes offered by the University. For degree programmes, students need not sit for the Joint Admission and Matriculation Board (JAMB) examinations. However, they must meet the JAMB and National Universities Commissions (NUC) minimum requirement of FIVE credits at the Ordinary level.

Since NOUN philosophy is the provision of quality flexible education for all, no one is turned back or denied admission. Therefore, students who are deficient in the required number of O level passes are stepped down to the Access Programme designed to adequately prepare them for their undergraduate studies. NOUN's Access

provides that those in the programme take up a prescribed set of courses for a period of one academic year. Successful completion of the Access Programme courses allows a student to move seamlessly into a degree programme of choice as conditioned by their entry qualifications.

1.2 Studying through Open and Distance Learning at NOUN

As a student of NOUN, it is important for you to know a little bit about why in Nigeria, the adoption and deployment of open and distance education delivery system is very significant. Open and Distant Learning/Education (ODL), provides education for all via increased access and promotes lifelong learning, fills the gap created by the closure of sub-standard Outreach/Satellite Campuses across the nation and is cost effective in the education delivery system. Open and Distance Learning improves on the economies of scale i.e., more Nigerians receive quality education but at a reduced cost.

The NOUN will provide a flexible education delivery system in our country, which will help meet up with the economic realities where a lot of people desire to work and learn simultaneously. Open and Distance Learning also maximizes the utilization of academic personnel and is therefore in the long run a cost saving measure in Nigeria.

Some of the other long benefits of ODL are poverty eradication, and lifelong education. ODL can help with the provision of National Orientation and non-formal education and provide education to reach the ōun-reachedö i.e. girls and women who cannot leave their homes regularly (as the case of those who live in Purdah, etc).

Technical and Vocational Education have in recent years played important roles in assisting individuals to improve their employment prospects in a rapidly changing socio-economic environment. In this regard, the role of the NOUN in open and distance learning in the field of technical and vocational education is significant.

ODL responds effectively to the growing demand of working adults or any others who have difficulties in getting training in conventional education because of lack of flexibility in the timing and duration of academic programmes. ODL provides an opportunity for empowerment of those most disadvantaged (example, the unemployed, the physically challenged, women and ethnic minorities), as they can embark on courses of their choice within their vicinity.

ODL can be used as a platform for promoting National ethics and values. It can also allow for the dissemination of knowledge and information to target groups, with respect to government policies and activities thereby providing better understanding of government's intentions at all times. This will improve general understanding, reduce misconceptions and promote social and political harmony.

1.2.1 Objective of the Nigerian Open and Distance Learning Programmes

The programmes available to you under the National Open University of Nigeria (NOUN) are essentially designed to widen the access to education and to ensure equity and equality of opportunities for all and sundry. Open and Distance Learning education is to be used as an instrument for poverty alleviation especially in rural communities, by providing opportunities that support Education for All (EFA) and lifelong learning. Open and Distance Learning is to equip the Nigeria populace for the emerging global culture of technological literacy via its programmes and the use of information and communication technology. The acquisition of flexible and qualitative education for all categories of learners will be accessible anywhere, anytime and via an appropriate and cost effective medium without the cost of conventional tertiary education delivery system as a whole.

1.2.2 Expected Outcomes

As a student of NOUN it may interest you to know that Open and Distance Learning programmes in Nigeria are expected to raise literacy level of the population incrementally and systematically.

Government will be able to meet its educational obligations to the different segments of the population by providing access to quality education at all levels to all who desire it.

Open and Distance Learning will help to improve the existing teaching force as well as train new teachers through other methods complimentary to current teacher education practices. Infrastructure that supports wealth creation at national, community and individual levels via education will be provided to the society via Open and Distance Learning programmes.

Open and Distance Learning in Nigeria will harness the opportunities of the information age for the enhancement of skill acquisition so that Nigeria will be on the right side of the digital divide. It will also help to increase penetration, wider reach, affordable and cost effective educational opportunities for all so that nobody is left behind; ODL will facilitate workplace training and professional development and enhance community ownership and participation in the management and provision of education at all levels nation-wide, especially through Community Resource/Study Centres.

1.2.3 The Features and Model of Distance Learning Systems in Nigeria

As a registered student of NOUN, it will help your orientation if you further understand some of the guidelines for the preparation of NOUN's curriculum. A number of factors were considered as basic ingredients that inform the design of an ODL Programme for Nigeria.

They include:

The mission: In defining the mission of a **distance** learning system, such as that of NOUN, the role of the system within the specific context of education policy was considered.

The mission of ODL in Nigeria is to enable government to fulfill its social obligations as well as to encourage the citizens to shoulder personal responsibilities in developing their full potentials and

contribute to nation building.

- a. **The Vision:** In stating the vision of a distance learning system, such as that of NOUN, the role of the system within the Nigerian context was considered.

The vision of ODL in Nigeria is to provide highly accessible and enhanced quality education, anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers.

- b. **Programmes and Curricula** constitute very important components of the NOUN. Many distance education systems provide courses in preparation for examinations and degrees, which are equivalent, or similar to those offered by conventional institutions. These courses are subject to similar regulations as regards content and assessments, in comparison with the conventional universities.
- c. **Teaching and Learning Strategies and Techniques** depend partly on the type of programmes and the needs they are designed to meet. *The principle adopted for NOUN emphasizes the needs of learners rather than those of teachers.*
- d. **Learning Materials and Resources** make up necessary components in all distance-learning systems. Development and production of materials is often considered as a sub-system in distance teaching organizations and NOUN is no exception.

The Learning materials for NOUN and resources have been developed based on the best practices and tailored to meet national needs.

- e. **Communication** between teachers and learners is seen as a necessary component in distance education as in all other forms of education. Open learning systems on the other hand are often heavily based on self-study. *The importance attached to student-teacher interaction may vary*

considerably between different systems, and has been closely linked to educational strategies for Nigeria.

- f. **Interaction** between learners is another crucial component. In some forms of distance education this is practically non-existent, but in most cases it is considered important. Learner-learner interaction may be provided in different ways and is encouraged at NOUN. Often students meet physically in groups sometimes connected with other forms of local support. Some technologies allow the organization of 'virtual groups', where the students may interact at a distance, as for example by computer-mediated communication. *The development and operations of study resource centres are designed to take care of this initial aspect of the proposed ODL programmes for Nigeria and specifically at NOUN.*
- g. **Learner Support** delivered locally is a common component of ODL and NOUN will provide this service at specially designated locations called Learning/Study Centres. This support is in a form that allows some kind of direct interaction between the learner and a teacher or a mentor/facilitator. This component may be organized completely as face-to-face events, or in combination with communication at a distance such as teleconferences. The centre may also offer access to other learning resources and equipment. *In Nigeria, at NOUN, each State Capital and Local Government Headquarters will ultimately have such a centre.*
- h. **Learning Materials:** A comprehensive *delivery system*, which includes print material, audio/video tapes, CD-ROMS, television and radio broadcast, and internet/intranet solutions, will be deployed at NOUN to achieve the objectives of distance learning. Staff and other experts in a distance learning system need a range of different competencies. Capacity building of NOUN staff have been made part of the Implementation strategies of the programmes.

- i. **Administrative System:** Effective management and administration needs not only competent staff but also well designed, efficient administrative systems and routines, planning and monitoring systems, budgetary and accounting systems. *The administration and management system at NOUN in Nigeria has been structured to cope with the peculiarity of delivering education through distance learning with emphasis on internal efficiency and quality assurance.* Housing and equipment requirements are very different from traditional education institutions. A single mode distance learning system has no residential students, and thus there is no need for classrooms, lecture theatres, and halls of residence at the central location. *The NOUN has an administrative Headquarters in Abuja and a planning office in Lagos with facilities for course development, production and storage.* NOUN also has a media centre in its Kaduna Campus.

- j. Quality Assurance and Quality Control Methods and Processes are issues of great challenge for open and distance-learning providers in general, especially in the design, development and delivery of course materials. An additional concern in the delivery of open and distance learning in Nigeria is the possible abuse of the assessment process through cheating and examination malpractices. *Critical assessment procedures that will be kept under constant evaluation and review are being employed to address this concern.*

1.2.4 Model for the National Open University Nigeria

(a) Learner Targets

The NOUN is designed to increase the access of all Nigerians to formal and non-formal education in a manner convenient to their circumstances. It will also cater for the continuous educational development of professionals such as teachers, accountants, bankers, lawyers, nurses, doctors, engineers, politicians, self-employed business men and women. The range of target clientele is expected to

be elastic and kept under constant review so as to be able to meet their ever-changing needs.

(b) Methods of Delivery

There are some overriding principles that have informed the choice of delivery methods utilised at NOUN. The best media are those that are easy to use and do not rely on the skills of a limited number of programmers or designers with sophisticated skills.

- The media utilized is cost-effective and flexible enough to take advantage of the huge amount of global knowledge, which to a large extent currently resides on the internet World Wide Web. (WWW).
- Printed material by is the most basic method of delivery that is adopted for NOUN.

Audiotapes, videotapes and CD-ROMS will be offered as complimentary media based on user preference. Special and properly scheduled radio and television educational programmes will play a major role in the delivery of distance learning.

The National Open University of Nigeria has taken full advantage of Information and Communication Technologies (ICTs) to provide learners with access to the Internet. The NOUN also utilises currently available and easily deployed wireless communication systems such as microwave radios and VSATs and these are to be used at each study center as and when they are available.

PART 2: ABOUT FACULTY OF HEALTH SCIENCES

2.0 Introduction

The desire for the establishment of the Faculty of Health Sciences at the National Open University of Nigeria arose from the need to provide health workers at all levels for the badly underserved regions of the country. The faculty attempts to ensure that training emphasizes relevance rather than mere academic knowledge. It is intended to achieve two closely related main objectives. One is to produce a broad range of health manpower that will serve the depressed and underserved rural and peri-urban communities of Nigeria, and the other is to design test programme models for health manpower development that would be replicable in various parts of the country and, hopefully, in other countries of the world, where health conditions are similar to those of Nigeria.

To appreciate better the programmes of the Faculty, it is well to keep in mind that, in Nigeria, it normally takes about ten years for the standard medical school to produce a Consultant Physician. In addition, the product of these medical schools, like their counterparts elsewhere in the world, are generally disinclined to serve in the rural communities where over seventy per cent of the nation's most productive population reside and where their services are most needed. The Faculty of Health Sciences is, therefore, dedicated to preparing our graduates for challenging and rewarding careers in allied health.

The Faculty currently runs programmes on Nursing Science (BNSc) and Public Health (BSc Public Health), BSc Environmental Health, at the undergraduate level. The existing structure, facilities and resources in these programmes constitute a tangible fraction of the requirements for the establishment of a full-fledged Faculty of Health Sciences. Therefore, the establishment of a Faculty of Health Sciences with attractive programmes and curricula is highly justified, especially, given the strident call to develop Nigeria's health sector.

2.1 Historical Background

A proposal for the establishment of the Faculty of Health Sciences was made and presented to the University Senate. Thus at the 69th meeting of the Senate held on Tuesday, 24th April, 2012, the report and approval for the establishment of the Faculty of Health Sciences from the then School of Science and Technology was ratified.

The Faculty of Health Sciences (FHS) was carved out of the then existing School of Science and Technology (SST) now called Faculty of Sciences (FOS) as the first of its kind in Nigeria to have a full-fledge-core courses in health sciences through the Open and Distance Learning (ODL) mode. The Pioneer Dean of the Faculty was Prof Mba Okoronkwo, who was also a one-time DVC Academics of NOUN. The current Dean of the Faculty is Dr Jane-Frances Obiageli Agbu.

The Faculty of Agricultural Sciences is dedicated to training health professionals while the uniqueness of the training mode, which is open and distance learning is that it increases access and equity in learning. This mode therefore provides opportunity for work and learn and this is very out target students who are mostly working professionals.

2.2 Programmes

The Faculty of Health Sciences is currently running the following programmes with the award of a Bachelor's degree in their respective areas as follows:

- i) Bachelor of Nursing Science (BNSc)
- ii) Bachelor of Science in Public Health (BSc Public Health)
- iii) Bachelor of Science in Environmental Health Sciences (BSc Env. Health)
- iv) Other programmes which have received the approval of the University Senate, but which will take off as soon as they are resource varied and approved by the National Universities Commission and the relevant professional registration bodies are: BSc Dental Technology; BSc Health Information

Management; Human Nutrition and perhaps Bachelor of Medical Laboratory Science (BMLS).

2.2.1 The Bachelor of Nursing Science (BNSc.) Degree Programme of NOUN

Highlights: The new BNSc degree programme addresses the following:

- (i) Upgrade of the curriculum to be in line with the NUC benchmark, Nursing and Midwifery Council of Nigeria's curricula requirements for professional examinations and the West African Health Board curriculum in Public Health Nursing
- (ii) Adequate orientation of the curriculum towards having polyvalent nurse clinicians with high capacity for technology use for self-directed learning who can also be presented for professional examinations.
- (iii) Innovative strategy for Public-Community health practice with emphasis on Primary Health Care (PHC) as the national anchor for health care access focussing on rural and urban community-based, problem-based and self-directed approach to learning about PHC within the context of Public-community health nursing.
- (iv) Incorporation of guided laboratory and practical schedules and logbooks to accompany nursing courses
- (v) Use of multimedia for learning access including personalized tablet that is Internet compliant
- (vi) Application of ICT in teaching/learning engagements and in clinical practice

2.2.1.1 Introduction

Globally, the need for university education for nurses had led to the emergence of innovative programmes that can also guarantee access to many who are in clinical practice. This trend also speaks to changes in the education of nurses in Nigeria. There is increasing need to produce graduate nurse-clinicians with broad based scientific

nursing knowledge for quality evidence based nursing practice in the 21st century.

Distance learning education approach as tested in other parts of the world provides a midway to meet the challenges of nurses already in practice who as professionals are expected to advance their education. This programme will provide increased access to university education for nurses in Nigeria and other African countries.

In 2004, the NOUN, following consultations with relevant stakeholders took the step to start the distance learning programme for Registered Nurses with the Nursing and Midwifery Council of Nigeria ensuring that the national standard as laid down by the regulatory agencies are also used as basis of assuring quality. The contents of the programme thus take guidelines from the National benchmark for a degree programme in nursing by the National Universities Commission as well as guidelines from relevant documents of the Nursing and Midwifery Council of Nigeria.

2.2.1.2 Philosophy

The Objects of the NOUN serves as a guide to the philosophy of the operations of the BNSc degree programme. The University believes in/that

- the right to education by all, irrespective of location as such relates to expanding access to education without compromising quality and standard of the BNSc degree graduates through high standards of scholarship, competence and personal character should have high capacity to translate expanded and deeper knowledge, improved skills and higher appreciation of human values in an emerging highly technological world to quality nursing care and service delivery that advance public health and quality health care delivery systems.
- preparation for professional nursing should consist of liberal and professional education utilising multiple resources (human and material) across the nation to support quality learning without compromising standard.

- nursing is a helping process of interactions, working with people as individuals, families and communities to attain, maintain, restore and sustain optimal level of healthy living.
- the nurse is an important practitioner in the interactional transaction who function to help people at all levels (the individual, family and community) adopt positive or modify their lifestyles and pattern of daily living to meet their requirements for healthy living and effective use of health care services.
- the nurse must be highly knowledgeable to be able to engage in the cognitive analytic-synthesis process, and must be highly competent as to efficiently apply appropriate technical skills using up-to-date technology in helping clients and highly responsive to human feelings as he/she works in cooperation and collaboration with clients and other health and social science disciplines. The health team, in which the individual, the family and the community play significant roles, is the most effective approach to promotion, maintenance and restoration of health.
- professional nursing practice in the century and thereafter depends on programmes that can maximise knowledge from the arts, sciences, humanities and nursing for evidence based professional practice as depicted by involvement in research and continued acquisition of new knowledge and promotion of self-development through self-directed learning by graduates
- the roles and responsibilities of the nurse are changing and a professional nursing programme should build capacity of learners in analysing the change process, in deciding on change which is desirable or undesirable, possible, probable, or impossible, and in accepting responsibilities to take action for what would be needed to support change.
- Learners should be assisted in using relevant and proven learning methods that support problem solving based on rational knowledge moderated by emerging trend in technology.

2.2.1.3 Justification

While the number of universities offering degree programmes in nursing in Nigeria continues to increase, the number of Registered Nurses graduating from basic Schools of Nursing far exceeds the number that can be admitted into the conventional universities offering the BNSc degree programme yet university education is a professional requirement. Moreover, a large number of these nurses, perhaps up to 80% who are qualified for University admission may not be able to pursue full-time education without losing their jobs. From another perspective, uptake of university education on a full time basis by nurses in clinical practice will amount to reducing the number of nurses in clinical practice thereby complicating the existing shortage of nurses in health care institutions in the country.

The Bachelor of Nursing Science Degree of the National Open University is thus a response to the need to enhance access to university education for many nurses in clinical practice who may not be able to leave their job for higher level education despite the professional demand for such.

2.2.1.4 Aim of the Programme

The aim of the University is to advance the education of nurses for modern day nursing practice, for higher level performance and capacity for projection into the future as the graduates function to meet health promotion and health care needs of individuals along the life span within family framework and with motivation for self-directed learning and professional growth.

2.2.1.5 Programme Objectives

1. To uphold the academic standards that are highly competitive meeting national and international requirement as such speaks to the nature of nursing practice
2. To provide a milieu facilitatory to learning and efficient nursing practice.
3. To graduate professional nurses capable of giving high quality nursing care to individuals and communities of diverse

- backgrounds, and in a variety of social and cultural settings.
4. To promote the institutionalization of the team concept in teaching and service delivery adopting efficient use of technology for optimal outcomes for students and consumers of health care services.
 5. To organise continuing education programmes for its faculty members and for other nurses outside the university.
 6. To mentor students into leadership responsibilities by facilitating their participation in group and professional association activities.
 7. To develop problem solving potentials and research interest of students by exposing them to problem situations and by mentoring them through the research process and in conduct of research projects.
 8. To cooperate with relevant bodies to advance nursing knowledge especially as such relates to improved learning and improved practice by the students and graduates
 9. To support the participation of faculty members and students in University and professional affairs.
 10. To evaluate the educational programmes of the department in the light of:
 - i. the educational objectives;
 - ii. the health needs of the nation;
 - iii. emerging trends in nursing education globally; and
 - iv. emerging trends in curriculum development and implementation as such relates to distance learning education.
 11. To formulate and maintain active recruitment programmes.
 12. To develop and maintain audio-visual, and other learning resources.
 13. To formulate future plans and seek funds to maintain its educational and training programmes.

2.2.1.6 Learner Focused Objectives

The student, on completion of the programme, should be able to demonstrate verbally, in writing and practice the following:

A. Knowledge of:

1. Physiological and psychosocial determinants of health and health status
2. Patho-physiological determinants of diseases
3. The scientific principles and nursing theories that are the basis of nursing care of individuals and groups of all ages and of diverse health status in a variety of physical and social settings;
4. The nursing process and standardized nursing language;
5. The communication process and group dynamics;
6. The process of scientific inquiry; and
7. The functions of members of the health team and their inter-relatedness and interdependency
8. Application of information technology in nursing care
9. Economic dimensions of health care programming and health care access.

B. Skills in:

1. Health assessment of individuals
2. Identifying health needs; planning and giving comprehensive nursing and health care to individuals of all ages in a variety of settings.
3. Applying basic scientific, social, medical and nursing theories, principles and concepts in the practice of nursing and in health care delivery.
4. Selecting appropriate health and nursing interventions, and performing technical skills with maximal safety.
5. Effective communication by organising thoughts and expressing such in manners that could be easily comprehended.
6. Planning and effecting health promotion, disease prevention and health restorative activities.
7. Working cooperatively as a member of the health team in provision of health care by:
 - i. Sharing information;
 - ii. Accepting responsibility and limitation willingly;
 - iii. Participating in group activities;
 - iv. Utilising standard protocols in giving health care.

8. Applying appropriate evaluation tools and instituting desirable changes.
9. Utilising information communication technology in information management, client education and self-development.

C. Attitude that:

1. Recognises the essential worth of the individual through her interpersonal responses.
2. Appreciates varieties in behaviour which may influence the care of the individual; and the family.
3. Shows commitment to the role of nurse and to the nursing profession.
4. Shows sense of responsibility for self-direction and personal growth.
5. Shows respect for the rights of his/her clients as individuals and groups.
6. Reflect positive disposition to use of technology in all aspects of life

2.2.1.7 Instructional Methods of Delivery

All courses shall be taught in English Language.

The mode of instruction is by the Distance Learning Mode which involves the use of a range of media to bridge the distance between the instructors/facilitators and the students. The curriculum will be implemented adopting the blended learning approach, (70% distance learning and 30% face-to-face to cover orientation, tutorials and practical sessions in clinical sites). Instructions will be through a mixture of modalities including didactic online teaching (mostly asynchronous), self-study, small group learning, laboratory practice, apprenticeship, self-directed electronic learning, and synchronous online teacher-learner interaction using social network media among others. Multimedia instructional methods are adopted in the programme. The Print and electronic media will be used as appropriate. Each course has study materials and course guide developed and written specifically for it, and which students are

expected to study along with CDs support and teacher-learner interaction through the Internet prior to examination. Learners will also have dedicated tablet for course materials and for asynchronous and synchronous interactive learning sessions.

2.2.1.8 Evaluation

A. Tutor and Computer Marked Assignments

As part of the evaluation mechanism, each course will be assessed with compulsory Tutor Marked Assignment (TMA) and Computer Marked Assignments (CMA). Apart from the University courses where the best 2 of the latter would be used in addition to the score from the former for the continuous assessment for the course, the TMA and the CMA will be added to other assignments of the course and computed to constitute 30% of the total assessment for each nursing course. The details of how each course will be assessed are given in the course guide that accompanies your course materials.

B. End of Semester Examinations

Except otherwise stated, each course will culminate in an end of semester examination. The examination constitutes 70% of the total assessment or as otherwise spelt out in courses that have practical components. Details of these are spelt out under each of the nursing courses subject to the nature of the course.

2.2.1.9 Learners Support

The programme will be serviced by a range of support services. These include academic learner support (Staff Adviser and Course-coordinators), information, assistance and guidance by counselors and preceptorship programme for clinical learning. Students support services will take cognisance of NUC and Nursing and Midwifery Council of Nigeria guidelines.

A. Academic Learner Support

Academic Coordinators by classes - learners in groups of 50 by class will be assigned to Academic coordinator/Staff adviser that interact with learners as mentees, track their academic progress, help learners

resolve academic and professional issues as they affect the progress of the candidate in the programme.

B. Nursing Specialty Coordinators

There will also be Specialty Coordinators for Medical Surgical Nursing, Maternal and Child Health Nursing, Community Health Nursing and Mental Health and Psychiatric Nursing, Specialized Elective Nursing programmes to provide professional support to learners, and academic coordinators, clinical instructors and preceptors in managing issues related to professional contents, laboratory and clinical postings and professional examinations as necessary.

C. Counselors

Learners will also have access to University Counselors for resolving social and emotional challenges for learners.

D. Learning Resource Support

Learners will be provided with personal tablet to access soft copies of learning materials and to have personal access to the Internet for dedicated periods. Through the Study Centres learners will also have access to University supported LMS to access Instructors' electronic materials. Interactive sessions with facilitators adopting mostly the asynchronous online interactive sessions using e-mail, other social network media and through the University Learning Management Systems will also be supported by occasional synchronous interactive sessions. As situation allows distributed classroom for learners in all study centres to have direct verbal interactions with instructors/facilitators/preceptors and other students using video conferencing, face-to-face will be facilitated especially as such relates to laboratory demonstrations and clinical learning.

Essentially interaction through online sessions among instructors, facilitators, learners, clinical preceptors and other resource persons that are involved in teaching of the courses and clinical learning will also be provided. Facilitatory interactions with emphasis on improved competence and skills acquisition through laboratory practical, simulations, use of standardized patients' clinical experiences in

institutions and community settings will be ensured for the core clinical associated courses.

Learners will also have access to the hard copies of all learning materials.

2.2.1.10 General Admission Requirements

Candidates intending to enter the BNSc Degree must have the following qualifications:

- i. Five (5) credit passes in not more than two sittings in WASCE, GCE, NECO in the following subjects: English Language, Mathematics, Physics, Chemistry, Biology
- ii. Registered Nurse or Midwifery Certificates of the Nursing and Midwifery Council of Nigeria
- iii. A valid practice licence issued by the Nursing and Midwifery Council of Nigeria.
- iv. Must have six months working experience and letter of attestation from current place of clinical practice for registration.

2.2.1.11 Course Development

Course development is an integral part of instructional design within the Open and Distance Learning System. All the courses in the programme are to be designed and developed in line with the approved curriculum to meet the educational needs of the target group. The contents of the courses are written by experts in the various disciplines to achieve specific learning objectives. The development of these materials is based on the course description prescribed for each course. However, facilitators working with clinical instructors, preceptors and other specialists and head of the department will continue to update course materials annually as to ensure that learners have up-to-date knowledge and skills.

2.2.1.12 Domicile Faculty to run the Programme

The programme is domiciled in the Faculty of Health Sciences of the National Open University of Nigeria. Guidance as provided by the Nursing and Midwifery Council of Nigeria, the professional regulatory body, other relevant professional bodies will be utilized in management of the programme.

2.2.1.13 Staffing and Programme Management

The programme will be administered by the staff of the Faculty of Health Sciences with other cognate schools, facilitators, preceptors appointed on a contractual bases to support the implementation of the programme across the federation and other sites. The programme will be managed centrally by the Head of the Department working in collaboration with the BNSc Chief Coordinator, The Zonal BNSc Coordinators and the State BNSC Coordinators/Clinical Instructors. The programme will also have Nursing Speciality (Academic) Coordinators for Medical-Surgical Nursing, Maternal and Child Health Nursing, Public Health/Community Health Nursing, Mental Health and Psychiatric Nursing and one for the Specialized Elective Nursing Programmes all chosen among the full time staff in the programme.

2.2.1.14 Duration of the Programme

Duration of the programme shall be spread over 10 Semesters to cover the 4 years of full time programme for direct entry students in the full time BNSC Degree programme in line with existing National Universities Commission (NUC) policy. It has also taken into cognisance that the programme focused specifically on working class learners who have to perform the mandatory 8 hour-duty daily. The programme is designed for a minimum of 10 semesters of continuous intensive study and maximum of 16 semesters. Candidate will be required to register for minimum of 14 units and maximum of 18 units per semester.

2.2.1.15 Requirements for Graduation

A student in the BNSc degree programme must have registered for 10 semesters following University regulations about registration for courses. A student must accumulate a minimum of 148 credit units including the 12 units of University electives.

2.2.1.16 Course Codes

The degree program shall be designated Bachelor of Nursing Science (BNSc). The programmes course code for all Nursing Science Courses in the University shall be -NSCØ (meaning Nursing Science Courses) and this shall precede all courses. Each of the courses had also been allocated credit units depending on the contact hours with instructors/facilitators/preceptors, in the laboratory and in clinical practice. The first figure of the course code denotes the level at which it is being offered; while the last figure denotes the semester. With the last figures in the course code, **Odd numbers** connotes **first semester** while **even numbers** connotes **second semester except for University general courses where the courses, irrespective of the last digit, may be done at any semester.**

2.2.1.17 Examination Regulations

In addition to the regular University Regulations the following shall apply to the BNSc. Programme.

1. At the beginning of each course, there will be a pre-test. This test is to provide baseline information for both the facilitator and the students on the level of previously acquired knowledge and will also be a reference point at the end of completing the course.
2. Continuous assessment will feature in all courses. The purpose of which will be to track the progress of the students in relation to the objectives of each course and provide feedbacks to enable students adjust their learning pace. Continuous assessment will include computer marked assessment (CMA), tutor marked assessment (TMA), other group or individual assignments required of every course and

clinical assessment. The results of all the above tests though shall be recorded and will constitute 30% of the student's evaluation for the course.

3. For all clinical nursing courses, the course work shall constitute 40 percent of the final course grading (10% for supervised clinical assessment and 30% for other forms of continuous assessments) while the final examination constitutes 60 percent. This is due to the importance of the clinical content of the nursing courses. This implies that the course work is made up of CMA and TMA,(30%) continuous assessment by observational rating of practical and clinical assignments and patient care studies (10%).
4. There shall be a final examination in each course. The final examination for each course will normally consist of theory paper in addition to a practical\clinical examination with or without oral examination. Each course final examination shall be conducted on completion of the course and in accordance with the University Examination Regulations.
5. Examinations in year four and five are to be moderated by external examiners not lower than the level of a Senior Lecturer in an approved University as approved by the faculty on recommendation of the Nursing Department.
6. A student shall only be allowed to sit for end of session examination in a course on the condition that s/he has attended at least 85 percent of all interactive sessions, have submitted all assignments and have fulfilled 100 percent clinical postings.
7. The pass mark for all courses shall be 50% in compliance with professional regulatory agency's prescription.
8. A student would be expected to pass all courses before proceeding to the next level of the programme.
9. ***Candidates who want to be presented for professional examinations in addition to the BNSc degree will fulfill all requirements including bearing the cost of indexing, additional examinations and practical obligations to be moderated on terms of the NMCN professional examinations.***

2.2.1.18 Mode and Weighting of Examinations

- (i) Assessment in each of the courses shall comprise both course work and end of semester/contact/session examination.
- (ii) As a professional programme and in line with the prescription of the Nursing and Midwifery Council of Nigeria's regulation, all courses shall be composite courses and the pass mark shall be 50%.
- (iii) All sessional courses consisting of parts 1, 2 and or 3 shall have in-course examination in the course of each semester/contact sessions and end of course examination at the end of Session.
- (iv) The total of 100% for all courses shall be made up as follows:
- | | | | | |
|---------------------------|---|-----|---|------|
| Continuous Assessment | - | 30% | } | 100% |
| End of Course Examination | - | 70% | | |
- (v) Courses having practical aspect shall be graded as follow:
- | | | | | | |
|-------------------------------|-----------------|---|-----|---|------|
| Continuous Assessment (Theory | 10%) | } | 30% | } | 100% |
| | (Practical 20%) | | | | |
| End of course | (Theory 40%) | } | 70% | | |
| | (Practical 30%) | | | | |
- (vi) Course requiring oral examination in addition to above will be made up as follows:
- | | | | | | |
|------------------------|-----------------|---|-----|---|------|
| Continous Assessment ó | (Theory -10%) | } | 30% | } | 100% |
| | (Practical 20%) | | | | |
| End of course | (Theory 40%) | } | 70% | | |
| | (Practical 20%) | | | | |
| | (Oral 10%) | | | | |

(vii) Examination Format -

One Theory Paper 3 hours

Essay	ó	40	}	70%	}	100%
Objective	ó	60				
Course work	ó	30%				

(viii) Courses with Laboratory and Clinical Practice

One Theory Paper 3 hours

Essay	ó	40	}	50%	}	100%
Objective	ó	60				
Course Work/Continuous Assessment	ó	20%	70%			
Clinical Examination (Both in the laboratory ó Demonstration/Simulation/Standardized Patient & Clinical setting) -				30%		

NSC 406 - Teaching and Management Practical 100%

NSC 507 - One Theory paper 3 hours
 Essay ó 80 }
 Objective ó 20 } 60% }
 Seminar Presentation ó 40% } 100%

NSC 505/506 - Research Project ó 100%

(ix). All clinical nursing specialties ó Medical-Surgical Nursing, Maternal & Child Health Nursing and Midwifery, Psychiatric & Mental Health Nursing as well as Public/Community Health Nursing shall follow same schedule of examination weighting at the end of each session as follow:-

One Theory paper 3 hours

Essay	ó	40	}	60%	}	100%	}	50%	}
Objective	ó	60							
Course work	ó	40%	}	100%	}	100%	}	10%	}
Project/case studies	ó	100%							
Practical/Clinical	ó	90	}	100	}	100	}	40%	}
Orals	ó	10							

- (x) Criteria for Promotion to next level
- (a) A candidate who fails one or two courses shall be allowed to re-sit such courses
- (b) A candidate who fails more than two courses shall repeat the year.
- (c) A candidate who fails one or the two re-sit courses shall repeat the year.
- (xi) For computation of the degree, grading shall be as follows:

Part I	ó	10%
Part II	ó	15%
Part III	ó	20%
Part IV	ó	25%
Part V	-	30%

100%

(xii) Graduation Requirements

For any candidate to graduate from the programme, he or she must have carried not less than 148 Units of course load, including the 12 units of University electives.

- (xiii) A candidate shall be regarded as having attained in a course a level of achievement graded according to existing university examination regulations and all additional approved departmental, and professional regulations.

2.2.1.19 Award of Degree

The Degree Examinations shall be taken in five parts. The degree shall be awarded to candidates who have complied with the general

regulations of the University and the additional requirements of the BNSc. Degree Programme. The following grades of degree will be applied to the result as:

A - 70% - 100% - CGPA 4.51 ó 5.00 Pass with distinction

B - 60% - 69% - CGPA 3.51 ó 4.50 Pass with Credit

C - 50% - 59% - CGPA 2.50 ó 3.50 Pass

2.2.1.20 Outline of Courses Structure

100 Level First Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
GST 101	Use of English and Communication Skill I	2	0	0	2	C
CIT 104	Introduction to Computers	2	0	1	2	C
GST 105	History and Philosophy of Science	2	0	0	2	C
CSS 111	Introduction to Sociology	2	0	1	3	C
POS 111	Elements of Political Science	3	0	0	3	C
GST 201	Nigerian People and Culture	2	0	0	2	C
GST 203	Introduction to Philosophy and Logic	2	0	0	2	C
NSC 111	Foundations of Nursing	3	0	0	3	C
PED 221	Developmental Psychology	2	0	0	2	C
	TOTAL				21	

100 Level Second Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 102	Human Anatomy I	3	1	4	5	C
NSC 104	Human Physiology I	3	1	2	4	C

NSC 106	Medical Microbiology and Parasitology	2	0	3	3	C
NSC 108	Medical Biochemistry I	2	1	2	3	C
GST 102	Use of English and Communication Skill II	2	0	0	2	C
	TOTAL				17	

200 Level First Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 201	Human Anatomy II	3	1	2	4	C
NSC 203	Human Physiology II	3	0	3	4	C
NSC 205	Cellular and General Pathology	2	0	3	3	C
NSC 207	Medical Biochemistry II	2	1	2	3	C
NSC 209	Physical and Health Assessment	2	0	2	2	C
	TOTAL				16	

200 Level Second Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 202	Human Anatomy III	2	1	2	3	C
NSC 204	Epidemiology	2	0	0	2	C
NSC 206	Environmental Health	2	0	0	2	C
NSC 208	Nursing Ethics and Jurisprudence	1	1	0	2	C
NSC 210	Introduction to Sociology II	2	1	0	3	C
NSC 212	Nutrition in Health and Disease	2	0	2	2	C
GST 202	Fundamentals of Peace studies and Conflict Resolution	2	0	0	2	C
	TOTAL				16	

300 Level First Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 301	Human behaviour in health and illness	2	0	0	2	C
NSC 303	Concepts and Strategies in Public-Community Health	2	0	1	2	C
NSC 305	Medical Surgical Nursing I	3	0	8	5	C
NSC 307	Clinical Pharmacology and Chemotherapy I	2	0	3	3	C
NSC 309	Maternal and Child Health I	3	1	6	6	C
NSC 311	Nature of Nursing	3	0	0	3	C
	Total				21	

300 Level Second Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 306	Medical Surgical Nursing II	3	0	8	5	C
NSC 314	Mental Health and Psychiatric Nursing I	4	0	2	4	C
NSC 312	Maternal and Child Health Nursing II	3	1	6	6	C
NSC 316	Public-Community Health Nursing I	2	0	3	3	C
	Total				18	

NOTE: 300 LEVEL 6 WEEKS CONCENTRATED CLINICALS POSTING (MCH POSTING)

400 Level First Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 401	Medical Surgical Nursing III	3	1	4	5	C
NSC 403	Leadership and Management in Health and Nursing Care	3	0	2	3	C
NSC 405	Curriculum Development and Teaching Methodology	2	0	3	3	C
NSC 407	Introduction to Health Economics	2	0	0	2	C
NSC 409	Health Statistics	2	0	0	2	C
NSC 411	Research Methods in Nursing	2	1	0	3	C
	Total				18	

400 Level Second Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
ENT 221	Entrepreneurship Development	2	0	0	2	C
NSC 402	Medical Surgical Nursing IV	4	0	2	4	C
NSC 408	Research Project (I)	0	2	0	2	C
NSC 412	Mental Health and Psychiatric Nursing II	2	1	0	3	C
NSC 416	Public-Community Health Nursing II	3	0	4	4	C
NSC 418	Seminar in Nursing	1	0	3	2	C
	Total				17	

NOTE: 6 WEEKS CONCENTRATED CLINICAL POSTING (MEDICAL SURGICAL NURSING)

500 Level First Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 501	Public-Community Health Nursing III	4	1	4	5	C
NSC 503	Advanced Mental Health/Psychiatric Nursing III	3	0	3	4	C
NSC 505	Maternal and Child Health III	4	0	4	5	C
NSC 507	Seminar in Nursing II	1	0	3	2	
Restricted Elective*		2	0	3	3	E
	Total				18	

500 Level Second Semester

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 502	Public-Community Health Nursing IV	2	0	4	3	C
NSC 504	Monitoring and Evaluation of Health Programmes and Services	3	0	0	3	C
NSC 506	Research Project II	0	1	6	3	C
NSC 508	Fundamentals of Nursing Informatics	2	1	2	3	C
Restricted Elective*		2	0	3	3	E
	Total				15	

NOTE: 6 WEEKS CONCENTRATED CLINICAL POSTING (COMMUNITY POSTING)

*Students to choose one from any of the following Restricted elective courses:

1st Semester

NSC 509	Gerontological Nursing	2	0	4	3	E
NSC 511	Ophthalmology Nursing	2	0	4	3	E

NSC 513	Orthopaedic Nursing	2	0	4	3	E
NSC 515	Dermatological Nursing	2	0	4	3	E
NSC 517	Radiology/Radiotherapy	2	0	4	3	E
NSC 519	Paediatric Nursing	2	0	4	3	E
NSC 521	Oncology nursing	2	0	4	3	E

2nd Semester

NSC 512	Occupational Health Nursing	2	0	4	3	E
NSC 514	Intensive Care Nursing	2	0	4	3	E
NSC 516	Primary Care Nursing	2	0	4	3	E
NSC 522	Operating theatre Nursing	2	0	4	3	E
NSC 524	Ortho-Rhino-Laryngology (ENT)	2	0	4	3	E
NSC 526	Genomics and genetic nursing	2	0	4	3	E

Summary of courses unit by level

	Credit units for theory	Concentrated Postings (45 hours=1Unit)	Clinical
100	38		
200	32		
300	39	6	
400	35	6	
500	33	6	
Sub Total	177 UNITS	18UNITS	
Total	195 UNITS		

Course Description

100 Level (First Semester)

GST 101: Use of English and Communication Skill 1 (2-0-0-2) 2 UNITS

Listening enabling skills, listening and comprehending comprehension, note taking and information retrieval. Including data, figures, diagrams and charts. Listening for main idea, interpretation and critical evaluation. Effective reading. Skimming and scanning. Reading and comprehension at various speed levels. Vocabulary development in various academic contexts. Reading diverse texts in narratives and expository. Reading and comprehension passages with

tables, scientific texts. Reading for interpretation and critical evaluation.

CIT 104: Introduction to Computers (2- 0 -1 -2) 2 UNITS

The course examines the definition and attributes of a computer exploring what computers can do (text manipulation, calculation, logical functions, text analysis etc.) and different specialists that are part of computer use (operators, programmers, system analysts and others). It also discusses the computer system; taking a deeper look at terms of input and output devices, extra memory, serial access stores, random access stores, software. Learners will explore types of computer (analogue, digital, hybrid); classification/categorization of computers (mainframes, mini, micro, super computers); operating systems; flowcharts. Learners enrolled in this course will also be equipped with knowledge and skills pertinent to personal computer usage and handling.

GST 105: History and Philosophy of Science (2-0-0- 2) 2 UNITS

General description of the nature and basic scientific methods and theories; History of western science and science in ancient times, middle ages and the rise of modern science; An overview of African science, man and his environment and natural resources; Nature, scope and technological development and innovations; Great scientists of Nigerian origin.

CSS 111: Introduction to Sociology I (2–1–0) 3 UNITS

This course introduces to the study of Definition of sociology, family, marriage, society, and culture, socialization; Conforming, deviance, power, authority, leadership, social organizations, Group, social differentiation, religion, social interactions, social stratification, social mobility, collective behavior, public opinion and propaganda, social change.

GST 102: Use of English and Communication Skill II (2- 0- 0-2) 2 UNITS

Logical presentation of papers, Phonetics, Instruction on lexis, Art of public speaking and oral communication, Figures of speech, Précis, Report writing.

GST 201: Nigerian Peoples and Culture (2-0-0-2) 2 UNITS

Nigerian history, culture and arts in pre-colonial times; Nigerian perception of the world; Culture areas of Nigeria and their characteristics; Evolution of Nigeria as a political unit; indigene/settler phenomenon; Concept of trade; economic self-reliance, social justice, individual and national development, norms and values, negative attitudes and conducts, cultism and related vices); re-orientation of moral and national values; moral obligations to citizens, environmental problems.

GST 203: Introduction to Philosophy and Logic (1-1-0-2) 2 UNITS

A brief survey of the main branches of Philosophy Symbolic Logic Special symbols in symbolic Logic-conjunction, negation, affirmation, disjunction, equivalent and conditional statements law of tort. The method of deduction using rules of inference and bi-conditionals qualification theory. Types of discourse, Nature or arguments, Validity and soundness; Techniques for evaluating arguments; Distinction between inductive and deductive inferences; etc. (Illustrations will be taken from familiar texts, Including literature materials, Novels, Law reports and newspaper publications.

NSC 111: Foundations of Nursing (3 -0-0-3) 3 UNITS

Introduction to professional nursing, meaning of health and illness, concepts and trends in Nursing, interpersonal relationships in Nursing, ethnics and philosophy of Nursing, comfort and safety measures, diagnostic measures, physical assessment and care of clients.

PED 221: Developmental Psychology (2-0-0-2) 2 UNITS

This is a broad introduction to nature and concept of the psychology of child development from conception through the prenatal years to adolescent stage and its implications to the nurse. It also deals with nature and structure of intelligence, behaviour, individual difference and determinants of health behaviour.

POS 111: Introduction to Political Science (3-0-0-3) 3 UNITS

This course introduces students to the nature of politics and how it is

played. It emphasizes the issues of political discourse and practice. It also introduces students to the language and basic concepts of Politics. The student is later introduced to the methods of Political Science.

100 Level (Second Semester)

GST 102: Use of English and Communication Skills II (2-0-0-2) 2UNITS

Writing Paragraphs; Topic Sentence and Coherence, Development of Paragraphs; Illustration, Description, Cause and Effect, Definitions. Formal Letters; Stylistic Forms, Essential Parts, Complaints and Requests, Letters about Jobs, Ordering Goods, Letters to Government and Other Organizations. Writing Reports; Reporting Events and Experiments. Writing Summaries; Techniques of Summarizing. Letters and Sounds in English, Vowels and Consonants, Interviews, Seminar Presentation, Public Speech Making, Articles, Concord and Sentences, Tenses, Gerunds and Participles, Active, Passive and the Infinitive, Modal Auxiliaries.

NSC 102: Human Anatomy I (3 – 1 – 4) 5 UNITS

This course examines the body organization, anatomical terminology, cells, tissues, organs, systems, membranes, body tissues, the human defense system, embryology terminology, gametogenesis, placenta formation and functions, integumentary, skeletal and muscular systems

NSC 104: Human Physiology I (2 – 1 – 4) 4 UNITS

This course covers the functions of the components of the cells, tissues, organs and glands in the body. It discusses the functions of the integumentary system, the moving body and the system that maintain, integrate and control body functions. It also covers the functions of the circulatory system, process of digestive system, nutrition and metabolism

**NSC 106: Medical Microbiology and Parasitology (2 – 0 – 3)
3 UNITS**

The course covers the study of characterization and classification of micro-organisms, characteristics of bacteria and other micro-organisms other than bacteria; medical helminthology; relationships of micro-organisms and parasites to disease; and control of micro-organisms and parasites. Susceptibility and resistance to infection, natural resistance, phagocytosis, antibodies, immunization, Anaphylaxis, hypersensitivity and allergy.

**NSC 209: Physical Examination and Health Assessment
(2-0-2) 2 UNITS**

The course exposes students to a comprehensive and holistic approach to health assessment across the life cycle, the course contents include an overview of health assessment, types of assessment pain assessment, nursing history, general survey, physical examination techniques and practice, assessment of individuals from head to toe looking at the integumentary system - Hair, Skin and Nails, neurological assessment, musculoskeletal assessment, head and neck, eyes, ears, mouth, nose, and pharynx; the torso - breasts and regional Lymphatics, thorax and lungs, heart and neck vessels, peripheral vascular system, the abdomen, male genitalia, female genitalia, anus, rectum and prostate. Students are provided with practical experiences of conducting complete physical examination in the same logical sequence as performed in practice using standardized patients.

200 Level (First Semester)

NSC 201: Human Anatomy II 4 – 0– 3) 5 UNITS

The course covers the integumentary, cardiopulmonary, immune, endocrine, reproductive, nervous systems as well as the urinary organs discussing their structures and how they integrate to maintain and control body functions. It also discusses nutrition and metabolism in the human body.

NSC 203: Human Physiology II (2 – 0 – 3) 3 UNITS

This course covers the physiology of the endocrine, reproductive and urinary systems. Others include physiology of the nervous system and sensation, physiology of the musculo-skeletal system and the sensory organs.

NSC 205: General and Cellular Pathology (2-0-3) 3 UNITS

The course covers general mechanisms the pathogenesis of disease and the dynamic nature of disease as it evolves from its incipient stage to its full expression. The effect of disease on organs and distant parts of the body are discussed. Pathology and the nature of disease, Chemistry of cell damage and the dying cell, Inflammation and infection, inflammatory response and chemical mediators, immunity and cellular immune response, principles of repair and re-organization of cell structure.

NSC 207: Medical Biochemistry (4-1-2) 6 UNITS

The course deals with the chemistry of important biological compounds stressing their biogenesis and reaction mechanism. Introduction to Biochemistry introductory kinetics and energetic. Chemistry of proteins and enzymes, Chemistry and metabolism of carbohydrates ó Lipids, Vitamins as co-enzymes, integration of metabolism, oxidation, nucleic acids, RNA and protein synthesis, Diet, Food value and vitamin deficiency

200 Level (Second Semester)

GST 202: Fundamentals of Peace studies and Conflict Resolution (2- 0- 0- 2) 2 UNITS

This course draws its major case studies from the global arena and continent of Africa with particular reference to Nigeria with the aim of equipping you with the desired skills and knowledge of developing viable analytical mind and conceptual framework for addressing the conflict problems in Nigeria and elsewhere. Fundamentals of Peace Studies and Conflict Resolution is to introduce you to the interrelationship between conflict, peace, and conflict resolution, and prominent areas of inquiry and issues in the discourse of peace and conflict resolution. Understanding of these fundamentals will enable explanation of some basic concepts in the study of conflicts.

In fact, the course will also expose you to relevant issues in conflict resolution at the local, national and international levels which can stimulate understanding of how values, resources, psychological needs and information management can cause conflict the world over.

NSC 202: Human anatomy 111 (2- 1- 2) 3 UNITS

The Special senses - the tongue and the sense of taste, the nose and the sense of smell, the ear and the sense of hearing, the eyes and the sense of vision,; The Endocrine System - functions of the endocrine system, Hormones, the pituitary gland, the thyroid and parathyroid gland, adrenal gland, pancreas; The Nervous System - embryology of the nervous system, cerebral hemisphere, the brain stem, diencephalon and basal ganglia, the ventricles and cerebrospinal fluid, spinal cord, blood supply of the central nervous system.

NSC 204: Epidemiology (2 – 0 – 2) 2UNITS

The course introduces students to the principles, methods and conceptual models of epidemiology as they are applied in the study of both acute and chronic diseases. Students are introduced to the various terminologies and epidemiologic study methods. The common indices of community health, the analytic methods of demography, the theory behind screening programmes, and measurements are examined.

NSC 206: Environmental Health (2 – 0 – 0) 2 UNITS

The course is designed to examine the effects of environmental factors such as water, air, noise, biological, socio-cultural and socio economic, on the health of the community. Methods of assessing these factors and steps taken to improve on the quality of the environment will be discussed.

NSS 210: Introduction to Sociology II (2-1-0-3) 3 UNITS

The course discusses the following issues becoming a functioning member of society; rural and urban communities; traditional society; widening scale of society; modernisation and urbanisation. Social problems and societal problems associated with modernisation and urbanisation, uses of sociology and careers for the young sociologist are also examined

**NSC 212: Nutrition in Health and Diseases (2 – 0 – 0)
2 UNITS**

The course discusses the historical perspective of nutrition as a science. It presents the classification of food, the nutritional values of food and its effect on health. Other components of the course include food purchasing, presentation, preparation, relationship between digestion and absorption of food, nutritional quality of local foods and diets, selection and formulation of balanced and weaning diets, use of food composition tables, nutrient requirements and recommended daily calorie requirements. The course also discusses food in relation to the life cycle; use of diet in the management of acute and chronic illnesses and other life cycle changes. Learners would have practical demonstration in preparation of locally available food items to meet specified clients' need in order ensure that students are equipped with knowledge and skills needed for instituting dietary therapy and providing well-balanced diets to clients and patients.

**NSC 208: Nursing Ethics and Jurisprudence: Medical Ethics
(3 – 0 – 0) 3 UNITS**

A study of ethical dimensions of medical and allied practice. The course focuses on the contribution of ethical theories to the understanding and, ultimately, the resolution of ethical problems in medicine. Some of the issues covered by the course include the following: the nature of moral problem, theories of ethics,, ethics of doctor/nurse and patient relationship, truth telling, white lie, euthanasia, whether or not health care delivery is a right, abortion, organ transplantation, foetal experimentation, death and dying, values in health and illness, indigenous and non-indigenous modes of healing, the nature of illness, life and death distinction, the right to live, the right to commit suicide.

300 Level (First Semester)

**NSC 301: Human behaviour in health and illness
(2-0-0-2) 2 UNITS**

This course is to enable the student acquire knowledge of socio-psychological determinants of health behaviour. It enables her initiate compliance behaviour by utilizing the principles of guidance and

counseling. Human development, culture factors and behaviour: beliefs, taboos and behaviour in health and illness. The socialization process: Development of personality and character formation; role identity and role function.

NSC 303: Concepts and Strategies in Public-Community Health (2 – 0 –1) 2 UNITS

The course exposes learners to various concepts and the historical antecedents in health care planning. Emphases are placed on the concepts of community oriented primary health care and community directed intervention as learners are assisted to also understand other concepts and strategies that are utilized in programme developments and management for health promotion and in promoting community action for health.

NSC 305: Medical-Surgical Nursing I (3 – 0 – 8) 5 UNITS

The course is designed to enable students to learn and integrate the role of the professional nurse in the care of children and adults with medical-surgical problems. It also encompasses nursing practice in relation to early diagnosis and prompt treatment, disability and rehabilitation, health promotion, illness prevention and dietetics. Experiences are provided in the nursing of selected individuals and families to facilitate theoretical learning and to further assist learners to develop skills in nursing practice.

NSC 307: Clinical Pharmacology and chemotherapy 1 (2 – 0 – 3) 3 UNITS

The course is designed to help learners acquired basic knowledge of pharmacology to enable him/her function efficiently in all situations requiring drug use in health and illness in homes, communities and health care institutions. The student will acquire knowledge of the derivation, classifications, indications, dosages and calculations, routes of administration, mechanism of actions, adverse reactions, side-effects and contraindications, taking cues from general drug actions and functions of drugs on the systems of the body and in disease states. The course also considers concerns and problems of drug therapy within the context of the rights of the clients and

responsibilities of the nurse. The responsibilities of the nurse in drug storage, administration and management are also covered in the course.

**NSC 309: Maternal and Child Health Nursing I (3-1-6)
6 UNITS**

This course is designed to build knowledge, skills and inculcate positive attitude to the learners to be able to provide comprehensive and integrated care for sexual and reproductive health with emphasis on practical service delivery for maternal and child health and care of the family throughout the maternity cycle. The course also exposes learners to sexual and reproductive health issues and challenges along the life span. The course also focuses on the nursing care of newborn and children at various stages of growth and development. Exploring the roles, responsibilities and competencies of the nurse, the contents cover health promotion and maintenance, disease prevention, recognition of deviation from normal health and management of common deviations in all aspects of care of the mother and child in the maternity cycle.

NSC 311: Nature of Nursing (3-0-0-3) 3 UNITS

Historical development of Nursing, Philosophical thoughts in Nursing, concepts and models, Nursing theories and principles, cultural and societal influences on the development and description of Nursing, the polyvalent role of the Nurse, History and structure of health care in Nigeria, Primary Health Care, Nursing care delivery and Communication in Nursing.

300 Level (Second Semester)

NSC 306: Medical-Surgical Nursing II (3- 0 – 8) 5 UNITS

The course focuses on further exploration of the role of the professional nurse in the care of children and adults with medical-surgical problems, including nursing practice in relation to early diagnosis and prompt treatment, disability and rehabilitation, health promotion, illness prevention and dietetics. Experiences are provided in the nursing of selected individuals and families to facilitate theoretical learning and to further assist learners to develop skills in nursing practice.

NSC 308: Clinical pharmacology and Chemotherapeutics II (2-0-0) 2 UNITS

The course is designed to enable the students acquire the knowledge of the derivation, action and function of drugs on the systems of the body. It considers problem of drug therapy and the contribution of traditional chemotherapeutic measures to help maintenance, drugs derivations and standardization classification of drugs, dosage, administration and body's reaction to drug therapy.

NSC 312: Maternal and Child Health Nursing with Normal Midwifery II (3-1-6) 6 UNITS

The course is the concluding part of the course maternal and child health 1. It will focus drug administration in midwifery, growth and development of the neonate/infant, infant feeding methods and practices, common childhood infections and management of a child from birth to adolescent

NSC 314: Mental Health & Psychiatric Nursing I (4 – 0 – 2) 4 UNITS

The course introduces students to mental health and psychiatric nursing employing the nursing process as the tool for the development of nursing care for the individual clients, families, and groups dealing with major psychiatric issues. Psychosocial development from childhood to adulthood will be explored as a baseline for understanding human behaviour in health and illness. The pragmatics and dynamics of human behaviours in the application of therapeutic interpersonal communication will be addressed.

NSC 316: Public/Community Health Nursing (2 – 0 – 6) 4 UNITS

This course introduces the students to the elements of public/community health nursing practice. Starting with the family as the unit of reference in CHN the course assists learners to explore the characteristics of the family in health and disease. In addition to understanding the theoretical understanding of the construction of the family, learners are introduced to tools in family assessment, the concepts and theories of public and community health nursing relevant to health care of the family in culturally diverse populations.

The course also explores socio-demographic variables and population dynamics as predictors of patterns of life in the community and patterns of diseases. A section of the course is devoted to theoretical discourse of conception of disease with emphasis on addressing the promotive and preventive health needs of populations and aggregate groups in the community setting. Through this course, the student will acquire appropriate skills and attitudinal disposition to analyze the socio-cultural, political, economic, ethical and environmental factors that influence individual, family, community and global health. Clinical and field experiences in community settings utilizing the principles of primary health care for health promotion and disease prevention, paying attention to vulnerable members of the community.

Concentrated Clinical Experience

NSC 313: Maternal and Child Health Nursing (0- 2- 9- 0) 8 UNITS

Students are taken through experiential learning through clinical postings in the various units where clients receive maternal and child health services.

NSC 329: Medical-Surgical Nursing II (4 – 0 – 2) 4 UNITS

Students are taken through experiential learning through clinical postings in the various units where clients receive medical and surgical health services.

400 Level (First Semester)

NSC 401: Advanced Medical-Surgical Nursing III (3 – 1 – 4) 5 UNITS

This course equips learners with an understanding of the aetiology, pathophysiology, diagnosis, and clinical manifestations of acute and chronic disorders. It also exposes learners to the development of nursing judgment and appropriate medical and nursing management of patients with acute health crisis and those with chronic illnesses requiring short and long term hospitalization, intensive care and or prolonged rehabilitation. By understanding the pathophysiological

underpinnings of diseases and the nursing process, learners will be better equipped with knowledge and skills for providing scientifically sound care for patients. Emphases are placed on nurses' responsibilities without denigrating the importance of team work in various clinical settings. The course has a practical component that is designed to further facilitate and augment knowledge and skill acquisition by the learners.

NSC 403: Leadership and Management in Health and Nursing Care Service (2 – 0 – 0) 2 UNITS

The aim of this course is to introduce the students to the philosophy, theory, principles and techniques of management generally and as related to management of nursing care services. The course introduces learners to the evolution of management thoughts, the scope and nature of management, the various schools of management, and an array of essential tools for effective management of resources including personnel. From a professional dimension, the course explores the similarities and use of nursing process as a tool for scientific approach to solving management problems and also explores the concept of management by objective. Challenging issues in management of nursing services management will also be explored.

NSC 405: Curriculum Development in Nursing and Teaching Methodology (2 – 0 – 3) 3 UNITS

This course is designed to introduce the students to the concept, principles and models in curriculum development. Learners will also learn about theories and principles of teaching and learning. Learners will be assisted to explore the use of the various theories and principles in development of nursing curriculum and developing patients/clients education programmes.

NSC 407: Introduction to Health Economics (2-0-0) 2 UNITS

The course is designed to expose learners to economic and health principles as they inform health care availability, accessibility and provision. Some of the concepts that would be explored include social welfare, demography, costing of health and nursing services

availability and distributions, social stratification and access to health care services, problems of production, scarcity, choice and opportunity cost. The principles of cost-benefit cost effectiveness considering patients,/clients, payers, government, providers and society will be covered. Methods of covering health risks, use of insurance in health care, management and regulation of hospital costs, issues in managed and long term care. The concept of public goods and public health will be explored from the perspectives of costing. The dynamics of national health spending and comparisons of health and health expenditures across nations will be explored. The flow of fund in the health care system will be explored. Cost recovery and the role of nurses in the National Health Insurance Scheme and Political Economy of Health will be covered.

NSC 409: Health statistics (2 – 0 – 0) 2 UNITS

The course introduces the concepts of data, data demand and use, application of statistics in analysis of data derived from clients/patients populations. Learners are assisted to understand the statistical process and various statistical methods in common use thereby developing their ability to draw conclusion from statistical analysis. Learners will also acquire knowledge and skills in data presentation and interpretation, data communication, and data-informed decision making. The course also highlights the nurse's role in data collection and data quality. The course runs con-currently with Research methods applied to nursing.

NSC 411: Research Methods in Nursing (2 – 1 – 0) 3 UNITS

This course introduces students to the rudiments of research process. The course examines various definitions and types of research. It discusses the research process (from the stage of problem identification, through literature review, methodology, presentation and discussion of findings and referencing). The application and use of the research process in identifying and solving nursing problems in education and practice are presented. Learners at the end of the course are expected to have the knowledge required to generate research proposals.

400 Level (Second Semester)

**NSC 412: Mental Health Psychiatry Nursing II (2-1-0)
3 UNITS**

Preventive mental health (primary, secondary and tertiary), knowledge of the roles of the traditional healers in the society and the effects of urban-rural migration on mental health. Typology of crises, crises intervention and planning of community health programme

**NSC 402: Advanced Medical-Surgical Nursing IV (4 – 0 – 2)
4 UNITS**

This is a continuation of NSC 401 above. The course covers disease states within the framework of the body systems utilizing the systems approach. Like NSC 431, the course equips learners with an understanding of the aetogenesis, pathophysiology, diagnosis, clinical manifestations, and management of acute and chronic disorders. Learners credited with this module/course will be equipped with knowledge and skills pertinent to making both medical and nursing diagnosis; providing appropriate nursing care and the evaluating the effectiveness of such care. The practical component of the course is designed to further facilitate and augment knowledge and skill acquisition by the learners.

**ENT 221: Entrepreneurship Development (2 – 0 – 0)
2 UNITS**

This course is designed to introduce students to the concepts, principles and practice of entrepreneurship. The contents covered include the entrepreneurial process, exploring business opportunities, developing a business plan, exploring market strategies, evolving organizational plan and developing financial plans. Issues in funding, launching out and working for business growth will also be covered. Learners will be assisted to acquire positive attitude and apply the knowledge of idea generation to developing business plans while considering opportunity for self-employment in nursing.

NSC 408: Research Project 1 (0 – 2 – 0) 2 UNITS

Students are expected to submit and defend their guided research proposals. This proposal is expected to include the research problem,

objectives, justification, literature review as well as theoretical/ conceptual framework, methodology, instrument and ethical approval.

Concentrated Clinical Experience

**NSC 411: Teaching Management Practice (0 – 1 – 3)
2 UNITS**

The course provides opportunity to apply teaching and management concepts and theories in practice. Learners are required to develop teaching plans for assigned topics and take patients in clinical area.

NSC 413: Mental Health Nursing (0 - 2- 0- 8) 4 UNITS
Students are taken through experiential learning through clinical postings in the various units where clients receive mental health and psychiatric care.

NSC 415: Community posting (0 – 2 – 0) 8 UNITS
Students are expected to access rural community of choice where they are expected to utilize the knowledge and skills gained theoretically to implement interventions and present a report.

500 Level (First Semester)

**NSC 501: Advanced Community Health Nursing III
(3 – 0 – 4) 4 UNITS**

This course focuses on the development of students' competence in planning, organisation, and administration of programmes to meet community health needs building on knowledge, attitude and skills acquired from other courses and most importantly NSC 301, 302, 305, 441. Students are assisted to have in-depth understanding and acquire skills to implement programmes for individual, family and community health promotion and disease prevention with emphasis on subgroups in the community.

**NSC 503: Advanced Mental Health/Psychiatric Nursing III:
(3 – 0 – 3) 4 UNITS**

The course builds on knowledge of psychosocial development from childhood to adulthood and the understanding of human behaviour in

health and illness and the knowledge acquired in NSC 411 (Mental Health & Psychiatric Nursing). It is designed to equip the student to competently employ the nursing process in the development of nursing care for clients dealing with major psychiatric/mental health issues. The course will expose the students to the knowledge of specific mental health/psychiatric disorders across life span. The pragmatics and dynamics of human behaviours in the application of therapeutic interventions will be stressed utilizing a systemic framework approach.

NSC 505: Advanced Maternal and Child Health Abnormal Midwifery III (4 – 0 – 4) 5 UNITS

This course covers complications associated with pregnancy, labour, postpartum and the neonatal life. Students also acquire skills in management of obstetrics emergencies.

NSC 507: Seminars in Nursing (1-0-3) 2 UNITS

This course is designed to build the capacity of students for intellectual discourse of issues that have relevance to health and nursing as a profession. The course provides opportunity for students to be involved in active intellectual engagements with colleagues and teachers to build capacity for critical analysis of trends and emerging issues in all aspects of life as they have direct and indirect bearing on health and the practice of nursing. Particular attention is paid to the dynamics of social change as such influence nursing education, research and practice, health care and public health in general. Students are also assisted to acquire skills in public speaking and presentation using up-to-date information, education and communication material through appropriate deployment of information technology. Students will demonstrate the extent of application of knowledge and skills acquired in other courses such as research methodology, teaching and learning strategies among others in presenting research projects and seminar presentations..

500 Level (Second Semester)

NSC 502: Advanced Public/Community Health Nursing II (2 – 0 – 4) 3 UNITS

The course emphasizes the application of integrated knowledge in problem solving with regards to identification of community health nursing needs and working within community framework to promote health both locally and internationally planning and execution of programme and evaluation of impact of intervention modalities on the lives of individuals, family and community.

NSC 504: Monitoring and Evaluation of Health Programmes and Services (3-0-0) 3 UNITS

Monitoring and Evaluation is an integral part of programming for quality service delivery and professional practice demands that nurses use evidence through appropriate data collection method, analysis, and use of such data to inform decision making relating to health care service delivery and programmes at all levels of care. This course build capacity of the learners to be able to apply the knowledge of data collection and transformation to inform decision making in the process of monitoring and tracking of services and programmes that are provided by nurses. The concept of monitoring and evaluation are explored, use of appropriate tool for assessment and the process of developing a monitoring and evaluation plan is also covered. Learners are expected to learn through case studies and practical experiences of monitoring of services and programmes provided by nurses.

NSC 506: Research Project (0-1-6) 3UNITS

Students are expected to submit a completed research project for final scoring.

NSC 508: Fundamentals of Nursing Informatics (2-1-2) 3 UNITS

This course builds on students' knowledge acquired from NSC 101, 201, 305, 401, 440, 540, 541/542 to further the knowledge on use of computer, information science in decision making for efficient clinical practice. Students will explore the concept and use of informatics in nursing practice and its role in enhancing client care in

day-to-day practice as a nurse. Students will acquire improved competencies in efficient use of information technology especially as it relates to use of electronic health records. Students will also examine issues related the protection of the privacy, confidentiality, and security of information in health care environments and the potential utility of a wide array of social networking tools in communicating health-related information.

Laboratory Demonstration

From the first year of the programme there are needs for laboratories for Nursing, and the Life Sciences (Anatomy, Physiology, Biochemistry, Pathology, Microbiology).

The National Open University of Nigeria has commenced building of Nursing Laboratories in the 6 study centres, one in each of the geopolitical zones. The first standard laboratory fully furnished is already provided at the Ibadan Study Centre to serve the South West zone. Memorandum of Understanding are also to be developed to use facilities of existing Universities and Schools of Nursing/Midwifery/Public Health that met the standard of NOUN as need be depending on the number students admitted in each zone. Clinical Instructors are employed to support demonstration for students in the laboratory.

NOUN over time proposes to have Standard Nursing Simulation Laboratories to also have Standardized Patientsø Laboratories incorporated in each State Capital to serve the undergraduate students in the immediate and postgraduate students for the future.

Clinical Postings and Learning in 4 Main Specialties of Nursing

Students need to have clinical postings in the 4 major specialties of nursing and possible sites as approved by the NMCN have been identified. Memorandum of Understanding is also being signed with selected institutions where students will do clinical postings. Preceptors are also drawn from across institutions approved by Nursing and Midwifery Council of Nigeria from the 6 geopolitical zone and will be trained appropriately. The number of preceptors will depend on the number of students for each posting.

Capacity Building for Distance Learning Education in Nursing

All the staff involved in the BNSc are appropriately trained and have regular updates in implementation of distance learning programme and support for online programme.

Course Development and Upgrade

The Course materials have been developed/revised and will be voiced by Course writers and Core Programme Staff in the 4 departments/main specialty areas of Nursing in NOUN.

Human Resource

The Programme has Core Staff, Adjunct and support staff drawn from across the country and beyond to support theoretical and practical learning.

Professional Examinations

Students in the department of Nursing Science do two types of examinations. The University examinations and the professional examinations that enable the students register and get licensed to practice in three main specialties of nursing, general nursing, midwifery and public health nursing as statutorily required by the law. The professional examinations are conducted by Nursing and Midwifery Council of Nigeria. Students of the BNSc Degree programmes are facilitated to sit for the professional examinations in the course of doing the university programme. Students are assisted to do three qualifying professional examinations in Parts 4 and 5 to qualify and get licensed to be registered nurses (RN) to practice as a general nurse, to qualify and be registered as midwives (RM) and to qualify and be registered as public health nurse (RPHN). Getting registered and licensed to practice in these areas makes the graduate of the BNSc Degree programme really polyvalent such that s(he) can function in all areas of health and can plan care to meet the needs of the individual, the family and the community giving attention to changes in the life cycle.

Students have to be indexed and must be registered for the examination at different periods of running the BNSc Degree programme and must pass the Pre-council examinations usually

conducted before the students get registered to do the NMCN qualifying examinations. Students get indexed for the general nursing education in the third year of the BNSc programme. Students who have passed the general nursing qualifying examination gets indexed for professional qualifying examination for midwives and get indexed for the professional examination in Public Health Nursing. Students usually will cover the course contents for the professional examinations with hard work. The BNSc Degree curriculum is integrated such that the courses from year one to five take cognisance of the various curricula for the professional programmes.

However, students, may have to do extra revision sessions in preparation for the professional examinations. Preparing students for both the University examination and the professional examinations always make more demands on the lecturers, clinical instructors and preceptors so students are enjoined to cooperate with the department to help them achieve the goal of being polyvalent practitioners. A candidate that cannot pass the professional qualifying examination to practice in any specialty area face the challenge of been withdrawn from such professional examination. You are encouraged to work hard to pass the professional examination once. Some students may drop out from doing the professional examinations for midwifery and public health nursing voluntarily or at the instance of the department if the students fail to meet up with the requirement for indexing or registration for the additional two professional examinations. Some of the conditions are that students must pass all theory papers and must have fulfilled the clinical postings and submission of the required case studies and projects. All examinations associated with professional qualifications are paid for by the students. ***The university do not take responsibility for external examinations conducted by professional regulatory bodies. These often require that students inform their parents/guardians of the details of the professional examination well ahead of time.*** Students are also encouraged to work closely with the class coordinator, the BNSc Degree Chief Coordinator, the laboratory supervisors and clinicians met during clinical and community postings.

Ethical And Moral Demands Of Being Students Of The BNSC Degree Programme.

Beyond intellectual demands of the BNSc degree programme, and deference to the Motto of the University (Work and Learn), an aspiring student in the programme that would be presented for final university and professional qualifying examinations are expected to learn positive ethical and moral conduct, within interpersonal relationships with colleagues in class, teachers (in the University and clinical setting), other health professions, clients (individuals, families, small groups and communities). Students in the programme are assisted and expected to learn positive ethical and moral conduct that will cumulate in taking professional oath at the point of graduation.

Conclusion

The students of the BNSc Degree programme are required to work hard in a multidimensional physical, legal and interpersonal environments of the University, clinical and community settings. The programme is a professional course that have minimum expectations in terms of theory, laboratory practical and clinical experiences with attendance, completion of all logbooks and having records of skills acquisition adequately documented. It is important, that you master the guidelines and rules to successfully go through the programme. It is important that you ask questions, seek counsel and support from various units of the NOUN.

The workload of the BNSc degree programme is heavy because of the intellectual and practical skills requirement to achieve the multiple benefits that accrue to the graduates within the context of professional competence. There is a minimum professional requirement for students to earn the BNSc degree programme and this must be understood in the context of legal demands to practice as a nurse in Nigeria and outside the country. If you have further questions, please, interact with your Class Coordinator/Academic Adviser for answers and for counsel. It is important that you also have a copy of the University handbook.

2.2.2 Bachelor of Science in Public Health (B.Sc. Public Health)

2.2.2.1 Introduction

Public Health is the branch of Medicine which is concerned with the health of the whole population and the prevention and treatment of diseases from which it suffers. This is carried out through community diagnosis, i.e. collection of baseline data and situation analysis.

2.2.2.2 Philosophy

The philosophy of the public health programme is to provide a broad-based academic, professional training and competence that reflect the emphasis on the current national preventive health care systems and services.

2.2.2.3 Justification

The rapid and ever growing population of Nigeria no doubt needs a concise and pragmatic approach to its health needs. Regrettably, the skilled manpower needed to actualize the lofty goals of primary health care is inadequate in the nation's health care system.

Although, there are Schools and Colleges of Health Technology that award certificates and diplomas in various discipline related to Public Health such as Environmental Health, Health Education, Community Health Workers etc., yet the graduates of these schools and colleges alone cannot meet the ever-increasing challenges in the field of Public health especially with the current changes in the socio-economic, political, industrial and technological environment.

It is in the light of the above, that this programme is being introduced to train, retrain and produce graduates with broad scientific and professional knowledge; that is based on sound understanding of public health care issues as practiced in the country and globally to ensure effective qualitative health services

2.2.2.4 Aims of the Programme

The programme will provide learner with:

- Broad based scientific reasoning and professional knowledge and skills required for public health practice.
- Current studies on public health required to positively affect, participation and inter-sectorial approach to health care.
- Research competencies aimed at solving health problems.
- High level managerial and leadership role in primary health care

2.2.2.5 Objectives

By the end of this programme, learners should have been able to:

- Acquire competences in Public Health, carry out community diagnosis, immunization, community mobilization, health education and apply statistical and mathematical methods to the design and analysis of public health problems.
- Conduct biomedical research, nutrition and growth monitoring, environmental monitoring and disease surveillance.
- Take up effective leadership and management position in the community, work places, school settings and health centres/institutions.

2.2.2.6 General Admission Requirements

Candidates intending to enter the B.Sc Public Health Programme must satisfy the University admission requirements.

A. Admission Requirements for BSc. Public Health

Candidates may be admitted into 200 Level of the programme provided they have the following qualifications:

1. At least five (5) credit level passes at not more than two (2) sittings at the Senior Secondary School Certificate (SSCE/NECO/GCE) examinations in the following subjects:
 - English Language

- Biology or Health Science,
 - Chemistry,
 - Mathematics,
 - Physics or any other science subject.
2. An additional qualification from any health-related discipline such as Community Health Officer Training certificate (CHO), NCE (Physical/Health Education, Science Education, Nutrition, Home Economics) Health Superintendent, Registered Nurse (RN), Physiology, Medical Laboratory Science, etc.
- * **Candidates must possess HND with upper credit where the certificates are graded**
 - * **1 year post qualification experience is requested to be eligible for admission.**
 - ** **Admission into 100 level is not available.**

2.2.2.7 Repeating Failed Courses

Students have opportunities to repeat the courses failed as well as improve on courses where the grades are lower.

2.2.2.8 Learning Outcome

1. Regime of Subject Knowledge

Graduates of the degree programme are expected to have acquired:

- Working knowledge of the basic biological, social sciences and humanities,
- Knowledge and scale of community diagnosis and identification of the common health problems of the community.
- A broad knowledge of the use of the environment, community and occupation as they affect human health.
- Understanding of the organization and management of the health services and lastly
- Understanding of fundamental technique and methodology of research in public health sciences

2. Competencies and Skills

The graduate of the programme should have acquired skills in:

- function adequately with other members of the health team at local, national and international settings to increase the knowledge, skills and motivation necessary for individuals to assume greater responsibility for their health status;
- perform full community diagnosis using the indicators of health prior to community intervention;
- participate actively in community mobilization processes prior to implementation of community health programs;
- produce Information Education Communication (IEC) materials for health communication;
- plan and implement patient education and counseling on health consumer issues in the health facilities/clinics/hospital and community settings;
- participate in immunization exercises and perform nutrition assessment of infants, children of school age, adolescents and adults in the community;
- monitor the environment for pollutants and ensure safety at work sites;
- plan and implement school health education programmes for substance abuse reduction, sexuality and nutrition education;
- plan and describe the details of epidemiology of communicable diseases;
- design methods of investigation and control of disease outbreaks in the community;

3. Practical Skills

The graduates of the programme shall be able to carry out:

- organize a communicable disease campaign and surveillance;
- interview, counsel and work with clients in the clinics and homes;
- assess the health status of pregnant women and children and undertake systematic observations;
- perform anthropometric measurements of children 0-5 years and school children 6-18 years and have the indices recorded, analyzed and graphed;

- manage the resources (material and human and keep appropriate and accurate records;
- record and calculate simple and reliable indices of the outcome of maternal and child health services;
- perform Laboratory procedures appropriately as directed for water, soil and specimen analysis;
- identify environmental health hazards in the community and take appropriate action assess the nutrition states or individual, community and establish appropriate actions;
- recognize emergency conditions and initiate immediate actions through the appropriate referral system;
- recognize community mental health problems and take appropriate action;
- identify the main occupational hazards in the work place and in the community and initiate appropriate actions;
- identify problems relating to the aged and the handicapped and refer as appropriate;
- assess the health of a child with respect to growth, development, nutrition and immunization status and take appropriate action;

4. **Behavioural Attributes**

- The trainee and the product of the programme shall be public health professionals who have mastering of basic public health skills, spirit of service and understanding of team work based on good interpersonal relationships. They shall protect the dignity of their clients and be sensitive to various cultural practices in the society and communities. They shall be thoughtful users of resources and committed to good practices and show strong leadership qualities.
- assess maternal and child health needs and resources in the community and assist in planning, implementing, maintaining and evaluating services;
- initiate and implement research findings to strengthen all areas of public health;
- maintain good information and working relationship with community leaders, representatives of other agencies and other health personnel;

- participate in community development activities in cooperation with community leader and representatives of other agencies;
- use existing guidelines to manage common ailments and refer the more serious conditions as appropriate;
- participate in reproductive health activities and advise on child spacing; and
- Observe and practice under supervision, circumcision, incision and drainage.

5. Attainment Levels

It is essential that the procedure used for students' assessment should correspond to the knowledge, abilities and skills that are to be developed through their degree programme. These should be based on:

- Formal examinations
- Laboratory, Clinical or Field reports/records
- Problem-solving exercises
- Oral presentations
- Planning, conduct and reporting of project work and researches.

2.2.2.9 Instructional Methods of Delivery

This method of instruction is by the distance learning mode which involves the use of a range of media to bridge the distance between the facilitators and the students. Print is the major medium of instruction for this programme. Each course has a study material developed and written specifically for it, and which students are expected to study prior to their being examined. A course guide is also provided to give the students an overview of the course.

2.2.2.10 Evaluation

Evaluation shall involve the following steps:

1. Tutor Marked Assignments

As part of the evaluation mechanism, each course would be provided with 4 TMA's out of which the three best would be used for the

continuous assessment for a course. This constitutes 30% of the total assessment.

2. End of Semester Examinations

Except otherwise stated, each course will culminate in an end of semester examination. The examination constitutes 70% of the total assessment.

3. Learners Support

The programme will be serviced by a range of support services one of which is the facilitation of courses at the study centers including Internet learning platform (i-Learn) for students-facilitator interaction.

2.2.2.11 Language of Instructions

All courses shall be taught in English Language.

2.2.2.12 Course Development

Course development is an integral part of instructional design within the Open and Distance Learning System. All the courses in the programme have been designed and developed in line with an approved curriculum to meet the educational needs of the target group. The course content is written by experts in the various disciplines to achieve specific learning objectives. The development of these materials is based on the course description prescribed for each course.

2.2.2.13 Domicile Faculty to run the Programme

The programme being a health science-based programme is domiciled in the Faculty of Health Sciences of the National Open University of Nigeria. The support of the accredited Universities with B.Sc. Public Health programmes and other health related professional bodies will be required for professional guidance.

2.2.2.14 Staffing

The programme will be administered by the current staff of the Faculty of Health Sciences, other cognate schools and the facilitators appointed for the various study centers across the federation.

2.2.2.15 Duration of the Programme

Duration of the programme shall be in line with existing National University Commission (NUC) policy for the first degree programme in Nigerian Universities. The programme is designed for four (4) years for all categories of students as stated in the entry requirements.

2.2.2.16 Requirement for Graduation

The following conditions are required to **graduate** from the B.Sc. in Public Health programme:

1. **Years/ Semester Required:** The candidate must have spent a minimum of 4 years (or 8 semesters) from entry (from 200 Level).
2. **Credit Units:** Candidates that entered the programme must have a minimum of 140 credit units to graduate.
3. **Compulsory (Core Courses):** The candidates must pass all compulsory (core) courses as listed in the outlined programme proposal (OPP) to graduate.

2.2.2.17 Course Codes

For uniformity, the course codes for all Public Health courses in the University shall be PHSD (meaning Public Health Sciences) and this shall precede each of the Public Health based courses. Each of the courses had also been allocated credit units. The first figure of the course code denotes the level at which it is being offered.

2.2.2.18 Grading System

Grade: Undergraduate	Grade: Post-graduate	CGPA Classification
70 and above A	70 and above A	First Class 4.50 ó 5.0
60 ó 69 B	60 ó 69 B	2 nd Class Upper 3.5 ó 4.49
50 ó 59 C	50 ó 59 C	2 nd Class Lower 2.40 ó 3.49
45 ó 49 D	49 and below F	3 rd Class 1.5 ó 2.39
40 ó 44 E		
39 and below F		

2.2.2.19 Outline Programme Proposal (OPP)**200 Level First Semester**

COURSE CODE	COURSE TITLE	UNIT	STATUS
GST 101	Use of English and Communication skills I	2	C
CHM 101	Introduction to Inorganic Chemistry	2	C
CIT 101	Computers in Society	2	C
GST 107	The Good Study Guide	2	C
MTH 101	Elementary Mathematics 1	3	C
PHY 103	Geometric and Wave Optics	2	C
PHS 201	Anatomy	3	C
GST 201	Nigerian Peoples and Cultures	2	C
PHS 203	Introduction to Public Health	3	C
PHS 217	General Microbiology	3	C

PED 221	Developmental Psychology	2	C
	Total Credit Unit	26	

200 Level Second Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
GST 102	Use of English and Communication skills II	2	C
GST 202	Fundamentals of Peace Studies & Conflict Resolutions	2	C
BIO 102	General Biology II	2	C
PHS 202	Nutrition in Health and Disease	3	C
NSC 207	Medical Biochemistry	3	C
PHS 204	Introduction to Sociology	3	C
NSC 104	Human Physiology I	4	C
PHS 210	Introduction to Biostatistics	3	C
	Total Credit Units	22	

300 Level First Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
GST 203	Introduction to Philosophy and Logic	2	C
GST 301	Entrepreneurship Studies	2	C
PHS 301	Health Management Information Systems	3	C
PHS 303	Introduction to Clinical Laboratory Techniques	2	E
PHS 305	Seminars in Public Health	2	C
PHS 311	Child Health	3	C
EHS 315	International Health Services	3	C
EHS 319	Introduction to Demography	3	C

	Total Credit Units	20	
--	---------------------------	-----------	--

300 Level Second Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
NSC 206	Environmental Health	2	C
NSC 301	Human Behaviour in Health and Illness	2	C
PHS 302	Organization of School Health	3	C
PHS 308	Health Management I & II	3	C
PHS 312	Oral Health Care	2	E
PHS 318	Principles of Epidemiology	3	C
PHS 322	Community Mobilization and Participation	3	C
PHS 326	Public Health Practical I (Field Work)	3	C
	Total Credit Units	21	

400 Level First Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
NSS 311	Primary Health Care I	3	C
PHS 401	Community Reproductive and Adolescent Health	3	C
PHS 403	Accident and Emergency	2	E
NSC 407	Health Economics	2	C
NSS 409	Medical Sociology	3	C
EHS 409	Sewage & Waste Water management	2	C
BIO 411	Parasitology	3	C
PHS 421	Research Methods in Public Health	3	C
	Total Credit Units	21	

400 Level Second Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
NSC 203	Human Physiology II	4	C
PHS 402	Introduction to Public Health Laws	2	C
PHS 404	Occupational Health & Safety	3	C
PHS 422	Clinical Skills I &II	2	E
PHS 424	Primary Emergency Obstetrics Care	2	E
PHS 426	Essential Drugs and Public Health Pharmacology	3	C
PHS 430	Community Health Practical II (Field Work)	3	C
	Total Credit Units	19	

500 Level First Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
PHS 505	Community Mental Health	3	C
PHS 507	Outreach and Mobile Health Services	2	E
PHS 509	Geriatrics, Gerontology and Care of Persons with Disabilities	2	E
PHS 511	Applied Epidemiology (Communicable & Non-Communicable Diseases)	3	C
PHS 599	Research Project	5	C
	Total Credit Units	15	

500 Level Second Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
PHS 520	Community Posting	6	C

	(Internship)		
PHS 524	Health Education and Promotion	3	C
PHS 512	Seminars in Core Areas of Public Health*	6	C
	Total Credit Units	15	

*** The Core Areas of Public Health**

- Public Health Information, Education & Communication
- Epidemiology, Disease Control & Surveillance
- Environmental Health/Occupational Health
- Human Nutrition
- Health Systems Management & Administration
- Community/Family and Reproductive Health

2.2.2.20 Detailed Programme Proposal (DPP)

200 Level First Semester

GST 101: Use of English and Communication Skills I (2 Units C)

This course aims to give students an understanding of the basic principles of communicating effectively in English, demonstrating how the principles of communicating in English can be applied to language use in diverse situations and increasing the student's proficiency in English, so as to make them capable of performing language functions in social and academic settings.

CHM 101: Introductory Inorganic Chemistry (2 Unit C)

This course aims to introduce the student to the Periodic Table, the principles surrounding the development of the periodic table, electronic configuration, types of bonding, and theories of electronic configuration. The scope also covers atomic radii, ionization energy, electron affinity, electro negativity, hydrogen and the alkali metals.

CIT 101: Computer in Society (2 Units; C)

As available in the Computer Science Programme

MTH 101: Elementary Mathematics 1 (3 Units C)

This course is designed to teach you how mathematics could be used in solving problems in the contemporary science world. Therefore, the course is structured to expose you to the skills required in order to attain a level of proficiency by integrating mathematical models in the Sciences.

PHY 103: Geometric and Wave Optics (2 Units C)

The overall aim of this course is to introduce the basic principles of geometric and wave optics and appreciate the usefulness of these principles to make our life simpler and convenient. During this course, students will learn that light has a dual nature i.e. it exhibits characteristics of wave in some situations and characteristics of particle in other situations. Students will also learn about reflection and refraction at plane and curved surfaces and the phenomena associated with them. They will learn about lenses and optical instruments like telescopes, microscopes etc. required for scientific and technological developments. They will also be introduced into some aspects of wave optics like interference and polarization of light. These include interference in thin films and air wedge, Newton's rings, and laws and application of polarization, wedge, Newton's rings, and laws and application of polarization.

GST 107: The Good Study Guide (2 Units C)

The detailed explanation concerning this course is as on the university courseware site

PHS 201: Anatomy (3 Units C)

This course discusses the study of the cells and tissues of the body, the joint and skeleton, blood electrolytes, acid base balance and body fluids. Study various systems of the body i.e. cardio-vascular system, respiratory system, genito-urinary system, digestive system, reproductive system, lymphatic and endocrine system, the study of special senses, nutrition etc.

GST 201: Nigerian Peoples and Cultures (2 Units C)

The course teaches the student how to understand and have a sound knowledge of the traditional Nigerian peoples and culture. It does this

by introducing the student to the traditional Southern and Northern peoples and culture, and helping the student to understand the evolution of Nigeria as a political unit.

PHS 203: Introduction to Public Health (3 Units C)

The course highlights issues of health in broad perspectives; ranging from various periods of recorded history, that is, from the antiquity to present times. The development and growth of public health from its inception are addressed. The various actors in the course of its development and the various roles played by each of them are highlighted. Also, the course traces the development of modern public health in Nigeria, that is, the development of health services and the basic health services to the development of the national primary health care system.

PHS (BIO 217): General Microbiology (3 Units C)

The course aims to give the student an understanding of microbiology which is an important branch of biology. It identifies the different components of the microbial world, explains the historical aspects, relevance and scope of microbiology, and describes microbial growth and reproduction and methods of controlling microbial growth.

PED 221: Developmental Psychology (2 Units C)

This course introduces the student to the basic concepts and nature of developmental psychology, such as the basic principles of growth and development in human behaviour; the major theories of human development and the stages of human growth and development.

200 Level Second Semester

GST 102: Use of English and Communication Skills II (2 Units C)

The aim of this course is to expose the student to the functions and rules of English in order to communicate effectively using the language in diverse social and academic settings. It will teach the student diverse writing skills in English and give broad ó based knowledge of the phonological forms of the language.

GST 202: Fundamentals of Peace Studies & Conflict Resolutions (2 Units C)

The detailed explanation concerning this course is as on the university courseware site

BIO 102: General Biology II (2 Unit C)

This course aims to provide a generalized survey of the plant and animal kingdom based mainly on the study, or similarities and differences in the external features, ecological adaptations of plants and animal forms.

PHS 202: Nutrition in Health and Diseases (3 Units C)

This course provides the student with the historical perspectives of nutrition as a science, the nutritional value of food and its effects on health; food purchasing; food presentation. Food preparation and diet therapy are also studied to enable students provide well balanced diets to clients. Classification and selection of foods, formulation of weaning diets, and diabetic diets are also covered.

PHS 204: Introduction to Sociology (3 Units C)

This course introduces the student to sociology as a social science, the development of sociology and its founding fathers. The course also covers the sociological perspective of society, social interaction and social relations as elementary forms of social life. Groups, normative systems and culture, social institutions and complex organizations are the other aspects covered.

NSC 207: Medical Biochemistry (3 Units C)

The course deals with the chemistry of important biological compounds stressing their biogenesis and reaction mechanism. Introduction to Biochemistry introductory kinetics and energetic. Chemistry of proteins and enzymes, Chemistry and metabolism of carbohydrates ó Lipids, Vitamins as co-enzymes, integration of metabolism, oxidation, nucleic acids, RNA and protein synthesis, Diet, Food value and vitamin deficiency

NSC 104: Human Physiology I (4 Units C)

This course covers the functions of the components of the cells,

tissues, organs and glands in the body. It discusses the functions of the integumentary system, the moving body and the systems that maintain integrate and control bodily functions. It also covers the functions of the cardiovascular system, processes of the digestive system, nutrition and metabolism.

PHS 210: Introduction to Biostatistics (3 Units C)

This course is planned to equip students with the necessary tools and skills for collecting, analyzing, and interpreting data quantitatively. Topics to be covered include: the central role of statistics in health sciences disciplines, data description, elements of probability, description of random variables, applications of the binomial and normal distributions, estimation of confidence intervals, contingency tables, regression and variance analysis, study design and hypothesis testing. For practical purposes, students are provided with specific data to work on, and are also required to develop simple questionnaire protocols for analysis.

300 Level First Semester

GST 203: Introduction of Philosophy and Logic (2 Units C)

This course aims to introduce you to the actual definition, nature and scope of logic. It also attempts to analyze the meaning of sound and unsound arguments, uses of language, fallacies, definitions, propositions and the laws of thought. This course will also teach how to differentiate arguments from non-arguments. The students' understanding of logic and critical thinking will equip him/her with the knowledge of what logic is all about, as well as its influence in other disciplines.

GST 301: Entrepreneurship Studies (2 Units C)

The detailed explanation concerning this course is as on the university courseware site

PHS 301: Health Management Information System (3 Units C)

This course teaches the definitions of concepts and terminologies, management information systems processes, identification of National Health indicators, various forms and instrumental guidelines,

monitoring, supervision and evaluation of Primary Health Care (PHC) Community Based Information System (CBIS) at various levels, sources of health information in National Health Management Information System (NHMIS).

PHS 303: Introduction to Clinical Laboratory Techniques (2 Units C)

The course introduces the students to the diagnostic skills in health practice, preparation of patients for diagnostic procedures, collection of samples for laboratory test, principles and techniques of laboratory test, conduct simple laboratory tests, universal precautionary measures and management of the clinic laboratory.

PHS 305: Seminars in Public Health (2 Unit C)

The students discuss specific topics relating to their field experiences in a class setting. Designed to enable students identify various issues and trends in public health care. Seminar sessions, discussions and presentations centre around knowledge of the relevant biological, social and psychological concepts and theories as would be needed to understand contemporary issues in public health. The topics are prepared and presented as individuals or in groups. The seminar sessions are expected to guide students to:

- É Plan, compose and present seminar papers on relevant topics.
- É Plan and organize seminar workshops.
- É Participate actively as discussants, secretaries, rapporteurs, and chairman at seminar.
- É Evaluate the achievement of seminars.

PHS 311: Child Health (3 Units C)

This course discusses the physiology and care of the newborn, process of growth and nutrition in children 0-5 years, assessment of the health and immunization status of children 0-5 years. Children who are At Risk for specific conditions, concept of Integrated Management of Childhood Illness (IMCI), conditions which may expose the child to grave danger and the rights of the child.

EHS 315: International Health Services (3 Units C)

This course outlines the cross-boundary port health services on land,

air, and sea ports; International organizations and agencies and non-governmental organizations (NGOs); constitutions, conventions, treaties, international regulations and agreements; Roles of international organizations in port health; International collaboration and cooperation in port health.

EHS 319: Introduction to Demography (3 Units C)

The aim of the course is to provide the student with an understanding of demography. It is intended to let the student appreciate the uses of demographic studies in the sustainable development of Nigeria. Students will learn how to explain the concept of demography, develop an understanding of population trends globally, describe data collection methods and participate in demographic data collection, calculate some demographic measures, interpret correctly demographic phenomena and implications for public health, apply the knowledge of demography to public health in general and epidemiology in particular and use demographic terms, methods and measures for the formulation of relevant policies.

300 Level Second Semester

NSC 206: Environmental Health (2 Units C)

The course describes the effects of environmental factors such as water, air, noise biological, socio-cultural and socio-economic, on the health of the community, method of assessing these factors and steps taken to improve on the quality of the environment.

NSC 301: Human behaviour in Health and Illness (2 Units C)

This course describes characteristics of the family in health and diseases, the germ theory as a way of explaining the concept of diseases, demography and population dynamics, patterns of life in the community and how these are affected by diseases, and how patterns of life and community organization affect health care delivery.

PHS 302: Organization of School Health Programme (3 Units C)

The course aims to teach the concept of school health services, health needs of the school child, management of common health conditions among school children, procedures for carrying out medical

examinations in school children, organizing health care services to meet the needs of school children, promoting good school environment, screening and management of school food vendors and canteens.

PHS 308: Health Management I & II (3 Units C)

This course seeks to introduce the student to the concepts of planning, rationale for planning, types of planning, planning steps, historical development of formalized health planning in Nigeria, health planning and project formulation, health policy, policy process, steps in health policy formulation, reasons for policy making, and National Health Policy, modern management concepts, principles of management, management process, human resource management, group dynamics, conflict management, total quality management (TQM), power, time management.

PHS 312: Oral Health Care (2 Units E)

This course teaches the anatomy and physiology of the oral cavity, common oral diseases, factors affecting oral health care, preventive and control measures of common oral diseases, treatment of common oral diseases and conditions, mobilizing the community to promote positive oral health habits.

PHS 318: Principles of Epidemiology (3 Units C)

The course discusses the scope and concepts of epidemiology, various methods of disease transmission, types of epidemiological survey and tools used, investigation of epidemics, methods of evaluating disease control, planning and implementation campaign programmes to control epidemic diseases, disease surveillance. Attention is focused on the historical contexts and developments, definition of terms and concepts, scope, uses, concepts of disease causation, measures of disease frequency, levels of preventions, types and methods of epidemiological investigations.

PHS 322: Community Mobilization and Participation (3 Units C)

The course teaches the definition of concepts and rationale for advocacy, community diagnosis, community mobilization and participation, steps and levels in advocacy, community diagnosis and community mobilization, information sorting during advocacy,

community diagnosis and community mobilization, instruments used in situational analysis and community diagnosis, processes and methods for the design of advocacy message and community diagnosis, use of advocacy materials, formation and organization of development committees.

PHS 326: Public Health Practical I (Field Work) (3 Units C)

This course teaches the students how to conduct community diagnosis, to orientate them towards Management of Health services, Primary Health Care approach in the delivery of healthcare, and to ensure the development in each student a team approach towards the promotion of community health, school health services, dental and oral health services, eye care, laboratory practice, public health nutrition and environmental health and for the individual students to develop an inquisitive style of learning. The students are involved in the following processes: obtaining a detailed map of the community, taking a close inventory of the socio-cultural, physical/chemical and biological environments, using a structured- type data collection instrument to identify specific landmarks and the institutions in the community. Student groups are assigned field sites where they spend some time under staff supervision. In the field, students are involved in community diagnosis (mentioned in the above paragraph), applying the principles of community development, social planning and social action consistent with emphasis on primary health care. The students are to analyze the data collected, have them analyzed and presented.

400 Level First Semester

NSC 311: Primary Health Care I (3 Units C)

The course teaches health concepts and prerequisites, Primary Health Care concept and principles, health for all, organization of health system based on Primary Health Care, health care resources and monitoring and evaluation of health services.

PHS 401: Community Reproductive and Adolescent Health (3 Units C)

This course aims to review the anatomy and physiology of the male and female reproductive systems, discuss the concept of reproductive

health rights including family planning, process of pregnancy including pre-natal and ante-natal care, and management of labour, care of mother and child during puerperium, demography and population dynamics, abortion and its complications, infertility, menopause and andropause, the ðat riskö pregnant women for referral, adolescent sexuality and development process, adolescent reproductive health right, principles of adolescent and youth friendly services, importance of provision of youth friendly service, management of HIVS/AIDS and STIs.

PHS 403: Accident and Emergency (2 Units E)

Common emergency conditions, diseases and injuries, signs and symptoms for surgical and medical emergencies and rationale for prompt referral, types of specialists to which identified emergency condition may be referred, prevention of accidents at home and in the community.

NSC 407: Health Economics (2 Units C)

This course introduces the student to the concept of economics in health, the concept of demand and supply in health, health budgeting, healthcare financing, the National Health Insurance Scheme (NHIS), cost containment in health, the relationship between poverty and health, the economic evaluation of health programs and the strategies for implementing the NHIS.

NSC 409: Medical Sociology (3 Units C)

This course will examine the field of medical sociology covering the work of medical sociologists, medical sociology and medicine and theories in medical sociology. Other areas include specializations, professionalization and medicine as well as theories and concepts of disease, health institutions, the nurse and the process of seeking medical care, traditional medicine and the role of culture and politics in health and mental illness.

EHS 409: Sewage & Waste Water Management (2 Units C)

The course discusses the definition of sewage and sewerage, types and sources of waste water; characteristics and flow rates, impacts of waste water; treatment objectives and disposal regulation, principles

of applied microbiology, waste water treatment introduction, primary (screens and communicators, grit removal, flow equalization, sedimentation and flotation) secondary (tricking filters, rotating biological discs: activated sludge, oxidation pond) physico-chemical treatment, advanced treatment, (ultra-filtration, reverse osmosis, activated carbon filter, UV sterilization, etc.) Treatment of sludge, disinfection, and disposal on land / water, sewer corrosion, design of waste water treatment units.

BIO 411: Parasitology (3 Units C)

This course aims to teach the principles of parasitological and zoonotic effects, introduction to parasitism, history and evolution of parasitism, types of parasitism, host-parasite relationships, parasitic protozoa, trematodes, cestodes, acanthocephalans, leeches and arthropods world.

PHS 421: Research Methods in Public Health (3 Units C)

The course takes the student into the basic characteristics of research. The focus is on knowledge and skills in planning and conducting Public Health research including behavioural, epidemiological and health systems studies. The meaning, nature and uses of research in health, research processes and designs, methods of data collection, data analysis and presentation, research proposal and report writing are also discussed.

400 Level Second Semester

NSC 203: Human Physiology II (4 Units C)

This course covers the physiology of the endocrine, reproductive and urinary systems. Others include the physiology of the nervous system and sensation, physiology of the musculo-skeletal system and the sensory organs.

PHS 402: Introduction to Public Health Laws (2 Units C)

This course teaches the student public health laws that will assist them to maintain high ethical standards of the profession, and to also deliver qualitative, efficient and effective health services to Nigerians, especially those in rural and semi-urban-areas. The course covers the

description of the Nigerian health system and community health practice in Nigeria, the definition of ethics, professional ethics and a list of some community health ethics, etiquettes and codes of conduct. This course also looks at concepts of morality, law and other legal concepts relating to ethics as well as the differences and similarities between law and morality, Public Health Law offences and the processes of enforcing public health laws and the enforcement agencies.

PHS 404: Occupational Health and Safety (3 Units C)

The course discusses the concepts of occupational health and safety, principles and components of occupational health, various hazards in the occupational environment, common occupational diseases and their prevention, appropriate hazard control measures in the work environment, carrying out a walk through inspection of an industry, and management of staff clinic. Various legislations concerning safety measures for the workers and work environments are reviewed. Visits are made to the various industrial settings and other places of interests to identify specific problems.

PHS 422: Clinical Skills I & II (2 Units E)

The course teaches the basic principles of interview, procedures and principles involved in history taking, physical examination, monitoring of vital signs and blood pressure, and tepid sponging, preparation and administration of salt - sugar solutions and other forms of fluids, principles and procedures of aseptic techniques in clinical procedure, procedures involved in wound dressing, content and use of diagnostic set, administration of injection and drugs, collection of urine specimen, procedures for urine testing, estimation haemoglobin using appropriate procedures and instruments, carrying out oral toileting, performing visual acuity tests, breast self-examination, assessment of nutritional status of a child e.g. weight, height, mid-arm circumference, circumcision, assessment of dehydration, cauterization, episiotomy, pap smear, suturing of wounds and drip setting.

PHS 424: Primary Emergency Obstetrics Care (2 Units E)

This course discusses the anatomy and physiology of the male and female reproductive system, abnormal prenatal conditions and management of prenatal period, maternal mortality, prevention and management of sepsis, hydration and rehydration, management of episiotomies and lacerations, prevention and treatment of hemorrhage and of the postnatal period, interpersonal communication and counseling.

PHS 426: Essential Drugs and Public Health Pharmacology (3 Units C)

This course aims to teach the students the concepts of the National Drugs Policy, National Drug Formulary, management of essential drugs and supply system, essential drugs list, and pharmacology of essential drugs in Primary Health Care, concept of Drug Revolving Fund (DRF), and other public health aspects of drugs and alcoholic beverage use and abuse.

PHS 430: Community Health Practical II (Field Work) (3 Units C)

The Fieldworks at this level are extensions of the (PHS 326), Community Health care Practicum. The students are exposed to maternal and child health, family planning skills, occupational health visit, emergency health services, monitoring and evaluation. The students at this stage utilized a structured household questionnaire to collect information on health of families in the community. The structured questionnaires are patterned after those of the primary health care system. The information collected by each of the student groups are recorded, analyzed and submitted as a report of the fieldwork activities which will be assessed and scored by the preceptor. The practice gives the students an opportunity to translate theoretical concepts and principles in public health into practical experiences needed for program formulation, planning and implementation. Students are also expected to complete a designed log books to endorse by their supervisor (preceptor) on a weekly basis.

500 Level First Semester

PHS 505: Community Mental Health (3 Units C)

This course teaches the concepts and principles of mental health practice, identification of causes and predisposing factors in mental illness, characteristics of mentally ill person, classification of mental illness, process of early diagnosis of mental disorders and rehabilitation of the mentally-ill in the community, resources for the care of the mentally-ill persons in the community, various types of therapy for the treatment of mental illness, traditional and Alternative medical practices in mental health care, preventive measures against mental disorders in the community.

PHS 507: Outreach and Mobile Health Services (2 Units E)

The course defines outreach services, discusses the rationale for outreach services, types of services rendered during outreach services, processes involved in conducting outreach services, planning, implementation and evaluation of outreach services, and the resources required for outreach services.

PHS 509: Geriatrics and Gerontology, Care of Persons with Disabilities (2 Units E)

The aim of the course is to introduce the students to the concepts of geriatrics and gerontology. It discusses the physiology and common problems associated with ageing and their management, geriatric care available of the aged, resources available for the aged. Also, the definition and concepts of disabilities, common disabilities, causes, categories, and available preventive measures for disabilities and rehabilitation in the community are discussed.

PHS 511: Applied Epidemiology (Communicable and Non-Communicable Diseases) (3 Units C)

The course teaches the concept of communicable diseases, aetiology, epidemiology and pre-disposing factors, clinical signs and symptoms of communicable diseases, treatment and preventive measures of communicable diseases. Principles and control of communicable diseases, concept of immunity and immunization in relation to

communicable diseases. Identification of internationally modifiable diseases, procedure for reporting international modifiable diseases, concept of non-communicable diseases, aetiology, epidemiology of non-communicable diseases, causes and pre-disposing factors of non-communicable and chronic diseases, clinical signs and symptoms of non-communicable diseases, management and preventive measures for non-communicable diseases, role of individual, family, community, government and international agencies in the control of non-communicable diseases.

PHS 599: Research Project (5 Units C)

Students are guided in the development, execution and writing of their research project in the approved area of their interest. They are also expected to present a seminar on their research project.

500 Level Second Semester

- **PHS 512: Seminars in Core Areas of Public Health (6 Units C)**
- **PHS 513:** Public Health Information, Education and Communication
- **PHS 514:** Epidemiology, Disease Control and Surveillance
- **PHS 515:** Environmental Health/Occupational Health
- **PHS 516:** Human Nutrition
- **PHS 517:** Health Systems Management and Administration
- **PHS 518:** Community/Family and Reproductive Health

PHS 520: Community Posting (Internship) (6 Units C)

The Fieldworks at this level are extensions of the (PHS 430), Community Health care Practicum. The students at this stage utilize a structured household questionnaire to collect information on health of families in the community. The information collected by each of the student groups are recorded, analyzed and submitted as a report of the fieldwork activities. The practice gives the students an opportunity to translate theoretical concepts and principles in public health into practical experiences needed for program formulation, planning and implementation. The students are exposed to mental health services, Epidemiology, community involvement and participation, Health

education and promotion, outreach services and care of aged and handicapped.

PHS 524: Health Education and Promotion (3 Units C)

This course aims to teach the principles and rationale of health education, various information, communication and education media, general principles of communication, designing health promotional activities to address health needs of the community, processes in planning, implementing, monitoring and evaluation of health education programmes in the community, development and use of health instructional materials, organize and deliver health education activities, setting up of health promotion clubs in community, schools and work places.

PHS 512: SPECIAL COURSES (CORE) Seminars (6 Units for all six seminars as follows):

- **Public Health Information, Education and Communication (1 Credit)**

The course gives the students an overview of the salient areas of health information, education and communication. The specific topics include:

- (i) Advanced principles of health information, education and communication;
- (ii) Behavioral sciences foundation in IEC;
- (iii) Advanced group dynamics and change processes;
- (iv) Advanced media strategies
- (v) I.E.C programme planning and evaluation strategies; and school health services. The students are expected to conduct literature reviews for particular topics and present at seminars organized for the course.

- **Epidemiology, Disease Control and Surveillance (1 Credit)**

The course gives the students an overview of epidemiology, disease control and surveillance. Specific areas highlighted include the uses of epidemiology, epidemiology protocols and survey methods, epidemiology of communicable and non-communicable diseases, vital statistical and national health information systems, human ecology and disease processes, public health laboratory practices and

methods, and intervention strategies in disease control and Surveillance. Students are expected to participate actively in disease control, surveillance, as well as in the monitoring and evaluation processes of selected endemic diseases at the national, state and local government operational levels.

- **Environmental Health/Occupational Health (1 Credit)**

The course reviews the components of the environment, the various environment and occupational health, the problems, deteriorating forms/characteristics of the man-made environments with attendant consequences. The important topics in the course include: urban and rural environments with particular emphasis on the housing problems; water and sanitation; refuse/solid wastes disposal and management; occupational health hazards; air and water pollution particularly in the riverine areas; the various agencies involved in environmental protection in relation to policies, laws, regulation codes and ordinances. Students choose specific topics of interest for project presentation at class seminars.

- **Human Nutrition (1 Credit)**

The course revolves around the problem of human nutritional problems, particularly those affecting the most vulnerable groups such as the under-fives (infants), the nursing mothers and the aged. The topics include: classification of food; food security and safety; cultural and environmental factors in food and nutrition; nutrition and infection; malnutrition and under-nutrition; socioeconomic aspects of food; problems of over-nutrition and disease of the affluence; health policies/principles on food choices, diet in health and disease; international/national food & nutrition policies and programs; public health nutrition education plans & strategies. The students have the opportunity of conducting field nutrition surveys.

- **Health Systems, Planning, Management & Administration (1Credit)**

The course reviews the overall health system in terms of planning, management and administration. It takes a critical review of the national policy on health and the strategies underscoring its formulation. Health program planning, monitoring and evaluation

strategies of the federal, state and local governments are critically examined. Aspects of health economics and quality assurance in the health care systems are reviewed. The importance of personnel training, material resource management and control as well as other means of management by objectives are also reviewed, comparative international health systems are highlighted to illustrate succinct points and for students project presentations at class seminars.

- **Community/Family and Reproductive Health (1 Credit)**

The course begins with a general review of reproductive anatomy, physiology, contraception and contraceptive methods. Topics covered include: the organization and delivery of family health/planning programs and services; national population policy; international agencies policies and programs health and psycho-social/anthropological problems of the adolescents; community mental health policies, programs and strategies; gender issues and safe motherhood initiatives; students have the opportunity of visiting family health clinics where contraception devices are offered to the clients. The clients will also have the opportunity of expressing their views, and experiencing different devices in use. Students will also have the opportunity to health educate the clients on the need to use these commodities as advised.

2.2.3 Bachelor of Science in Environmental Health (B.Sc. Env. Health)

2.2.3.1 Introduction

Environmental health is a branch of public health that is concerned with the theory and practice of assessing and controlling factors in the environment that can potentially affect health. Environmental health includes both the direct pathological effects of chemicals, radiation and some biological agents, and the effects (often indirect) on health and wellbeing.

2.2.3.2 Philosophy

Environmental Health Programme aims at producing professionals who will understand and practice Environmental Health as a profession and its contribution to the health of the individual, family and community.

2.2.3.3 Justification

A reciprocal relationship exists between man and his total environment, which is a part of ecosystem. The goal of Environmental Health services is to modify human Environment towards the maintenance and promotion of Health and prevention of communicable and non- communicable diseases.

The growing concern about environmental pollution/contamination and degradation at the local, regional and global levels has increased the demand for a reliable information database on the impact of such pollution, and their consequences for natural environment.

Proper environmental control is therefore important. To achieve this, there is need for the training and re-training of committed professionals to take up the challenges of environmental degradation resulting from anthropogenic activities and natural factors. It is in the light of the above, that this programme is being introduced to train, retrain and produce graduates with broad scientific and professional knowledge that is based on sound understanding of Environmental health practice as well as to ensure effective qualitative health service delivery.

2.2.3.4 Aims of the Programme

The programme will provide learner with:

- Broad based scientific reasoning and professional knowledge and skills required for Environmental Health Practice
- Current studies on Environmental Health required positively participation and intersectoral approach to health care.
- Research competencies aimed at solving health problems.

- High level managerial and leadership role in Primary Health Care.

2.2.3.5 Objectives

By the end of this programme, learners should have been able to achieve the following categories of objectives:

A. Cognitive Objectives

1. To describe and apply the scientific principles involved in the identification, analysis and in providing solution to Environmental health problems.
2. To describe the investigative or monitoring processes necessary to identify the environmental health problems in a community.
3. To describe in detail the list of the commonest communicable diseases in the country, their mode of transmission and indicate methods of controlling the biological and physical environment so as to prevent them.

B. Psychomotor Objectives

1. To perform accurately, standard laboratory tests employed in the monitoring of the physical environment, water supply, sewage disposal and food sanitation and hygiene.
2. To design a satisfactory graphic representation of the water treatment plant of:-
 - (a) A rural community;
 - (b) An urban community.
3. To assume leadership role during times of emergency within the community.

C. Affective Objectives

1. To demonstrate an attitude that places premium on team work, accepting and performing leadership and followership role with equal effectiveness.
2. To demonstrate an attitude of pride in the contribution of his profession to the health of the nation and hence continually seek self-education and improved effectiveness.

3. To demonstrate an attitude of scientific enquiry in relation to every aspect of his professional activities, never taking anything for granted nor prematurely jumping to conclusions.

2.2.3.6 Instructional Methods of Delivery

This method of instruction is by the Distance Learning Mode which involves the use of a range of media to bridge the distance between the facilitators and the students. Print is the major medium of instruction for this programme. Each course has a study material developed and written specifically for it, and which students are expected to study prior to their being examined. A course guide is also provided to give the students an overview of the course.

2.2.3.7 Evaluation

1. Tutor Marked Assignments

As part of the evaluation mechanism, each course would be provided with 4 Tutor Marked Assignment (TMA's) out of which the 3 best would be used for the continuous assessments for a course. This constitutes 30% of the total assessment.

2. End Of Semester Examinations

Except otherwise stated, each course will culminate in an end of semester examination. The examination constitutes 70% of the total assessment.

3. Learners Support

The programme will be serviced by a range of support services one of which is the facilitation of courses at the study centres.

4. General Admission Requirements

Candidates intending to enter the B.Sc. in Environmental Health Programme must satisfy the University admission requirements. In addition to this, two modes of entry are presently available to candidates intending to study Environmental Health in the University. A candidate may either enter the programme at 200 or 300 Level through direct entry.

5. Direct Entry (Admission Into 200 Level)

Candidates may be admitted into 200 Level of the programme provided they have the following qualifications:

- i. Five (5) credit passes in not more than two sittings in WASCE, GCE, NECO or NABTEB in the following subjects: English Language, Mathematics, Physics, Chemistry, Biology/Health Science.
- ii. Diploma in Environmental Health Technician obtained from a recognized College of Health Technology.
- iii. A valid practice permit issued by Environmental Health Officers Registration Council of Nigeria. (EHORECON)

6. Direct Entry (Admission Into 300 Level)

Candidates with **valid license** issued by EHORECON may be admitted into 300 Level of the programme provided they have any of the following qualifications in addition to 200 Level requirements:

- i. A Higher National Diploma (**HND**) in Environmental Health Technology.
- ii. The Public Health Inspector's Diploma of the Royal Society of Health (RSH) or West Africa Health Examination Board (WAHEB) Diploma for Public Health Superintendents.

7. Concessionary Admission

Mature **licensed** Environmental Health Officer 45 years and above who are on Grade Level 14 and above that do not possess any of the above stated **O/L** admission requirements may be considered for admission into the 300 level of the programme, after approval by the Senate Committee on Matured Students.

2.2.3.8 Language of Instructions

All courses shall be taught in English Language.

2.2.3.9 Course Development

Course development is an integral part of instructional design within the Open and Distance Learning System. All the courses in the programme have been designed and developed in line with an

approved curriculum to meet the educational needs of the target group. The course content is written by experts in the various disciplines to achieve specific learning objectives. The development of these materials is based on the course description prescribed for each course.

2.2.3.10 Domicile Faculty to run the Programme

The programme being a health science-based programme will domicile in the Faculty of Health Sciences of the National Open University of Nigeria. The support of the accredited Colleges and Schools of Health Technology and Environmental Health Officers Registration Council of Nigeria will be required for professional guidance.

2.2.3.11 Staffing

The programme will be administered by the current staff of the Faculty, with other cognate schools and the facilitators appointed for the various study centers across the federation.

2.2.3.12 Duration of the Programme

Duration of the programme shall be in line with existing National University's Commission (NUC) policy for the first degree programme in Nigerian Universities. The programme is designed for 4 years for holders of Environmental Health Technicians and 3 years for holders of RSH, Dip, WAHEB, and HND in Environmental Health Technology.

2.2.3.13 Requirements for Graduation

A student must accumulate a minimum of 90 ó 120 credit unit depending on the level of entry into the programme.

2.2.3.14 Course Codes

The degree program shall be designated Bachelor of Science

Environmental Health (B.Sc. Env.H). For uniformity, the course codes for all Environmental Health Courses in the University shall be -EHSØ (meaning Environmental Health Sciences) and this shall precede each of the Environmental Health based course. Each of the courses had also been allocated credit units. The first figure of the course code denotes the level at which it is being offered; while the last figure denotes the semester it is to be offered. **Odd numbers** connotes **first semester** while **even numbers** connotes **second semester**. The courses are graded according to levels of academic maturity of students.

2.2.3.15 Outline Programme Proposal (OPP)

B.Sc. Environmental Health (B.Sc. Env. Health)

200 Level First Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
GST 101	Use of English and Communication skills I	2	C
GST 105	History and Philosophy of Science	2	C
GST 201	Nigerian Peoples and Culture	2	C
BIO 217	General Microbiology	3	C
BIO 304	General Ecology	2	C
EHS 205	Introduction to Environmental Health	2	C
NSS 201	Anatomy	3	C
ANP 204	Biochemistry	3	E
	Total Credit Units	19	

200 Level Second Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
GST 102	Use of English and Communication skills II	2	C
GST 122	Introduction of Philosophy and Logic	2	C
CHM 102	Introductory Organic Chemistry.	2	C

EHS 202	Fundamentals of Epidemiology	3	C
EHS 204	Introduction to Environmental Health Services.	2	C
EHS 212	Pollution Control	3	C
EHS 216	Urban Planning and Management	2	C
EHS 241	Introduction to Biostatistics	2	C
EHS 412	Health Economics	2	C
NSS 303	Human Behaviour in Health and Illness	2	C
	Total Credit Units	22	

300 Level First Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
BIO 407	Basic Entomology	2	C
BIO 411	Parasitology	2	C
CHS 317	Immunology and Immunization	3	C
EHS 311	Primary Health Care I	3	C
EHS 316	Environmental Health Services in Emergency Situation	2	C
EHS 317	Solid waste management	3	C
EHS 319	Introduction to Demography	2	C
	Total Credit Units	17	

300 Level Second Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
EHS 302	Ecological Sanitation	2	C
EHS 304	Hydrology and Sanitation	2	C
EHS 306	Sanitary Inspection of Premises	2	C
EHS 308	Environmental Biotechnology	2	C
EHS 312	Housing and Building Construction	2	C
EHS 315	International Port Health Services	2	C
EHS 318	Communicable Diseases	3	C
EHS 322	Biometeorology	2	E
	Total Credit Units	17	

400 Level First Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
CHS 401	Reproductive & Adolescent Health	3	C
EHS 403	Occupational Health and Safety	3	C
EHS 405	Environmental Toxicology	3	C
EHS 407	Environmental Health Laboratory	2	C
EHS 409	Sewage and Waste Water Management	2	C
EHS 411	Environmental Health Administration	2	C
EHS 413	Entrepreneurship in Environmental Health	2	C
	Total Credit Units	17	

400 Level Second Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
BIO 204	Biological Techniques	2	C
CHS 322	Community Mobilization and Participation	3	C
ESM 304	Research Methods	3	C
EHS 404	Primary Health Care I	3	C
EHS 402	Industrial Attachment*	6	C
	Total Credit Units	17	

* A log book will be produced for this course

500 Level First Semester*

COURSE CODE	COURSE TITLE	UNIT	STATUS
CHS 315	Non communicable diseases	2	C
EHS 505	Environmental Health Ethics	2	C
EHS 507	Environmental Health Management information system	3	C
EHS 503	Seminar	1	C
EHS 518	Community Health Services	2	C
EHS 412	Health Economics	2	E

EHS 509	Research Project	6	C
	Total Credit Units	18	

NOTE: *

EHS 510 – Environmental Health Practice I

EHS 512 - Environmental Health Practice II

The above courses are prescribed for students entering the programme at 200 level. They are required to offer and pass (EHS 510 and EHS 512) for the purpose of certification and registration to practice with the Environmental Health Officers Registration Council of Nigeria.

500 Level Second Semester

COURSE CODE	COURSE TITLE	UNIT	STATUS
EHS 506	Environmental Health Regulations, Policies and Laws	2	C
EHS 508	Environmental Health Impact Assessment	2	C
EHS 514	Child Survival and Development	2	C
EHS 516	Public Health Nutrition and Food Safety	2	C
	Total Credit Units	8	

2.2.3.16 Detailed Programme Proposal (DPP)

B. Sc. Environmental Health (B.Sc. Env. Health)

A. Course Description

200 Level First Semester

GST 101: Use of English and Communication Skills (2 Units C)

This course is to enable students to learn the skills of listening and comprehension, retrieve information, for interpreting and evaluation, effective reading skills, comprehending at varying speed levels, reading for vocabulary development to various academic content.

GST 107: The Good Study Guide (2 Units C)

This course covers the following areas: getting started, reading and note taking, other ways of studying, working with number, what is good writing? How to write essays and preparing for examinations

GST 201: Nigerian Peoples and Cultures (2 Units C)

As available in the School of Arts and Social Sciences.

BIO 217: General Microbiology (3 Units C)

Historical aspects, scope of microbiology, general characteristics of microorganisms, growth and reproduction of microorganisms; sterilization and disinfection; brief survey of microbes as friends and foes. Systematic classification of bacteria fungi, viruses, etc. Microbial variation and heredity; biological and biochemical reactions of microorganisms; cycles of elements in nature; Nitrogen fixation.

BIO 304: General Ecology (2 Units C)

The ecosystem approach to the study of ecology. Types of interaction. Energy flow and nutrient cycling, population structure, population dynamics: birth and death rate, life tables and longevity. Communities in ecosystem. Influence of man.

EHS 205: Introduction to Environmental Health (2 Units C)

Definitions, concepts and theories. History of Environmental Health, Environmental health determinants of health status. Brief description of Environmental Health components.

NSS 201: Anatomy (3 Units C)

This should include the study of the cells and tissues of the body, The Joint and Skeleton, Blood Electrolytes, Acid base Balance and Body Fluids. Study various Systems of the body i.e. Cardio-vascular System, Respiratory System, Genito-Urinary System, Digestive System, Reproductive System, Lymphatic and Endocrine System etc. The study of special Senses, Nutrition etc.

ANP 204: Biochemistry (3 Units E)

The course deals with the chemistry of important biological

compounds stressing their biogenesis and reaction mechanism. Introduction to Biochemistry introductory kinetics and energetic. Chemistry of proteins and enzymes, Chemistry and metabolism of carbohydrates ó Lipids, Vitamins as co-enzymes, integration of metabolism, oxidation, nucleic acids, RNA and protein synthesis, Diet, Food value and vitamin deficiency.

200 Level Second Semester

CHM 102: Introductory Organic Chemistry (2 Units C)

Simple reactions of hydrocarbons, alcohols and acids, petroleum Chemistry, oils and fats. Hydrogenation of oils. Polymer and biological important molecules.

EHS 202: Fundamentals of Epidemiology (3 Units C)

Definition, scope and application of epidemiology, Historical development. Introduction to the basic principles and methods of epidemiology. Epidemiologic model of disease occurrence; Causal inferences in disease causation. Agent-Host - Environment relationships in disease occurrence; Person-Time-Place Descriptive Epidemiological Model; Diagnosis of diseases, incubation period, time, mode of transmission of disease. Strategies and methods in the prevention and control of diseases; Basic epidemiologic study designs ó cross-sectional studies, cohort or prospective studies, case-control studies, randomized clinical trials and community trials.

EHS 204: Introduction to Environmental Health Service (2 Units C)

Characteristics of environmental health practice. Environmental health practice in the implementation, regulation and enforcement of environmental health components at different settings (home, schools, market places, recreational and hospitality facilities, workplace, industries; Development projects etc. Tools of environmental health practice, method of assessment of environmental health practice, skills of environmental health practitioners, roles of environmental health officers and regulators.

EHS 212: Pollution Control (3 Units C)

Define pollution, general description of environmental media, pollution sources, Pollutants and contaminants in the environment. Monitoring and assessment of pollutants and contaminants and their exposure patterns. Impact of pollutants on the ecosystem and human health. Assessment of pollutant in different environmental media e.g. Air, water, Soil and Food.

EHS 216: Urban Planning and Management (2 Units C)

Concept of urban and regional planning, history of planning and contemporary planning issues ó sustainable development; contemporary human geography, earth & ecological systems; planning and built environment; society, space, policy and economy. Urban poverty and planning; town scopes; societies, culture and urban explosion; GIS, Environmental and spatial qualities; prediction of effect; scenario development; environmental health feature of urban planning and management, flood protection, rural and coastal infrastructure, layouts for industrial, commercial, and residential activities and support services; implication of poor urban and regional planning.

EHS 241: Introduction to Biostatistics (2 Units C)

Application of biostatistics in health care delivery, the statistical process, statistical methods in common use and statistical analysis.

EHS 412: Health Economics (2 units C)

Issues on health in relation to Economics and its impact. Concept of causality and factors of staying healthy.

NSS 303: Human Behaviour in Health and Illness (2 Units C)

Characteristics of the family in health and disease. The germ theory as a way of explaining the concept of disease. Demography and population dynamics. Patterns of life in the community and how these are affected by disease. How patterns of life and community organization affect health care delivery.

300 Level First Semester

BIO 407: Basic Entomology (2 units C)

Insect evolution, classification and distribution. Organization of external structure. Ingestion, digestion, excretion, blood circulation and nervous system. Behavior and ecology of social insects.

BIO 411: Parasitology (2 Units C)

Principles of Parasitological and Zoo-economic effects. Introduction to parasitism history and evolution of parasitism, types of parasitism, host-parasite relationships. Parasitic protozoa, trematodes, cestodes, acanthocephalans, leeches and arthropods world.

PHS 317: Immunology and Immunization (3 Units C)

Introduction to immunology ó innate and acquired immunity; Antigens and antibodies; antigens and antibody reactions and immune response to infection; Humoral and cell-mediated immunity, immunity and infectious diseases; Hypersensitivity states; Prophylactic and therapeutic applications of immunity; Auto-immunity and its relation to human diseases; Transplantation immunology; Immunosuppression and immune-deficiency states. Types of vaccines, their uses and methods of administration, requisition for vaccines; collection, storage and distribution of vaccines; Maintenance of cold chain system; organization of immunization clinics and campaigns, Disposal of vaccines.

EHS 311: Primary Health Care (2 Units C)

Define Primary Health Care. Concept and principles of Primary Health Care services. Development of health system, Components of Primary Health (PHC) Care. Structures and organogram. Elements of PHC, Resources for PHC delivery, SWOT Analysis of PHC. Participatory techniques in PHC delivery.

EHS 316: Environmental Health Services in Emergency Situations (2 Units C)

Definitions, concepts/ scope, Types of emergencies and services required. Structure, roles and collaboration of agencies. Resources mobilization, allocation and management. Roles of Environmental

health officers in emergency situations. Forecasting preparedness and response. Check list for use in environmental health emergencies.

EHS 317: Solid Waste Management. (2 Units C)

Basic concepts, nature and classification of solid waste. Theory of solid waste collection, handling and disposal. Laboratory sampling and monitoring of solid wastes disposal sites. Analysis of municipal, industrial, hazardous, including Health care waste and other solid wastes. Waste management technologies. Waste management hierarchy, minimization, recycling, waste to wealth concept etc. Solid waste and human health.

EHS 319: Introduction to Demography. (2 Unit C)

Introduction to the principles and methods of demography. Sources of population data; population dynamics and health implications, population structure and population movement. Census: types, methods, principles and practice. Applications of census data. Population data and the planning of social services. Demographic transitions and health/disease patterns and services. Indices of population, health and development.

300 Level Second Semester

EHS 302: Ecological Sanitation. (2 Units C)

Concept and definition of ecological sanitation; Excreta and waste water disposal technologies in eco-sanitation; water scarcity; low cost technologies in eco-sanitation, types of toilets useful in eco-sanitation; Methods of nutrient recovery and recycling; (grey water, nutrients from excreta, biogas, etc., treatment option for recovered waste materials).

EHS 304: Hydrology and Sanitation (2 Units C)

Definitions, concepts and theories of hydrology and sanitation. Environmental problems of urbanization and natural cycle of water. Elementary hydrology, Hydrological cycle, physical, chemical and biological principles of water and waste water treatment. Municipal services ósources of water and its protection, water supply, distribution, Environmental problems of water distribution, public

health importance of water, urban and community storm water management, drainage layout. State and Federal regulatory standards. Water sampling techniques.

EHS 306: Sanitary Inspection of Premises (2 Units C)

Concept and principles of inspections, Types of premises, Procedure and methodology of premises inspection. Tools for inspection, regulations and enforcement procedure. Guideline of report writing.

EHS 308: Environmental Biotechnology (2 Units C)

Introduction to biotechnology. Methods in biotech, microbial ecology, environmental microbiology, bioremediation and Biodegradation; Application of genetic engineering in environmental health. Insect sterilization techniques, Biological control measures vis-à-vis the more traditional use of insecticides and larvicides. Merit and demerit of biotechnology.

EHS 312: Housing and Building Construction (2 Units C)

Introduction to Housing. Housing standards. Urban and rural housing. Housing and Health. Building technology- drawing and reading of plans. Housing codes, edicts, or ordinances, laws and legislation of the local, state and federal Governments levels. International Legislation on Housing. Criteria for building approval. Role of Environmental Health Professionals in building approval and registration.

EHS 315: International and Port Health Services (2 Units C)

Cross-boundary port health services (function of environmental health OFFICERS on land, air, and sea port), International organizations and agencies and non-governmental organizations (NGOs). Constitutions, conventions, treaties, international regulations and agreements. Roles of international organizations in port health. International collaboration and cooperation in port health.

EHS 318: Communicable Diseases (3 Units C)

Concept of communicable diseases, aetiology, epidemiology and pre-disposing factors. Clinical signs and symptoms of communicable diseases. Treatment and preventive measures of communicable

diseases. Principles and control of communicable diseases, concept of immunity and immunization in relation to communicable diseases. Identification of internationally notifiable diseases. Procedure for reporting international notifiable diseases.

EHS 322: Biometeorology (2 Units, E)

Definition and Concepts. Classifications and health implication. Prevention and control measures.

400 Level First Semester

CHS 401: Reproductive & Adolescent Health (3 Units C)

Review the anatomy and physiology of the male and female reproductive systems; Discuss the concept of reproductive health rights including family planning; process of pregnancy including pre-natal and ante-natal care; and management of labour. Care of mother and child during puerperium. Demography and population dynamics. Abortion and its complications. Infertility, menopause and andropause. At Risk pregnant women for referral. Adolescent sexuality and development process. Adolescent reproductive health right. Principles of adolescent and youth friendly services. Importance of provision of youth friendly service. Management of HIVS/AIDS and STIs.

EHS 403: Occupational Health and Safety (3 Units C):

Definition, scope and evolution. Principles and practice of occupational health and industrial hygiene; work environment and productivity; proxemics and ergonomics; basic occupational health team; worksite wellness promotion programs. Common occupational health problems in Nigeria (industries, agricultural establishments; health care establishments; construction settings). Occupational health policies, regulations and regulatory Agencies. Environmental and occupational hazards, evaluation and measurement of exposure levels. occupational stress, identification of the roles of human and environmental factors in occupational hazards. Methods of prevention and control. Safety procedure in different occupational and safety management.

EHS 405: Environmental Toxicology (3 Units C)

Introduction to chemical pathology and environmental toxicology. Toxicodynamics and toxicokinetics. Pesticides, heavy metals, oleom, radioactive materials, food additives, animal toxins, phytotoxins, plastics and psychogenic or drugs. Toxic pollutants in air, land and water. Exposure pathways, standards and health implications. System, Organ, Tissue and Cell pathophysiology. Concept of LD and LC. Dose response analysis. Probit analysis.

EHS 407: Environmental Health Laboratory (2 Units C)

Introduction to laboratory science; Importance and functions of Environmental Health laboratory; General lab. Construction; Safety precautions in the lab; Preparation and storage of reagents; Instrumentation:, audiometer, dosimeter, cryostat, PCR etc. Quality assessment and quality control, concept of laboratory log book and record keeping.

EHS 409: Sewage and Waste Water Treatment (2 Units C)

Definition of sewage and sewerage, Types and sources of waste water; characteristics and flow rates, impacts of waste water; treatment objectives and disposal regulation, principles of applied microbiology, waste water treatment introduction, primary (screens and communitors, grit removal, flow equalisation, sedimentation and flotation) secondary (Tricking filters, rotating biological discs: activated sludge, oxidation pond)physic chemical treatment, advanced treatment,(Ultra filtration, reverse osmosis, activated carbon filter, UV sterilization, etc.) Treatment of sludge, disinfection, and disposal on land / water, sewer corrosion, design of waste water treatment units.

EHS 411: Environmental Health Administration (2 Units C)

Concepts, theories and application in Environmental health. Institutional arrangement, staffing and funding. Guidelines in environmental health administration, Quality assurance, equity, cost controls, organizing. Inter and intra sectoral collaboration. Budgeting, work plan and programme development, implementation, Supportive Supervision, monitoring and evaluation.

EHS 413: Entrepreneurship in Environmental Health (2 Units C)

Concept of entrepreneurship, sources of capital in environmental health, private practice in environmental health. Providers/Client relationship. Types of ownership, management of resources (men, money and materials), Feasibility studies, cost analysis and book keeping, scheduling, job loading and job sequencing. Inspection, testing methods and quality control. Best practices: two case studies of turning waste to wealth.

400 Level Second Semester

BIO 204: Biological Techniques (2 Units C)

The course is geared towards introducing students to scientific methods using topics to illustrate ways and mean of Biological research. Types of microscopes and their uses. Preparation of microscopic slides. Examination of materials. Dissection guides. Microtomy and hand sectioning. Photometry, Colorimetry. Chromatography. Conductometry. The course will also introduce students to what is research and the techniques of writing scientific reports through developing critical thinking and testing hypotheses, evaluating original research papers and expressing ideas.

CHS 322: Community Mobilization and Participation (3 Units C)

Definition of concepts and rationale for - advocacy, community diagnosis community mobilization and participation. Steps and levels in advocacy, community diagnosis and community mobilization. Information sort during advocacy, community diagnosis and community mobilization. Instruments used in situational analysis and community diagnosis. Processes and methods for the design of advocacy message and community diagnosis. Use of Advocacy materials. Formation and organization of development committees.

ESM 304: Research Methods (2 Units C)

The meaning, nature and uses of research in health. Research processes and designs. Methods of data collection, data analysis and presentation. Research proposal and report writing.

500 Level First Semester

EHS 503 : Seminar (2 Units C)

EHS 518: Community Health Services (2 Units C)

Concept and practice of Community Health, Components of Community Health, Health Indices e.g. IMR, MMR etc Immunization, Essential drugs, Disease screening and diagnosis, Drug administration; Management of common ailments and diseases in communities, use of Standing Order, referrals, Maternal and child survival strategies, community sanitation, Vector control, ethics in community health, community nutrition, Prevention and Control of endemic communicable and non-communicable diseases etc

CHS 315: Non-Communicable Diseases (2 Units C)

Concept of non-communicable diseases, aetiology, epidemiology of non-communicable diseases, causes and pre-disposing factors of non-communicable and chronic diseases. Clinical signs and symptoms of non-communicable diseases. Management and preventive measures for non-communicable diseases, role of individual, family, community, government and international agencies in the control of non-communicable diseases.

EHS 505: Environmental health Ethics (2 Units C)

Definition, evolution, concepts and theories; Professional ethics of Environmental health; concept of morality. Ethics of other professions e.g Community health practitioners, Nursing, and Engineers. Inter/ intra professional relationships; the role of EHORECON in the enforcement of professional ethics.

EHS 507: Environmental Health Management Information Systems (EHMIS) (3 Units C)

Concepts, procedure and structure. Study of contemporary Environmental and health information systems especially as used in morbidity surveys, disease surveillance and notification systems, disease registers. Introduction to computer simulation techniques in health management information systems. Medical and health data base management; intranet, internet and extranet applications; e-

library; geo-informatics, information globalization and teleconferencing.

EHS 510: Environmental Health Practice I

This is the Paper I of the professional examination to be conducted by the Registration Council (EHORECON). Eligible students are expected to seat for this exam in the first semester of 500 level. The examination covers the following areas:

Solid waste management; housing and building construction, Hydrology and sanitation, public health nutrition and food safety, Entomology and Environmental biotechnology.

EHS 512: Environmental Health Practice II

This is the Paper II of the professional examination to be conducted by the Registration Council (EHORECON). Eligible students are expected to seat for this exam in the first semester of 500 level. The examination covers the following areas:

Environmental Health ethics, Environmental Health Regulations, policies and Laws, communicable diseases, international Port Health Services, Occupational Health and Safety, Biostatistics, Environmental Health Services, Health Education and Promotion.

500 Level Second Semester

EHS 502: Health Economics (2 units E)

Issues on health in relation to Economics and its impact. Concept of causality and factors of staying healthy.

EHS 506: Environmental Health Regulations ,Policies, and Laws. (2 Units C)

Evolution, Policies and Ethical considerations in the design and application of environmental health technologies and innovations. Review of the legal aspects of environmental health services with particular emphasis on their implication for the development of public health technology. Process of formulation of policies, regulations and making of laws. Critique of existing regulation,

policies and laws. Enforcement and role of Environmental Health Officers. Role of Environmental Health Officers Registration Council of Nigeria (EHORECON) and National Environmental Standard Regulation Enforcement Agency(NESREA).

**EHS 508: Environmental Health Impact Assessment (EHIA)
(2 Units C)**

Definition, concept, evolution and scope. Types and components of EHIA; regulatory requirement of Environmental Impact Assessment, Health Impact Assessment, Social Impact Assessment (EIA/HIA/SIA).projects requiring EIA/HIA/SIA; procedure of EHIA; environmental index and indicator; technical details of impact prediction; Two case studies. Environmental Audit; ISO 14000 and 14001 in the management of environmental systems.

EHS 514: Child Survival and Development (2 Units C)

Concept and definition of child survival; Milestones in Child Development and early Learning; Breastfeeding, complimentary feeding, Growth monitoring promotion; Immunization, Vitamin A supplementation, de-worming, Malaria, HIV/AIDS and WASH.

EHS 516: Public Health Nutrition and food safety (2 Units C)

Basics of Foods, Nutrition and Malnutrition, nutritional needs of populations from cradle to grave; nutritional diseases and their control in the population. Types, sources and transmission of food-borne diseases and food poisoning. Food production, distribution and preservation. Basis for nutritional intervention. Principles and methods of food sanitation and hygiene. Indicators of malnutrition.

2.3 Administration

2.3.1 Staff List of the Faculty

SN	NAME OF ACADEMIC STAFF	QUALIFICATIONS	DESIGNATION
1	Prof. Mba O. Okoronkwo, OON	BMLS (Medical Lab. Science., M.Sc.(Public Health/Environmental Microbiology) and Ph.D (Public Health Parasitology)	Professor
2	Prof. Grace Okoli	B.Sc. Zoology, M.Sc. Environmental Health Biology, P.HD, Environmental Health Biology	Professor
3	Dr. Ndie Chubike Elkenah	RN, RPHN, BNSc. Nursing, M.Sc. Human Nutrition, Ph.D Human Nutrition	Associate Professor
4	Dr. Jane ó Frances Obiageli Agbu	B.Sc. (Psychology); M.Sc. (Clinical Psychology); Ph.D (Clinical Psychology); Cert. in Designing and Facilitating e ó learning.	Associate Professor
5	Dr. Gloria Anetor	RN; B.Sc. (Health Education); M.Sc. (Health Education); PH.D (Health Education)	Senior Lecturer
6	Dr. Bello Arkilla Magaji	MBBS, M.Sc. Public Health, Ph.D Public Health	Senior Lecturer
7	Dr. Anyebe Ejembi	RN, B.Sc. Nursing Education, PGD Public Admin, M.Sc Medical Sociology, Ph.D Medical Sociology	Senior Lecturer

SN	NAME OF ACADEMIC STAFF	QUALIFICATIONS	DESIGNATION
8	Mr. Segun Igbinlade	B.Sc. (Nursing), M.Sc. (Nursing)	Lecturer I
9	Dr, Gideon I. Okoroiwo	HND (Biology/Microbiology), PGD (Medical Laboratory), M.Sc. (Medical Parasitology and Entomology), Ph.D (Medical Microbiology)	Lecturer I
10	Dr. Uchendu Florence	B.Sc. (Food Science and Technology), M.Sc. (Human Nutrition), Ph.D (Human Nutrition)	Lecturer I
11	Dr. Ezekail Iliya	B.Sc. Human Nutrition, M.Sc. Human Physiology, PhD Human Physiology	Lecturer 1
12	Dr. Tukur Ismail	MBBS, M.Sc Public Health, PhD Public Health	Lecturer 1
13	Dr. Elizabeth Joseph Shehu	B.Sc. (Nursing), M.Sc. (Nursing) (Community Health Nursing), PhD (Nursing)	Lecturer II
14	Mr. Ejidokun Adeolu	B.Sc. (Nursing), M.Sc. (Nursing) (Mental Health and Psychiatric Nursing)	Lecturer II
15	Dr. Frank Ebhodaghe	MBBS, M.Sc. Public Health	Lecturer 11
16	Dr. George Ani	MBBS; M.Sc. (Public Health)	Lecturer II
17	Dr. Oluremi Saliu	B.Sc. Biochemstry, M.Sc Biochemistry, PhD Biochemsitry (in View)	Lecturer 11
18	Dr. Samuel O. Azubuike.	B.Sc. (Anatomy), MPH (Public Health)	Lecturer II
19	Dr. Bala Kwata Waziri	B.Sc. Health Education, M.Sc. Health Education, PhD Health Education	Lecturer 11

SN	NAME OF ACADEMIC STAFF	QUALIFICATIONS	DESIGNATION
20	Dr. Muktar Anka	DVM, M.Sc Public Health, PhD Public Health	Lecture 11
21	Dr. Ihuoma Ubosi	B.Sc (Nutrition), M.Sc (Nutrition)	Assistant Lecturer
22	Dr. Hassan M. Sule	MBBS; M.Sc (Oncology)	Assistant Lecturer

2.3.2 List of Facilitators for Nursing Science from Various Study Centres for the Faculty of Health Sciences

Umudike, Abia State Study Centre

S/N	NAME OF FACILITATOR	QUALIFICATION
1	Ekpemiro,	M.SC, B.SC. NURSING SC
2	Mr. Anosike.V	MBA-HOSPITAL ADMIN PGD-HOSPITAL ADMIN DIP-ANASTHESIOLOGY RN,RPN
3	Omodamiro O.D	Ph.D, M.SC, B.SC- PHARMACOLOGY
4	Dr. Amah A.Kalu	PH.D, MSC PHYSIOLOGY B.SC SCIENCE LAB TECH
5	Kanu, Sarah A. J	M.SC, B.SC NURSING SCIENCE
6	Nwokoro, U.I	M.SC, B.SC- NURSING SCIENCE
7	Ebe Tochukwu E.	PhD, M.SC ENVIRON HEALTH BIO B.SC. BIOLOGY
8	Okwor Edna	MPH, B.SC NURSING SCIENCE
9	Okoroafor Agnes A	M.SC, B.SC BIOCHEMISTRY
10	Prof Ijeh Ifeoma I.	Ph.D. M.Sc. B.Sc BIOCHEMISTRY

11	Nwosu Charity C	M.Sc PUBLIC HEALTH, B.Sc NURSING EDUC. B.Sc HEALTH EDUC. RN. RM.
12	Eleke Rosemary	MPH, B.Sc PUBLIC HEALTH
13	Eleke Benjaamin	M.Sc PHARMACOLOGY, MBBCH
14	Osisioogu Ethel C	MPH, B.Sc HEALTH EDUCATION

Oyo State, Ibadan Study Centre

S/N	NAME	ADDRESS	QUALIFICATION	QUALIFIED FOR
1.	Mr. Michael Oladeji	Ladoke Akintola University, Oshogbo	B.Sc(Nursing)1999 M.Sc(Nursing) MCH 2010	Facilitator/ Project Supervisor
2.	Mrs. Abiodun Oguniran	College Of Nursing Ministry Of Health, Ibadan	B.Sc(Nursing) 1999 M.Sc(Nursing) MCH 2009	Facilitator/ Project Supervisor
3.	Mrs. Adeoye Beatrice	College Of Nursing, Ministry Of Health, Ibadan	B.Sc(Nursing) 1999 M.Sc(Nursing) MCH 2009	Facilitator/ Project Supervisor
4.	Mrs. Emikpe Abigail	University College Hospital, Ibadan	B.Sc(Nursing) 1999 M.Sc MCH 2009	Facilitator/ Project Supervisor
5.	Mr. Agbonjimi L.	University College Hospital, Ibadan	B.Sc(Nursing)2007 M.PH (Nursing) 2014	Facilitator/ Project Supervisor

6.	Mrs. Aina Rachael	University College Hospital, Ibadan	B.Sc(Nursing) M.Sc(Nursing) MCH 2006	Facilitator/ Project Supervisor
7.	Mrs. Elizabeth Ike	University College Hospital, Ibadan	B.Sc(Nursing) 2007 M.Sc(Nursing) MCH(2014)	Facilitator/ Project Supervisor
8.	Mrs. Pauline Quobadia	University College Hospital, Ibadan	B.Sc(Nursing) 1998 M.Sc(Nursing EDUCATION) 2008	Facilitator/ Project Supervisor
9	Mr. Makinde Adeniyi	University College Hospital, Ibadan	B.Sc(Nursing)1999 M.Sc(Nursing) 2010	Facilitator/ Project Supervisor
10.	Mrs. Nwachukwu E.E	University College Hospital, Ibadan	B.Sc(Nursing)2001 M.Sc(Nursing) 2010	Facilitator/Project Supervisor
11.	Mr. Aluko Joel	University College Hospital, Ibadan	B.Sc(Nursing) 1998 M.Sc(Nursing) MCH 2010	Facilitator/Project Supervisor
12.	Mrs. Owolabi Gbonjubola	College Of Nursing Ministry Of Health, Ibadan	B.Sc(Nursing)1998 M.Sc(Nursing) MCH 2014	Facilitator/Project Supervisor
13.	Mrs. Oyebode Kehinde	College Of Nursing Ministry Of Health, Ibadan	B.Sc(Nursing)1997 M.Sc(Nursing COMMUNITY HEALTH)2014	Facilitator/Project Supervisor
14.	Mrs. Famutimi E.O	University College Hospital, Ibadan	B.Sc(Nursing)2005 M.Sc(Nursing) 2010	Facilitator/Project Supervisor
15.	Mrs. Ojerinde A. C.	University College Hospital, Ibadan	B.Sc(Nursing)2009 M.Sc(Nursing MEDICAL SURGICAL NURSING) 2014	Facilitator/Project Supervisor

16.	Mrs. Victoria Brown	University College Hospital, Ibadan	B.Sc(Nursing)2001 M.Sc(Nursing COMMUNITY HEALTH) 2009 PhD (Nursing)2014	Facilitator/Project Supervisor
17.	Mr. Ayantunde Isaac	College Of Advanced Nursing Ministry Of Health, Ibadan	B.Sc (Nursing) 2002 M.Sc (Nursing MENTAL HEALTH)2010	Facilitator/Project Supervisor
18.	Dr E.F. Ojo	Lead City University, Ibadan	B.Sc (Nursing) 1999 M.Sc (Nursing COMMUNITY HEALTH)2013	Facilitator/Project Supervisor
19.	Mrs. Abiodun Oguniran	College Of Nursing Ministry Of Health, Ibadan	B.Sc (Nursing)1999 M.Sc (MCH Nursing) 2010	Facilitator/Project Supervisor
20.	Dr. Adeola A.A	National Open University Of Nigeria	B.Sc (Nursing) 1983 M.Sc (Guidance and Counseling)1991 Ph.D 2013	Co-supervisor
21.	Mrs. A.A Akintola	Sultan Qaboos University, Muscat	B. Sc(Nursing) 1994 M. Sc(Guidance and Counseling) 1997	Co-supervisor
22.	Mrs. Femi ó Agboola Damilola	University College Hospital, Ibadan	BNSc 2007 (MPH In view)	Preceptor

23.	Adebola Ayinde Oyadoke		BSc (Nursing)Ibadan, MPH (Master of Philosophy in Public Health)	Facilitator/Project Supervisor
24.	Adesola Aduke Solanke		BNSc Ife, MSc Nursing, M. Ed Counselling Psychology Ibadan,	Facilitator/Project Supervisor
25.	Sokunbi Aderemi Saibat		Postgraduate Diploma in Education	Facilitator/Project Supervisor
26.	Onifade Deborah Oreoluwa		M.Sc Nursing	Facilitator/Project Supervisor
27.	Olaoye Kayode Oyebimpe		M.Sc Nursing MENTAL Health& Psychiatric Nursing	Facilitator/Project Supervisor
28.	Odutayo Patience Omonigho Nee Ejenakevbe		BNSc, Master Degree in Community Health Nursing	Facilitator/Project Supervisor
29.	Oluremi Labake Falola		BNSc, Master of Public Health MPH	Preceptor /Co-Supervisor
30.	Olumade Oluremi Labake		BNSc, Master of Public Health MPH	Preceptor /Co-Supervisor
31.	Mrs. Odebo E. Olabisi		BNSc, RN & RM	Preceptor
32.	Mrs. Sokunbi Aderemi S.		M. Ed G&C, BNSc, DNS	Preceptor /Co-Supervisor
33.	Ayorinde Margaret Adebola		BNSc	Preceptor

34.	Olawolu Adeleke Folayemi Joy		BNSc	Preceptor
35.	Tope-Ajayi Titilayo Olubunmi		BNSc	Preceptor
36.	Amos Patience Ofuoma		BNSc, Masters in Nursing	Facilitator/Project Supervisor
37.	Adisa Olukorede Patricia		BSc. Nursing, M.Sc. Mental Health & Psychiatric Nursing (UI)	Facilitator/Project Supervisor
38.	Makinde Olufemi Yinyinola		BNSc, M.Sc. Nursing (NURSING ADMINISTRATION)	Facilitator/Project Supervisor
39.	Mrs. Aderemi- Ishola Olufunke Lizzy	SDA, SON, Ile-Ife	MSN (Walden), BNSc (Babcock)	Preceptor
40.	Kali Elizabeth O.	SDA , SON, , Ile-Ife	MSN(Walden), BNSc (Babcock)	Preceptor

KOGI	41.	MR. IDACHABA TIMOTHY	Kogi Diagnostic and Reference Hospital, Anyigba, Kogi State	BNSc Calabar	Preceptor
KADUNA					
ZARIA	42.	GARBA SN	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc, MSc, PhD IN VIEW	Facilitator/Supervisor
	43.	ADDAKANO AB	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc, MSc, PhD IN VIEW	Facilitator/Supervisor
	44.	MFUH A.	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc, MSc, PhD IN VIEW	Facilitator/Supervisor
	45.	TUKUR BM	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc, MSc, PhD IN VIEW	Facilitator/Supervisor
	46.	ISA. A.	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc, MSc, PhD IN VIEW	Facilitator/Supervisor
	47.	MUSA H.M	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc, MSc, PhD IN VIEW	Facilitator/Supervisor

	48.	LADAN M. A	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc, MSc, PhD IN VIEW	Facilitator/Supervisor
	49.	SANI D. K	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc, MSc, PhD IN VIEW	Facilitator/Supervisor
	50.	SALIHU A.A.	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc	Preceptor
	51.	BALARABE F.	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc	Preceptor
	52.	UDUOYE A. M	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc	Preceptor
	53.	SANI H.M	DEPARTMENT OF NURSING, ABU, ZARIA	BNSc	Preceptor
	54.	EMMANUEL E. ANYABE	SON- ABUTH	BNSc, MSc	Facilitator/Supervisor
	55.	LADAN M. FATIMA, BNSc	SCH OF POST 6 BASIC NURSING PROGRAMMES- ABUTH	BNSc	Preceptor

KAFANCHAN	56.	TOROH ISHAKU	College of Nursing, KAFANCHAN	BNSc	Preceptor
ABUJA	57.	ABDULRAHMAN S. KOMBO	KUJE GEN. HOSPITAL	RN, RM, BNSc MSc (Nursing)	Preceptor
TARABA	58.	BAKARI TINYANG BOSHI	BNSc	Federal Medical Centre Jalingo	Preceptor
	59.	LAKEREKS JAMES KWALI	RN, BNSc	FCT SCH OF NSG	Preceptor
	60.	IBRAHIM SHEHU SHIKA	RN, BNSc, MSc (Pharmacology)	BWARI GEN. HOSP.	Preceptor
	61.	ABDULAZEEZ A.	RN, BNSc, MSc (MCH)	FCT SCH OF NSG	Preceptor
	62.	OLUBUNMI Z.	RN, RM, BNSc, MSc (MCH in view)	FCT SCH OF NSG	Preceptor
	63.	BABAJIDE STEPHEN	RN, BNSc, MSc Public Health	FCT SCH OF NSG	Preceptor
KWARA	64.	DURUJI EMMA	RN, B.Sc(NSG), MSc (Comm . H), PhD	Dept of Nursing, Unilorin	Preceptor/ Supervisor Co-
	65.	NKECHINYERE	RN, B.SC, MSC, PHD	Dept of Nursing, Unilorin	Preceptor/Co- Supervisor

	66.	MR. IMAM ABUBAKAR AYINYA	RN,B.Sc(Nursing), M.Sc,(Comm.H)	Dept of Nursing, Unilorin	Preceptor/Co- Supervisor
	67.	Dr. AFOLAYAN JOEL ADELEKE	RN,B.Sc(Nursing), M.Sc,(HE), PhD	Dept of Nursing, Unilorin	Preceptor/Supervisor
	68.	MRS. IBRAHEEM MULIKAT A.	RN, B.Sc(Nursing), MSc (Nursing)	School Post Nursing UITH	Preceptor/Supervisor
	69.	MRS. JIMOH AWAU AYO	RN, B.Sc(Nursing), MSc (Comm. H)	General Hospital OMu- aran	Preceptor
KEBBI	70.	MRS. ROTIMI, E.F	RN, RM, BNSc	Federal Medical Centre, Birnin-Kebbi	Preceptor
ADAMAWA- YOLA	71.	MUHAMMAD SALISU ABDULLAHI		Director , Ministry of Health Yola	Preceptor
	72.	UMAR ALWASA	RN, B.Sc(Nursing), MSc (Health Edu.)	Federal Medical Centre Yola	Preceptor
	73.	HENA SARATU LUKA	RN, B.Sc(Nursing), MSc (Hospital Admin & planning)		Preceptor

	74.	SOLOMON RIMANCHIRIKA	RN, B.Sc (Nursing)	Federal Medical Centre Yola	Preceptor
	75.	MUAZU ABUBAKAR	RN, BNSc, MSc (Nursing)(In view OAU)	Federal Medical Centre Yola	Preceptor
	76.	AMINA IBRAHIM N.	RN, BNSc	Applicant	Preceptor
	77.	TIMOTHY GOLFA	RN, BNSc, MSc Nursing in view	College of Nursing, Yola	Preceptor
KATSINA	78.	ANITA J.D SAYI	RN, RM, BNSc, MSc (Nursing)	SON Katsina	Preceptor/Supervisor
	79.	ADAMU DALHATU	BNSc, MSc (Nursing)		Preceptor/Supervisor
	80.	ABUBAKAR MAGAJI	BNSc	ö	
	81.	HADIZA BASHIR MUSTAPHA	BNSc	ö	Preceptor
YOBE	82.	ABDULLAHI ALI DANCHUA	RN, BNSc	ö	Preceptor
	83.	MUSA SAIDU	RN, RM, BNSc	∅	Preceptor
	84.	JOYCE BAKAU	RN, BSc, MPH	SON, Bida	Preceptor

	85.	KATE VIHITYO	BSc, MSc Nursing (Med- Surg)	∅	Preceptor/Supervisor
	86.	ROSELYNE DANGIWA	RN,RM, MSc(Nursing)	Retired	Preceptor/Supervisor
	87.	FLORENCE BITTYONG	RN, RM, RMT, BSc, MRH	MOH, Minna	Preceptor
	88.	DODO LYDIA WHOLI	RN, RM, BNSc	ö	Preceptor
	89.	KABIR MOHAMMED OZIGI	RN, BNSc	ö	Preceptor
BAUCHI	90.	JOSEPH G. SULE	RN, RPN, RNT, BSc	ö	Preceptor
	91.	TAWHEED MAHMUD	RN,RM,RMT, BNSc	ö	Preceptor
	92.	FATIMA NDANUSA	BNSc, MSc (Nursing) In view	ö	Preceptor
	93.	USMAN DZUKOKO	RN, BNSc, MSc (Nursing) In view	ö	Preceptor
	94.	ADAMU USMAN		SOM, Bauchi	Preceptor
	95.	IBRAHIM MISAU	BNSc, RN	SON, kudu Birnin	Preceptor
	96.	AISHATU	BNSc, MSc	∅	Preceptor

		AJIBOLA GANIYU	(Nursing)		
	97.	BABA SIDI	RN, BNSc, MSc Nursing	Specialist Hospital Dutse	Preceptor
	98.	OYEDELE EMMANUEL	PhD in view, BSc (Nursing), RN	Department of Nursing Science, Faculty of Medical Sciences, University of Jos	Preceptor/Supervisor
	99.	DANIEL AJIO	PhD (In- view),BSc. (Nursing), RN	Department of Nursing Science, Faculty of Medical Sciences, University of Jos	Preceptor/Supervisor

2.3.3 List of Approved Facilitators from Various Study Centres for Public Health Programmes

UYO STUDY CENTER

S/N	NAME	QUALIFICATION	ADDRESS	PHONE NO	EMAIL	STUDY CENTRE
1.	Essienobong Aniekan Jacob	MASTER'S IN PUB. HEALTH 2006 B.Sc PUB. HLTH 1995 RN 1988, DIP IN COMM. HEALTH PRACTICE (CHO) 2002	MINISTRY OF HEALTH UYO, AKWA IBOM STATE	08023347669	aniekanje@yahoo.com	UYO
2.	Udo, Helen Ime	B.Sc. (Ed.) HEALTH EDUCATION - 2005 M.Sc.(Ed.) COMMUNITY HEALTH -2009 Ph.D(Ed.)PUBLIC HEALTH IN VIEW	UNIVERSITY OF UYO, AKWA IBOM STATE,	08037571176 08025912707	helenimudo@yahoo.com	UYO
3.	Umo, Aniekan Use	MASTERS IN PUB. HEALTH (MPH)2007 B.Sc NURSING 1994 REGISTERED PUBLIC HEALTH	SCHOOL OF HEALTH TECH, ETINAN, AKWA IBOM	08022583780 08136275314	-	UYO

		NURSE (RPHN) 1998 REGISTERED NURSE (RN) 1987 REG. PSYCHIATRIC NURSE (RPN) 1984	STATE			
4.	Iboro Asuquo Nsikak	MASTER IN PUB. HLTH 2009 B.Sc HEALTH. EDU. 1995 REG. MIDWIFE 1982 REG. NURSE 1980	LOCAL GOVT PENSION BOARD UYO, AKWA IBOM STATE	08023175565, 08188131236	Iboronsiks @yahoo.co m	UYO

APAPA STUDY CENTER

S/NO	NAME	QUALIFICATIONS	COURSES FACILITATED	TO	STUDY CENTRE
1.	OKEKE FLORENCE N.	B.Sc, M.Ed (Health Education)	PHS 211 PHS 214		Apapa

IKEJA STUDY CENTER

1.	MRS. NWOSU JULIET A.	B.Sc (Health Education), M.Sc (Social Works)	PHS 316, PHS 317		IKEJA
2.	DR. JANE AGBU	Ph.D (Psychology)	PHS 214,PHS 212		IKEJA

3.	MRS. NWOSU J. A	M.Sc (Medical Social Works)		IKEJA
4.	ADESOYE A. A.	B.Sc (Health Science), M.Sc (Public Health)	PHS 311	IKEJA
5.	DR. (MRS.) ADESINA	MB,BS, M.Sc. (Public Health)	PHS 212, PHS 215	IKEJA
6.	MR. MOHAMMED USMAN T.	B.Sc (Nursing), MSc (Health Management)	PHS 320, PHS 318	IKEJA

AKURE STUDY CENTER

1.	OLADAP M. M.	B.Sc (Nursing), M.Sc. (Public Health)	PHS 322	AKURE
----	--------------	---------------------------------------	---------	-------

BENIN STUDY CENTER

1.	AZUBUIKE SAMUEL	M.Sc (Public Health)	PHS 212	BENIN
2.	DR. OMOZOUWA ASANI E.	MBBS, MPH	PHS 313	BENIN
3.	AMIEGHEME FELICIA	M.Sc (Public Health)	PHS 301	BENIN
4.	OMOREGHE EDOGHOGHO	M.Sc (Medical Sociology)	NSS 217, PHS 217	BENIN
5.	MRS. IMELDA N. ORJI	BSc (Nursing), MPH	PHS 311, PHS 320	BENIN

ENUGU STUDY CENTER

1.	MRS. FALADE OMORONIKE	B.Sc, M.Ed (Health Education)	PHS 320, PHS 318	IBADAN
2.	MRS. DADA LYDIA T.	B.Sc (Health Edu)., M.Ed (Counselling Psychology)	PHS 316, PHS 317	IBADAN
3.	DR. SALAM RIDWAN A.	MB,BS, M.Sc (Anatomy)	PHS 201, PHS 222	IBADAN
4	DR. (BARR) NNAMANI MARY NGOZI	BSc. MSc. PhD (Physical & Health Education)	PHS 322, PHS 313	ENUGU

MAKURDI STUDY CENTER

1.	DR. AKPE T. T.	B.Sc, MSc (Nursing); PhD	PHS 241, PHS217	MAKURDI
2.	ADOBE ROSE KASUWA	BSc, MSc(Nursing)	PHS 201, PHS 222	MAKURDI

MAIDUGURI STUDY CENTER

1.	PROF. NJODI I	BSc, (Physical & Health Education); MSc (Health Education); PhD (Health Education)	PHS 212	MAIDUGURI
----	---------------	--	---------	-----------

GUSAU STUDY CENTER

1.	DR. SULEIMAN BASHIR	BSc, MSc., PhD MATHS	PHS 214, MTH 131	GUSAU
----	---------------------	----------------------	---------------------	-------

ABEOKUTA STUDY CENTER

1.	DR. ADESANYA D. A	MBBS, MPH	PHS 215, 217, 211, 241	ABEOKUTA
2.	DR. OWOYELE J.W.	BSc, G/C; MSc, PhD APPLIED SC	PHS 243	ABEOKUTA

EMEVOR STUDY CENTER

S/N	Name	Qualification	Institution	Programme	Study Centre
1.	Mrs. Lois Erowo Obed-Ojukwu	MPH in Public Health Technology BSc. Human Physiology	Federal University of Technology, (Owerri), University of Port Harcourt	Public Health	Emevor Study Centre

AWKA STUDY CENTRE

S/N	NAME OF FACILITATOR	QUALIFICATION	FACULTY	DEPARTMENT	PROGRAMME
1	Dr. Obasi Stella	PhD Health Education M.Sc	Public Health	Health Sciences	

		Public Health	Sciences		
2	Nwalusi Uzoamaka	PhD Public Health, M.H.P.M Health Planning	Public Health Sciences	Health Sciences	
3	Lady Osuji Chinyelu Clara	B.Sc Nursing , PGD Public Health, M.Sc Public Health	Public Health Sciences	Health Sciences	

IYARA STUDY CENTRE

S/N	Name	Qualification	Institution	Progamme	Study Centre
1.	Mr.Omokore Funso Matthew	Master of Science Degree, BSc. (Ed.) Health Education	Ladoke Akintola University of Technology, University of Ado-Ekiti	Public Health	Iyara Community Study Centre

OWERRI STUDY CENTRE

S/N	Name	Qualification	Institution	Progamme	Study Centre
1.	Mrs. Ewulonu Betrice Onyinyechi	Master in Public Health, B.Sc. Health Education	Imo State University, Owerri, University of Nigeria	Public Health	Owerri Study Centre

2.	Rev. Sr. Ezenwuba Clementina Obby	MPH in Public Health BSc. Nursing	Imo State University, Owerri, University of Nigeria	Public Health	Owerri Study Centre
----	-----------------------------------	--------------------------------------	---	---------------	---------------------

MINNA STUDY CENTRE

S/N	Name	Qualification	Institution	Programme	Study Centre
1.	Dr. Jeremiah D. Bala	PhD Environmental Technology	UniSains Malaysia, ATBU Bauchi, Fed Uni of Tech Yola	Public Health	Minna Study Centre
2.	Dr. Nasiru U. Adabar	PhD Medical Microbiology, M.Sc Medical Microbiology	Fed Uni of Tech Minna, Uni Jos	Public Health	Minna Study Centre
3.	Dr. Otojareri K. Anthony	PhD in View M.Sc PH	Unilag, Uniben, Noun, Texila America Uni Guyana.	Public Health	Minna Study Centre
4.	Mrs. Karo T. Hadiza	M.Sc PH	Unilorin, UniJos	Public Health	Minna Study Centre

PART 3: INFORMATION FOR NEW STUDENTS

POLICIES OF THE NATIONAL OPEN UNIVERSITY OF NIGERIA ON VARIOUS PROGRAMMES AND ACTIVITIES FOR STUDENTS' ATTENTION

GENERAL INFORMATION FOR NEW STUDENTS

3.1 Introduction

This section acquaints you with information on various activities pertaining to new students including orientation and procedures for deferment, change of programme/course.

3.2 Orientation Programme

Orientation programmes are organized for new students at the beginning of every academic session during which you are familiarized with Open and Distance Learning (ODL) operations. The orientation programme takes place at the Study Centres. The programme also gives you the opportunity to learn about the various facilities and support services that will enhance your learning such as first contact points at NOUN, selection and registration of courses, information, guidance and counseling services, and use of ICT facilities. You will also have the opportunity to ask questions. You will receive information about the orientation programme through an SMS message. You are advised to attend the orientation programme as it will assist you to commence your programme on good footing.

3.3 Deferment of Admission

To defer admission, you are required to write to the Registrar through the Centre Director with evidence of your admission and course registration.

3.4 Change of Programme and Course

Application for change of academic programme is done at the centre by the student following the procedure for change of programme prescribed hereafter and after completing the requisite form:

3.4.1 Registered Students who wish to change their Programme of Study

1. Students are allowed to apply for change of programme not less than 10 weeks to the commencement of examinations.
2. Students should obtain Change of Programme forms from the study centre after payment of a ₦5,000.00 fee, fill and return to the Study Centre attaching credentials and evidence of payment.
3. The reason(s) for the Change of Programme should be stated and the form should be signed by the Study Centre Director.
4. The Faculties will treat the applications within one week of receipt and send them to the Academic office (an e-mail is automatically generated by the system directly to the student informing him or her on the decision of the Faculty).
5. The Academic Office will dispatch letters to Faculty, ICT, Study Centre Directors and the students concerned within 48 hours.

3.4.2 New Students who were wrongly admitted to a Programme

1. The Student Centre Directors will inform the Faculty through the Academic Office about candidates' / Students' complaints on wrong admissions.
2. The Directorate of ICT will enable the Faculty's Admission Officers to re-initialise the admission process and access the platform for the change of programme.
3. Candidates will then be requested to go back to their portals to print new admission letters stating the correct programmes applied for.

3.4.3 Change of Course

See the procedure for add/drop a course below.

3.4.4 Credit Transfer

You may be allowed some credit for courses that you have taken previously in another institution prior to your admission into NOUN. For credit transfer or request for exemption, apply to the Registrar, and your application will be determined in line with the University's policy on credit transfer.

PART 4: PROGRAMME AND DEGREE AWARD REQUIREMENTS

4.1 Introduction

This section contains information on all you need to know about your programme requirements, registration, courses, research projects, industrial attachment, and plagiarism. You will also learn how to calculate your final grades.

4.2 Programme Duration

Undergraduate programmes in the Faculty of Health Sciences are for a minimum of eight (8) and maximum of sixteen (16) semesters; for direct entry a minimum of six (6) and maximum of twelve (12) semesters.

4.3 Course Registration

Course registration is done online on the University's registration portal at www.nouonline.net. Students are expected to register for courses after they must have completed payments for the semester (For fee schedule, visit <http://www.nouedu.net/page/fees-schedule>).

The course registration portal contains the list of all courses offered in each programme. Students are expected to register for a minimum of 10 credit units and a maximum of 20 credit units per semester and which must include a minimum of one (1) elective course per semester. Students are allowed to register for a maximum of 24 credit units where they have carried over courses failed from a previous semester.

4.3.1 Prerequisite Course

Some courses have prerequisites which are courses you must complete and pass before you can register for courses. You will not be allowed to register for a course whose prerequisite course you have not passed and awarded the credit units.

4.3.2 Registration Procedure

You are required to visit the course registration portal at <http://www.nouedu.net/page/registration-procedure>, and follow the instructions provided for registration. Upon completion of the exercise, you should print and keep a copy of the printout of your registered courses for your records and for clearance during end-of-semester examinations. Registration is activated only if there are sufficient funds in your e-wallet to cover the cost of the courses registered.

4.3.3 Opening and Closing of the Course Registration Portal

The registration portal opens at the beginning of every semester and closes before the commencement of continuous assessment. Once the portal is closed, you will not be able to register for courses for the semester until it opens again for the next semester. This means that students who were unable to register for their courses before the closure of the course registration portal are **Not Eligible** to take the TMA and examinations for the course(s)

4.4 Course Re-Registration

You are not allowed to re-register for a course that you have already passed.

4.5 Add and/or Drop Courses

In the process of registration, a student for one reason or the other may decide not to take a course already registered for. Such a student is allowed to drop the course and add (replace) it with any other course for the same amount of registration fee. This must be done within the registration period for that semester.

4.6 Eligibility for Graduation

For graduation, you must have a minimum of 120 credit units, which include 20 credit units of General Studies (GST) courses within a

minimum of eight (8) and maximum of sixteen (16) semesters; and for direct entry, a minimum of 90-credit units and 16 credit units from the General Studies (GST) courses within a minimum of six (6) and maximum of twelve (12) semesters, in line with the NUC minimum benchmarks.

4.7 Research Projects

The research project is one of the requirements for the award of BNSc or B.Sc in the Faculty of Health Sciences. It is a compulsory course of 6 credit units for which students must be duly registered in the first semester of their final year. It is a long essay that involves research to be conducted on a topic that is approved by the Faculty. The Project shall be written under the supervision of a subject matter expert that is either an academic staff in the Faculty or a tutorial facilitator. Students are assigned project supervisors through their Study Centres.

4.8 Grading, Moderation and Mode of Submission of Projects

Submission of projects is through your study centre to Faculty. Research projects are graded by the project supervisor, and subjected to internal moderation in the Faculty.

4.8.1 Grading of Research Projects

Research projects are graded as follows:

Score	Grade	Point
70 and above	A	5
60-69	B	4
50-59	C	3
45-49	D	2
40-44	E	1
39 and below	F	0

4.8.2 Mode of Submission of Projects

There are guidelines for the submission of projects in the Faculty of Health Sciences which students must comply with before a project is

accepted by the Faculty. All undergraduate projects shall be printed and approved in line with the guidelines as specified for projects in the Faculty of Health Sciences (see appendix II for Guidelines for Research projects). Students are to submit 4 copies of their research project, along with soft copies of the project in two (2) Compact Discs (CDs) to their respective Study Centres for onward submission to the faculty.

Note: The research project must be passed to be eligible for graduation.

4.9 University Policies

4.9.1 Copyright Policy

The university copyright policy protects the institution's works. Portions taken from the institution's course materials should be properly acknowledged and not used for commercial purposes. Students must also respect copyrights of non-institution materials such as textbooks, research projects, images, audio or video materials by properly acknowledging the source and the author. Students are liable to violating owner's copyright through acts of plagiarism and piracy.

4.9.2 Plagiarism

Plagiarism is defined as "the practice of taking someone else's work or ideas and passing them off as one's own" (Oxford Dictionary.com). Plagiarism is a serious crime and is an infringement of the rights of the copyright owner. It is an act of academic dishonesty to take ideas or work that was not originally one's own and present it as one's own ideas or your work and use it without proper acknowledgement of the source author.

Examples of Plagiarism and the infringement of copyright owner's rights may include the following:

- Failure to obtain permission for the use of portions longer than a paragraph or to acknowledge the source and the name of the author from where sentences or passages not longer than a paragraph, figures, pictures have been taken and used word-for word;
- Paraphrasing of the ideas or works of others including those obtained from the internet without acknowledging the source and the author of the work;
- Reproduction and sale of the institution's course materials is an act of piracy;
- Copying of another student's assignment and submitting it as one's own work; and
- Paying someone to do an assignment on one's behalf and submitting it as one's own work.

To avoid being guilty of copyright violations, students must ensure that they do the following:

- Cite all sources and names of authors from which information was obtained and used;
- Obtain permission for the use of materials that longer than a paragraph; and
- Comply with the University's copyright policy.

Students are encouraged to avoid acts of plagiarism and other dishonest act by learning to properly cite and acknowledge sources from which they have taken materials for their research or assignment.

4.10 Degree Award Requirements

4.10.1 Compulsory and Elective Courses

Programmes in the Faculty of Health Sciences comprise courses that are either compulsory or electives. Compulsory courses are core courses that must be passed to be eligible for graduation. Elective courses are courses that are optional in terms of the number that students must register for and pass per semester. Compulsory courses

and elective courses are programme-specific (see appendix IV for list of courses). For a detailed description of courses, consult the University General Catalogue (2014-2017) or visit the Faculty's page at <http://www.nouedu.net/faculties/faculty-health-sciences>.

4.10.2 Minimum Course Credits for Graduation

Students must pass all compulsory courses and a minimum of one (1) elective course per semester.

4.10.3 General Studies Courses (GST)

General Studies courses are designed to produce well-rounded, morally and intellectually capable graduates that: are equipped with digital skills to navigate through the ICT age; are capable of communicating effectively; have the capacity to appreciate and promote peaceful co-existence; have a broad knowledge of the Nigerian people for mutual understanding; and are independent critical thinkers capable of growing successful entrepreneurial endeavours.

General courses are compulsory courses that must be registered for and passed, in addition to the Programme's core compulsory and elective courses. Table 1 presents the general courses for the Faculty of Health Sciences:

4.11 Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

At the end of examinations, they are graded and scored. The raw scores are recorded and are weighted to produce a single point average for each of the courses registered for and for which students have written the Tutor Marked Assignments and Examinations.

4.11.1 Formula for Calculation of GPA AND CGPA

The Grade Point Average shall be calculated by multiplying the Grade Point (GP) attained in each course by the credit units for the

course. The GPA of all the courses are added up and divided by the total number of credit units taken in a semester or session. The **GPA** is computed on semester by semester basis. The formula for calculating the GPA is the following:

$$\text{GPA: GPE} = \frac{\text{GPA}}{\text{TCC}}$$

The cumulative grade point average is the Total Grade Point Earned (TGPE) divided by the Total Credits Carried (TCC). The **CGPA** is calculated at the end of two (2) or more semesters. The formula for calculating CGPA is the following:

$$\text{TGPE} = \frac{\text{CGPA}}{\text{TCC}}$$

KEY:

- TCC - TOTAL CREDIT CARRIED
 TCE - TOTAL CREDIT EARNED
 TGPE - TOTAL GRADE POINT EARNED (CREDIT POINT X WEIGHTED GRADE POINT)
 CGPA - CUMMULATIVE GRADE POINT AVERAGE
 WGP - WEIGHTED GRADE POINT

GRADE POINTS

70 and above	-	A	-	5
60 ó 69	-	B	-	4
50 ó 59	-	C	-	3
45 ó 49	-	D	-	2
40 ó 44	-	E	-	1
39 and below	-	F	-	0

An example of how to calculate the GPA is presented:

COURSE S	SCOR E %	GRAD E	CREDI T UNIT	WEIGHTE D GRADE POINT	TGP E
CSS111	67	B	3	4	12
CSS112	75	A	3	5	15

CSS211	46	D	2	2	4
CSS245	54	C	3	3	9
CSS246	73	A	3	5	15
TOTAL			14	19	55

$$\text{GPA} = \frac{\text{TGPE}}{\text{TCC}} = \frac{55}{14} = 3.92$$

4.12 Class of Degree

Class of degree is assigned based on the CGPA upon completion of the Programme, and is presented:

FIRST CLASS	-	4.50 ó 5.00
SECOND CLASS (Upper)	-	3.50 ó 4.49
SECOND CLASS (Lower)	-	2.40 ó 3.49
THIRD CLASS	-	1.50 ó 2.39

4.13 Good Academic Standing

In order to be in good standing, students must maintain an average of 1.5 and above. Any student that falls below 1.5 is not in good standing and will be advised to withdraw.

In addition, students must meet all degree award requirements that is, students must pass compulsory courses and electives up to the minimum total number of credit units required and pass all compulsory GST courses (see section 4.10.1).

4.14 End of Programme Clearance

Upon the release of the graduation list, graduating students are required to undergo a clearance process by doing the following:

1. Log into your portal, click on clearance form which is on the left hand side of the menu;

2. Print it out and fill in the necessary information required on the form, e.g. Name, Matric Number, etc. (Student Data).

Having the above, you can return to the portal:

1. Click on Study Centre to clear any issues regarding the Centre. If there are none, an official stamp for proof will be displayed
2. Click on Library for clearance on books if still having faculty books in your possession. If there are none, official stamp is required here for proof.
3. Click on Bursary; here is the final process for clearance on Alumni, project fees, IT, etc. this part will also be stamped by the faculty representative.
4. Having satisfied all the above, the student is ready for graduation ceremony.

PART 5: ASSESSMENT AND EVALUATION

5.1 Introduction

Assessment and Evaluation are the means by which students' learning outcomes are measured against the stated learning objectives for each course and programme. Three types of assessment are employed in NOUN:

(i) Self-Assessment Exercises

These are exercises found within each study unit of the course materials. Although not graded, they are designed to help students assess their progress as they study.

(ii) Continuous Assessment

This type of assessment is designed to provide students an opportunity to assess their learning and progress over the duration of the course. The results constitute 30% of students' final score in a course.

(iii) End of Semester Examinations

As the name implies, semester examinations assess students on the entire course at the end of a semester. The examinations constitute 70% of students' total score in a course.

Note: Students must be duly registered for each course in the semester to be eligible for the continuous assessment and the End-of-Semester Examinations.

5.2 Tutor Marked Assignments (TMA)

Continuous assessments in NOUN are automated in the form of computer marked assignments and are administered online. They are uploaded onto students' portals subject to students' registration for the course. The TMAs comprise four (4) sets of 20 Multiple Choice Questions (MCQ), totaling 80 MCQs. Students are expected to answer all the question items. You can access the CMAs in their portals from any location via the internet. The four (4) TMAs are

automatically graded upon submission and you receive feedback on their performance in form of a score. The best three (3) out of four (4) TMAs make up students' total TMA score in a course. The TMA is an important component, constituting 30% of the final score in a course. **It is important to note that students for whom there is no TMA score will not have a score for a course.** You can access the TMA portal at <https://www.tmanouonline.net/>

5.2.1 Opening and Closing of TMA Portal

The TMA portal opens after course registration for the semester and it closes just before the examinations begin.

5.3 End-Of-Semester Examination

Two types of examinations are employed at the National Open University of Nigeria (NOUN). They are the e-Examination and the Pen-on-Paper (POP) examinations. The examinations are conducted at the end of every semester at the Study Centres or any other location as may be arranged by the Study Centres. For undergraduate students, the examinations account for 70% of the total score for the course.

5.3.1 The e-Examination

This is a computer-based examination administered at 100 and 200 levels only. The examinations comprise MCQs and fill-in-the Gaps (FBQs) question types. The number of questions per course is according to the credit units of a course. Three (3) credit unit courses have 150 MCQ and FIB FBQ questions while two (2) credit unit courses have 120 questions. For the economic programme mathematical based courses with 3 credit units have 75 MCQs and FBQs. For 2 credit units course, it is 60 MCQ and FBQs.

5.3.2 Pen-on-Paper (POP) Examinations

POP examinations are written in a writing based examination administered in a face to face context to 300 level students and above.

The number of questions per course is according to the credit units of a course. For a three (3) credit unit course, there are 5 questions of which 3 must be attempted while for a 2 credit unit course, there are 4 questions of which two (2) must be attempted.

5.3.3 Opening and Closing of Examination Portal

As it is for course registration, students must also register for examinations they wish to undertake. The portal for examination registration opens alongside the course registration portal. Students who do not register the examinations will not be allowed to write examinations in the relevant course.

5.4 Examination Procedures

Examinations are a very important component of a learning process. Therefore credibility and integrity of the processes must be maintained. Thus, there are policies, rules and regulations to guide the conduct of examinations.

5.4.1 Policies

Policies guiding the administration of examinations in NOUN include the following:

(i) Deferment of Examinations

In conformity with the provisions of Open and Distance Learning (ODL), the University has set guidelines for the deferment of examinations and the conditions that warrant deferment thereof: For instance, students who wish to defer their examinations must apply well in advance instead of waiting until the end of semester when examinations are about to commence. These guidelines are laid out in the “**Policy on Deferment of Examinations**” (see Appendix V). Students are advised to read the document and acquaint themselves with requirements for deferring their examinations or even courses.

(ii) Marking of Scripts

The university has put a policy in place to guide requests for

remarking of scripts and re-computation of results. The provisions of this policy can be found on “**Policy of Re-Marking of Students’ Examination Scripts and Re-computation of Results**” for instance, a student who wishes to request for the re-marking of his/her script(s) must appeal within 30 days from the date of publication of the results. There is a fee per course for this service (see Appendix VI). Students should familiarize themselves with the procedures before making requests for the remarking of their scripts.

(iii) Examination Rules and Regulations

There are laid down rules and regulations guiding the end-of-semester examinations. Students are advised to read these rules carefully before they proceed to write any examination as examination misconduct is taken very seriously in NOUN and strict disciplinary measures have been put in place for defaulters (see Examination Rules and Regulations in appendix VII).

(iv) Examination Misconduct

Malpractice refers to any breach of the Matriculation oath. Examples of examination malpractice are: cheating, fighting, impersonation, verbal or physical attack on Lecturer(s) and staff. Examination malpractice is regarded as a very serious offence by the university and so it attracts high sanctions. The penalty ranges from a warning to outright expulsion. Students are advised to desist from all forms of examination misconduct.

(v) Disciplinary Measures for Examination Malpractice

The punishment for examination malpractice is premised on a decree promulgated by the Federal Government on Examination Malpractices in 1999. The main sections and points of the decree which every student should be familiar with are contained in the NOUN General Catalogue (2014 ó 2017) and have been reproduced in Appendix VIII

PART 6: LEARNER SUPPORT SERVICES

6.0 Introduction

Learner support refers to the facilities and services that the institution makes available to facilitate students' learning. The facilities which include Study Centres, Libraries and eLearning platform are designed for you to meet physically and virtually, study, socialize and work collaboratively regardless of your location.

6.1 Study Centres

Study Centres are central to the students' learning activities in open and distance learning context. They are the first stop for specific information about your degree programme. NOUN has over sixty (60) Study Centres spread across the country that are equipped with facilities and support services such as library, computers, reading facilities and student counselors. Students are encouraged to make use of these facilities and services at their Study Centres.

6.2 Facilitation

6.2.1 Introduction to i-Learn Platform

NOUN is leveraging on the advancements achieved in Information Communication Technology (ICT) by using technology to mediate the distance learning and eLearning context. NOUN i-Learn is the National Open University of Nigeria's eLearning platform that is designed to enable students learn at their own pace and location. The platform has several features such as course content in e-book and video formats, online class discussions, general forum for interaction among peers, facilitation for interaction with tutorial facilitators and assessment for practice quizzes, tests and assignments.

The course materials for the programmes in the Faculty of Health Sciences are available on the platform in e-book format for students. The i-Learn platform is accessible on smart phones, notepads or any system that uses safari, i-OS, chrome or internet explorer. There is an

introductory demo to the i-Learn platform that shows students how to use the platform. Students are encouraged to visit the i-Learn platform and registrar at <http://nouonlinecourse.net/>.

6.2.2 Tutorial Support

The facilitation feature on the platform enables facilitators to interact with students through several features such as online class discussions, general forum and assessments.

1. **Facilitation Procedure:** Students are expected to ask questions about aspects of the course content that may not be clear; participate in online class discussions initiated either by the facilitator or their peers; and assess their understanding through practice quizzes provided by tutorial facilitators on the i-Learn platform.
2. **Role of Students:** As distance learners, students are responsible for their learning. The course materials are designed for interactive and self-instructional learning. Students are therefore expected to study their course materials before interacting with their tutorial facilitators and peers on the i-Learn platform.
3. **Role of Tutorial Facilitators:** The tutorial facilitators comprise academic staff of the faculty and other tutorial facilitators that have qualifications that are comparable with Lecturers in conventional universities. These facilitators are available to guide students through the course content towards achieving their learning goals. Students are encouraged to interact with their facilitators on the platform.

6.3 Library Services

National Open University of Nigeria has a standard and well equipped library at the Headquarters in Jabi, Abuja as well as an online e-Library known as “**Information Gateway**” to support teaching, learning and research activities of the university. Its major aim is to facilitate access to scholarly resources that will enrich in students’ learning. The main hub of the Library is located at the headquarters of the University, while each study centre also has a

library. The NOUN Library has both print and electronic resources. The electronic resources from the e-Library of University will help with your studies, research in pursuit of scholarship. Each resource provides very helpful tools to assist you navigate through the contents.

6.4 Information Communication Technology (ICT)

The Directorate of Information and Communication Technology at the National Open University of Nigeria is a unit that demonstrates the significant role that ICT plays in the institution's operations. The Directorate is responsible for providing IT services and infrastructure to facilitate electronic handling of your data and activities in the faculty relating to admissions, registration, examinations and student identity cards.

6.4.1 Channels of Communication

- 1. The Visitors Information and Call Centre (VICC)** is the first point of contact with the University for enquiries. The VICC is open from 8a.m. to 4p.m. on working days for contact visits. Students also can make their enquiries through the VICC by email: enquiries@noun.edu.ng, centralinfo@noun.edu.ng. or by phone using any of the following lines: 01-279NOUN (01-2796686; direct line), 01-2796687, 08126575325(A), 08096843617(E), 08183941237(E), 08052592478(G), 08063102206(M).
- 2. Student Counselors:** Academic advising services are available at the Study Centres. This is a direct responsibility of Counselors and Centre Directors. Students can also benefit from the University's counseling services anywhere, anytime through the NOUN online Counseling Management System (CMS) at www.nouedu.net.

PART 7: STUDENTS' ISSUES

7.0 Introduction

This section informs you of your rights and responsibilities as a student of NOUN in the faculty. Your obligation is to abide by the code of conduct of the University. It is the University's responsibility to provide high quality services and channels through which students' complaints can be addressed and resolved.

7.1 Code of Conduct

As a student, you are expected to observe all the rules and regulations of the university which include but not limited to the following:

- Students of the National Open University of Nigeria (NOUN) are required to be self-disciplined and responsible, as they study at their own pace.
- Students are strongly advised to desist from cultism and other acts that may lead to indiscipline.
- Students are expected to conduct themselves in an orderly and peaceful manner.

Source: National Open University Catalogue 2014 – 2017

7.2 Studying Tips

Studying at the National Open University of Nigeria gives you the unique opportunity to study while you are engaged in work or other activities. It is therefore important for you to note that this new mode of learning requires a different approach to studying:

- Excellent time management skills will be needed to keep up with the pace of work.
- It is necessary to study consistently as it is easier to spread out work than to do so much within a short space of time especially if you are engaged in an employment.
- You need to develop a weekly study plan or timetable.

- Review your work at the end of each week and modify your plan accordingly.
- Attempt all activities recommended in your course materials.
- Use memory enhancing aids (e.g. mnemonics, visualisation, revision etc).
- For self-help study groups with other NOUN students within your locality as this helps spur you on to achieving your goals as you will not want to let yourself down.

7.3 Students' Complaints

The University has made provision to address any grievances or needs that students may have. Table 12 below is the University's service charter and it provides information on how and where to direct grievances within the University:

SERVICE CHARTER					
S/N	Types of Services	Delivery Target	Redresses available to the Students	Official(s) Responsible for Handling Complaints in order of Sequence	Implementation Strategy
1	Award of: Diploma 1 st Degree Post Graduate Diploma Masters Degree	2 years full time 2 years flexible mode 4 years full time - 8years flexible mode 1 1/2 years full time- 2/3years flexible mode 1 1/2 years full	Petition the <ul style="list-style-type: none"> • Centre Director • Dean • University Senate • Vice Chancellor • University Council • Seek redress at the Law Court 	<ul style="list-style-type: none"> • The Centre Director • The HODs • The Dean • The University Senate • The Vice Chancellor • The University Council • Seek redress at the Law Court 	

		time - 2/3years flexible mode			
2	Enquiries Telephone E- mail Correspondences	Within 1 day 3 working days 14 working days	<ul style="list-style-type: none"> • The Dean • The Chief Public Affairs Officer 	<ul style="list-style-type: none"> • The Dean/Director 	By making sure that all phones are working and manned between the hours of 8.00a.m. to 4.00 p.m.
3	Admission Process	Within 8 weeks of conclusion of sales of forms	<ul style="list-style-type: none"> • Centre Director • Registrar • Dean/Director 	<ul style="list-style-type: none"> • The Dean 	Matching Student qualifications with admission criteria
4	Studentsø Orientation/ Registration	Within 4 weeks	<ul style="list-style-type: none"> • Dean/Director • Registrar • Centre Director 	<ul style="list-style-type: none"> • The Dean 	Provide Detail information about course characteristics, fees

5	Change of Programme	Within 1 week	<ul style="list-style-type: none"> • Dean/Director • The Centre Director • Admission Officer 	<ul style="list-style-type: none"> • The Dean 	Matching Students qualifications with admission criteria
6	Addition and Dropping of Courses	Within 1 week	<ul style="list-style-type: none"> • The Study center Director 	<ul style="list-style-type: none"> • The Student • Counselor • Study Centre Director • The Dean • HODs 	To be completed within acceptable period. Otherwise students pay specified levy after period of grace.
7	TMA's and Tutorial classes	Within 2 weeks	<ul style="list-style-type: none"> • Study Centre Director • Programme Leader • Course Coordinator 	<ul style="list-style-type: none"> • Centre Director • Programme Leader • The Dean 	<ul style="list-style-type: none"> i) Effective monitoring of scheduled times ii) Effective monitoring of personnel for tutorial classes
8	Administration of Examinations	Within stipulated time	<ul style="list-style-type: none"> • The Dean/Director 	<ul style="list-style-type: none"> • Centre Director • Programme Leader • The Dean 	<ul style="list-style-type: none"> i) Ensure Quality ii) Security iii) Mode of delivery.

9	Collation of Results	Within 4 weeks of Examination	<ul style="list-style-type: none"> • The Study Centre Director • The Dean 	<ul style="list-style-type: none"> • Programme Leader • Course Coordinator 	Release results promptly through the academic Registry.
10	Review of Programmes/Courses	Normally every 5 years	<ul style="list-style-type: none"> • The Dean/Director 	<ul style="list-style-type: none"> • Programme Leader • Course Coordinator • Dean 	<p>i) Actual review, every 5 years.</p> <p>ii) Errors detected in any course material would be corrected immediately via addendum in print and electronically.</p>
11	Organization of Field Trips/ Professional Experience	Within 4 weeks	<ul style="list-style-type: none"> • Study Centre Director • The Dean/Director 	<ul style="list-style-type: none"> • Programme Leader • Course Coordinator • The Dean/Director 	Ensure early and prompt contact with industries/institutions for learners' placements.

GLOSSARY OF TERMS

Course

A course is a major content segment comprising topics in a particular subject. At NOUN, multiples of related courses make up a programme of study leading to a degree qualification.

Course Credit Unit System

This should be understood to mean a quantitative system of organization of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed. The courses arranged in progressive order of difficulty or in levels of academic progress, e.g. Level or Year 1 courses are 100, 101 etc. and Level II or Year II courses are 200, 202 etc. The National Open University of Nigeria also has a policy of odd number representing first semester and even number representing second semester.

Credit

A credit is the unit of measurement for a course. At NOUN, 1 credit unit is estimated to be the equivalent of 7 study units. A 1 credit unit course is estimated to take 30 study hours to complete and is broken down as follows: Study time 21 hours, TMA-4 hours and Facilitation 5 hours.

Semester

A **Semester** is an academic period of twelve weeks, excluding examination period. NOUN offers two semesters of study per year: January to March and July to September.

Core/Compulsory Course

A course which every student compulsorily takes and pass in any particular programme at a particular level of study.

Elective Course

A course that students take within or outside the faculty. Students may graduate without passing the course provided the minimum credit unit for the course had been attained.

Module

A module is made up of a number of thematically related study units.

Study Unit

A study unit is the smallest segment of a course material that treats a topic within a module. The content should take about 3 ó 4 hours of study.

Programme

A programme comprises a set of prescribed courses offered at different levels of study. It also refers to a particular field of study made up of courses e.g. Bachelors programme in Public Health. At NOUN, a programme of study leading to a degree qualification is made up of general, compulsory and elective courses.

Pre-requisite Course

A course which a student must take and pass before taking a particular course in a following semester or at a higher level.

APPENDICES

Appendix I: Guidelines for Research Project and Grading Specifications

Preliminary Pages

- **Cover Pages**

Here the title of the study is stated at the upper half of the page. This is to be followed by the author's full names with the surname first and others. Note that when the surname comes first, it is separated from the other names with a comma. E.g. AJAYI, IBRAHIM, UCHENNA.

N/B The spine of the cover should bear the student's name, programme and year of graduation. E.g. AJAYI, I.U, B.Sc Public Health, 2015.

- **Inside Cover Page**

The title of the study is also at the upper half of the page. This is to be followed by the author's full names with the surname first and other names. This should be immediately followed by the student's matriculation number. The lower part of the page is to have the statement that reads: "A project submitted to the Department of Public Health of the National Open University of Nigeria in partial fulfillment of the requirements for the award of the Degree of Bachelor of Science in Public Health, as an example. The student shall indicate at the bottom of the page the month and year the project was completed (e.g. February, 2017).

- **Declaration Page**

This is where the student affirms the originality of his work. It should read thus: I, AJAYI, Ibrahim Uchenna declare that this work is as a result of my research effort and that to the best of my knowledge, it has not been presented by any other person for the award of any degree except where due acknowledgements have been made.

Signature/Name and Date

- **Certificate Page**

The Project Supervisor certifies the originality of the study as a true work carried out by the student. The statements here shall read: This is to certify that this research project title was written by (student's surname and other names) with the matriculation number (e.g. nou100200670) under my supervision, followed by the supervisor's name, signature and date.

Signature/Name and Date

- **Dedication Page**

This offers the author the opportunity to express some words of gratitude to those dear to him one way or the other. It is optional since some researchers may not be too keen on dedicating their works to anyone.

- **Acknowledgement Page**

Here, the author acknowledges the help and contributions of different people who directly or otherwise contributed to the success of the work.

- **Abstract Page**

This page consists of a synopsis of the entire work. It states briefly the problems of investigation, purpose of the study, how it was carried out; major findings and recommendations. This should be done in not more than 400 words. It should be presented in only one blocked paragraph, typed with single line spacing.

- **Table of Contents**

This page contains the list of chapters and sub-units with their respective page numbers as contained in the main body of the work. The pages before the main body of the work (the preliminary pages) are numbered in **Roman numerals**, while other pages are numbered in **Arabic numerals**. Other parts of the table of contents are:

- List of Tables (if applicable)
- List of Figures (if applicable)
- List of Abbreviations (if applicable)

Chapter One: Introduction

1.1 Background to the Study

Here, the students describe in general terms, the larger picture of the problem being investigated. This forms the basis for introducing the problem, as well as a way of establishing the relationship that exists between the problem being investigated and the larger area of concern to readers.

1.2 Statement of the Problem

The essence of research is to identify problems and proffer solutions for them. Students should be able to state the problems clearly and convincingly, justifying the need to find solutions to it, as well as the implication of such problems. A research problem could be linked to a given theory or fact.

1.3 Research Questions

Research questions help the student to generate answers to the problem being investigated. Such research questions should logically correspond with the aims and objectives of the study. When the research questions are answered, the objectives of the study are achieved. From the general research questions, minor research questions could also be formulated. These are specific questions which may be used eventually for constructing the questionnaire or research instrument. The major research questions should be raised using active verbs such as are, is, does etc. e.g. *“Are youths who watch violent TV programmes more vulnerable to media Violence than those who watch non-violent programmes?”* This will subsequently inform both the validity and the reliability of the instrument.

1.4 Aims and Objectives of Study

The author is expected to state the overall goal of the project, which encapsulates the aim. The purpose of the study is to be stated as seeking a solution to the problem(s) or examining the relationships that exist between that particular problem and other problems. This is achieved by breaking the problem into its component parts through exploration or analysis. Specific statements (objectives) of what the

research intends to do to achieve the main aim could be stated. E.g. One of the objectives could read *“To identify the amount of exposure of youths to violent messages on television”*.

1.5 Hypotheses

These are tentative statements of relationships between two or more variables subject to verification. They carry statements about relationships between variables to be proved right or wrong. Hypotheses also guide the researcher in his quest for data. This could be derived from the existing literature or the response questions.

1.6 Significance

The significance ordinarily should consist of both the theoretical and practical importance of the study. It provides the author the opportunity to justify his/her attempt to solve the problem and essentially state what will be contributed to knowledge by the study if successfully carried out and how useful the study is to society.

1.7 Scope of the Study

This means delimiting the boundaries of the research so as to present the research within manageable limits. The limitation could be as a result of conceptual reasons or constraints arising from finance, time and data availability.

1.8 Definition of Concepts

The student is encouraged to do a clarification of the concepts used in specific ways in the study. Sometimes, this clarification of concept is referred to as the *“operational definition of concepts.”* This is necessary to avoid ambiguity in the study.

Chapter Two: Literature Review

The Literature Review is a comprehensive survey of existing literature in the area of research. Sometimes the literature review covers 3 (three) main aspects: conceptual issues, theoretical framework and presentation of empirical studies. However, there is also a sense in which the literature review peruses the existing literature with respect to the key research questions raised. This is to ascertain the quantity and quality of the work done in the area and possible areas of intervention. Literature review could also be approached thematically or by examining the works of authors in the chosen areas. The literature review must seek to present works already carried out which are relevant to the central questions raised in the research. Ultimately, the style chosen depends on the subject matter and Supervisor's preferences.

Guidelines for Literature Review

Brief explanation of the work to be done. E.g this chapter presents the various works done in this direction. It could be done under the following headlines:

2.1 Conceptual Literature/or Thematic Concerns

Under this heading, the key words or variables in the research title should be discussed.

2.2 Theoretical framework of the study

Relevant theories to the problem being investigated in the study should be briefly discussed and linked to the study to provide the right framework for the study i.e. theories on which the study is anchored. It also provides an avenue for reviewing relevant and known literature to the problem being investigated.

2.3 Empirical study/works done by different authors

This provides the researcher the opportunity to review some of the previous works by other authors in the area of concern. A brief historical background will enable the researcher to follow the trend of thought in this area. This will enable or help the researcher situate or relate his study to previous works done.

Chapter Three: Research Methodology

Research Methodology implies the different procedures that could be used in the execution of the study which may involve different research designs.

3.1 Preamble

A brief introduction of the research design of interest by the researcher and the justification for his choice. Also a summary of the views of some of the authors who have discussed that particular research design.

3.2 Research Design

This has to do with blueprint of the study that point to what should be expected. It shows the particular research design being adopted for the study and why e.g. survey, content analysis, historical, experimental, etc. It equally states whether it is a qualitative or quantitative study or a triangulation of both.

3.3 Population of the Study

This has to do with the characteristics of the population of the study. i.e. the total elements of the universe covered by the study. The population of the study is the consensus phenomenon being investigated or studied. This should be indicated with verifiable references. The nature of the study population must be known because it helps in the choice of sampling technique. A study population could be individual, books, animals, etc.

3.4 Sampling and Sample Size

The sample is part of the population or representative part of the population. Before drawing the sample, the researcher must define what the unit of analysis or unit of study is, that is, what or who being studied. This should be indicated with verifiable references. The nature of the study population must be known because it helps in the choice of sampling technique. A study population could be individual, books, animals, etc.

3.5 Data Collection Instrument and Validation

Validity is concerned with the instrument measuring what it is supposed to measure while reliability is concerned with the constituency obtained from results of the application of the instrument. An instrument may be reliable without being valid. It is important that the researcher should subject the instrument to the test of validity and reliability. The instrument could be validated by **pretesting** it on a group of people that have the same characteristics with the population of the study. Only data which have relevance to the research objectives should be collected.

3.6 Techniques of Data Analysis

These include data preparation, tabulation and analysis. It should state how the quantitative information gathered through the research will be presented. The procedure for summarizing and exploring relationships among the variables on which data have been collected is also required. For example, *single variable analysis* or one variable at a time (*univariate analysis*) which is often done for descriptive purposes ó frequency distribution by grouping the data; useful summary through some measure of dispersion such as range, variance and standard deviation. Relationships involving *more than one variable (multivariate analysis)* such as regression models, correlational analysis, analysis of variance, t-test, factor analysis, and discriminant analysis. The student may also use computer programmes such as Statistical Packages for .. Students will have to choose the methods that best suits the data collected as well as justify the choice of the methods. This shows the possible relationships that may exist among the key variables of the study; and thus make easier the actual analysis.

NB: Where the research design of choice is Content Analysis of Survey Design, then items (3.3 – 3.5) (population, sampling procedure, sampling techniques, sample size, data collection instrument, validation, data collection techniques) must be explained in the order discussed above. Other research designs include:

- **History**
 - **Experimental**
 - **Observational**
- } **Research Methods**

These other methods may not necessarily require the above listed subheadings.

3.7 Limitations of Methodology

Selected research designs have advantages and limitations. There could be extraneous circumstances with the sampling and the design itself and it is important that whatever limitations are experienced be mentioned.

Chapter Four: Data Presentation and Analysis

4.1 Preamble

A brief outline of the chapter to provide insight into the content of the chapter. Also include the background of the respondents.

4.2 Presentation and Analysis of Data According to Research Questions

Data could be presented using tables, pie charts, bar charts, histograms, etc. this is at the nominal levels of analysis. Data collected are to be presented and analysed. Students will have to choose the methods that best suits the data collected. Data presented should be accompanied with the interpretation of the associations and relationships among the data groups and the appropriate implication to the study. The summary of interpretation should provide answers to the research questions.

4.3 Test of Hypothesis

Relevant data collected and tables, where necessary, could be used to test the stated hypotheses one after the other at relevant levels of significance, as well as the relevant interpretation, and avoiding types of errors i.e. type I or type II errors. Equally research questions (where used) should be also tested at this point.

At this level, the student is expected to use information obtained from the analyses of the hypotheses earlier raised, or research questions asked at the beginning of the project to get the result of his findings. These should be in respect of the validation or non-validation of the hypotheses raised.

4.4 Discussions on Findings

Discuss your findings and present the implications of the study, both for the discipline and the wider society.

Chapter Five: Summary, Conclusion and Recommendation

5.1 Summary

A brief summary or highlights of each chapter should be stated in a concise manner that captures the importance of the study.

5.2 Conclusion

Conclusions should be drawn from the findings.

5.3 Recommendations

Recommendations should also be based on the conclusions.

- **Bibliography/References**
- **Appendix**

Supervisors

- Only Senior Lecturers and above are recommended to supervise PG students including Masters/PGDE.
- Only Professors and Senior Lecturers with Ph.Ds are qualified to supervise Ph.D students.
- However, in rare circumstances, Professors without Ph.Ds and Lecturer 1 with Ph.D (as Co-supervisor) could be permitted to supervise Ph.D students.

Number of Students to be supervised

- Otherwise, six because of the nature of ODL.
- A Supervisor must have some expertise in the students' area of research.

Research Proposal

1. Background to the Study
2. Statement of the Problem
3. Research Questions
4. Objectives of the Study
5. Research Hypothesis
6. Scope of the Study
7. Significance of Study
8. Literature Review (Journals, Chapters in textbooks, Official documents, including theoretical framework)

9. Research Methodology
 - a. Research Design
 - b. Characteristics of Study Population
 - c. Sampling Techniques
 - d. Data Collection Instrument
 - e. Data Presentation
 - f. Data Analysis

Number of Pages

- First Degree - 40 ó 60 pages
- Masters - 80 ó 120 pages
- Ph.D - 200 pages minimum
- Excluding References and Bibliography

Font Size and Paper Type

- Font 12, Times New Roman
- A4 double line spacing

Project Moderation

It is recommended that as usual, external examiners should moderate the scores returned by the project supervisors. Every postgraduate project (PGD and Masters) must be moderated by an external examiner.

NB: The pass mark for postgraduate project is 50%

Appendix II: Policy on Deferment of Examination



NATIONAL OPEN UNIVERSITY OF NIGERIA ACADEMIC OFFICE

POLICY ON DEFERMENT OF EXAMINATION

In the spirit of Open and Distance Learning (ODL) and the flexibility that comes with the mode, a student is qualified to apply for deferment of examination(s). The deferment permits a temporary postponement of participation in examination(s).

The guidelines of the policy include and not limited to the following:

- A. Owing to the peculiarities of the Open and Distance Learning system which gives room for flexibility, students are allowed to defer their examinations as long as the following conditions are met:
 - i. Such students must have fully registered for the semester
 - ii. Such students must have registered for the Examinations
 - iii. Application for deferment must be received before the start of Examinations.
- B. All applications are to be endorsed and forwarded to the Registrar through the Study Centre Directors.
- C. All applications should be backed with relevant documents and a desk officer in the Registry is assigned to check the authenticity of the documents.
- D. Students whose applications are received and approved and who have paid examination registration fees before the examinations are not to pay registration fee for the same examinations when they are ready to take them.

- E. A dedicated portal would be opened within the time frame of one month before the commencement of examinations for deferment cases.
- F. The request for deferment attracts no fee.

Applications for deferment as a result of emergencies such as illness, accident, Death or serious illness of person in the immediate family or other person with whom the student has a similarly close relationship, which requires the student's attention, etc. shall be addressed at the discretion of the Management.

This policy took effect from March 2015.

Appendix III: Policy on Re-Marking of Students' Examination Scripts and Re-Computation of Results



NATIONAL OPEN UNIVERSITY OF NIGERIA ACADEMIC OFFICE

POLICY OF RE-MARKING OF STUDENTS' EXAMINATION SCRIPTS ANDRE-COMPUTATION OF RESULTS

- (i) Appeal against examination results should be done within 30 days from the date of publication of the results;
- (ii) All applications for re-marking should be addressed to the Registrar through the Study Centre Directors and a copy forwarded to the Dean in the Faculty concerned;
- (iii) Applicants must submit the necessary application form (Annexure A) at the relevant Study Centre. Students must ensure that the course(s) code(s) title(s) are correct when completing the form;
- (iv) A non-refundable fee of **₦10,000.00** is charged per course for the re-marking of scripts. The said amount should be paid to a bank account designated for the purpose.

(Annexure A)

Students should note that the evidence of payment of the fees must be attached to a completed application form. Also payments without applications forms would not be processed.

- (v) A receipt must be issued as proof of payment for the service;
- (vi) Study Centre Directors should, in all cases, ensure and supervise that payment for applications are received, receipts are issued and that all the applications are recorded;
- (vii) Study Centre Directors are required to forward all applications to the Registrar electronically within 3 days of receipt of the application form. The e-mail address is academicoffice@noun.edu.ng;
- (viii) The decision to remark is a prerogative of the faculty Examinations Committee. Remarking shall be completed within two weeks. The new score awarded shall be approved by the Dean on behalf of the Faculty's Academic Board;
- (ix) If a student decides to withdraw his/her appeal before it is considered by the Committee, a notice of withdrawal shall be done in writing to make it valid;
- (x) The Faculty Board shall communicate its decisions to the Senate within a period of 14 days for ratification.

Appendix IV: Students' Examination Guidelines and Regulations

Examination constitutes a very important aspect of the University's activities. The University wishes to state categorically that the conduct of its examinations is taken seriously. Therefore the University will not condone any form of examination misconduct. Students are advised to abide by the following rule and guidelines:

1. A student's matriculation number serves as his/her examination number. Only Matriculated students will be allowed to sit for examinations. A student must write his/her matriculation number on his/her answer booklet before commencing answering the questions.
2. Students should normally write examinations at their designated centres.
3. Students must bring to the examination hall their writing materials and any other material, which may be permitted by the University for a Particular Examination. These materials must have been listed as essential for certain question(s).
4. Students arriving an hour after the commencement of an examination shall be allowed to sit for the examination only at the discretion of the Supervisor. Such a student will not be allowed at extra time.
5. Once a student is admitted into the examination hall, he/she may not leave the hall until he/she has finished with the examination. If for any cogent reason the student must leave the Hall, he/she must do so with the permission of the Supervisor.
6. A student must be accompanied by an invigilator if permitted to leave the examination hall temporarily (e.g. visiting the rest-room, etc).

7. No answer booklets other than those supplied by the University are allowed in the examination hall. All rough works must be done in the supplied answer booklets and crossed out neatly. All supplementary answer sheets/booklets must be tied/attached to the main answer booklet.
8. Silence must be observed in the examination hall. Any student requiring the attention of the invigilator should raise his/her hand.
9. Any activity or behavior which may be construed as examination misconduct or malpractice (e.g. cheating etc.) shall be liable to discipline in accordance with the university's rules and regulations governing examination as contained in the Students' Handbook.
10. Communication between students is strictly forbidden during examinations. Any student found receiving or giving assistance would be sanctioned. Such a student may be required to withdraw from the examination and subsequently made to face the university examination malpractice panel.
11. Students are not permitted to smoke or sing or pray aloud or engage in any activity that may distract others in the examination halls.
12. Bags and briefcases are not allowed in examination halls. The University will not be liable for any loss or damage of a student's personal effects/property.
13. Unauthorised materials (such as textbooks, course materials, notebooks, sheets/scraps of papers) in printed or electronic form are not allowed in examination halls.
14. Pagers and mobile phones are not permitted at all in examination halls.

15. Students must observe the Supervisor's instructions regarding the commencement and end of an examination. Students who start writing before being told to do so, or who continue writing after being asked to stop would be sanctioned.

Appendix V: Decree on Examination Mal-Practice

In order to check examination malpractices, a decree covering miscellaneous offences was promulgated in 1999. The main sections and points of the decree which every student should be familiar with are reproduced below. The information contained in this section is also provided in your handbook 'Getting to Know Your University'. The *effort* at reproducing here some pertinent aspects of the decree is to demonstrate the seriousness the university has attached to Examination malpractice. Please do read it carefully.

All students of the National Open University of Nigeria are reminded that the University takes very seriously the conduct of its examinations and frowns seriously on any examination misconduct. The Decree is very relevant to you as a reminder of what could happen if you allowed yourself to be tempted to cheat in any form whatsoever during examinations. Note also that except you are under 17, for any examination misconduct, the decree does not give room for options of fine, the individual goes to jail. The University has however put in place series of quality assurance mechanisms to ensure the sanctity of her examinations, even including those ones you will take in your homes. In fact, the on-line examinations are easier to control than the face-to-face ones; when we get there you will see what we mean.

Excerpts of very useful sections and points: (Source: EXAMINATION MALPRACTICES DECREE, 1999).

THE FEDERAL MILITARY GOVERNMENT

Hereby decrees *iter alia* as follows:

PART 1 – OFFENCES

A person who, in anticipation of, before or at any Cheating at examination by any fraudulent trick or device or in abuse of his office or with intent to unjustly enrich himself or any other person procures any question paper produced or intended for use at any examination of persons, whether or not the question paper concerned is proved to

be false, not genuine or not related to the examination in question; or by any false pretence or with intent to cheat or secure any unfair advantage for himself or any other person, procures from or induces any other person to deliver to himself or another person any question paper intended for use at any examination or by any false pretence or with intent to cheat or unjustly enrich himself or any person buys, sells, procures or otherwise deals with any question paper intended for use or represented as a genuine question paper in respect of any particular examination; or fraudulently or with intent to cheat or secure any unfair advantage for himself or any other person or in abuse of his office procures, sells, buys or otherwise deals with any question paper intended for the examination of persons at any examination.

An Offence

A person guilty of an offence under subsection (1) of this section is liable on conviction.

- (a) In the case of a person under the age of 18 years, to a fine of ₦100,000.00 or imprisonment;
- (b) For term not exceeding 3 years or to both such fine and imprisonment;

In the case of a principal, teacher, an invigilator, supervisor, an examiner, or an agent or employee of the examination body concerned with the conduct of an examination, to imprisonment for a term of 4 years without the option of a fine; and

- (c) In any other case, to imprisonment for a term of 3 years without the option of fine.

Where the person accused of the offence is an employee of an examination body concerned with the conduct of examinations or a head teacher, teacher or other person entrusted with the safety and security of question papers, he shall be proceeded against and punished as provided in this section, notwithstanding that the question paper concerned is proved not to be live, genuine or does not relate to the examination concerned.