

COMPARATIVE ANALYSIS OF DISTANCE LEARNING PROGRAMME (ODL) OF
UNIVERSITY OF IBADAN AND LONG VACATION TRAINING PROGRAMME
(LVTP) OF IBRAHIM BADAMASI BABANGIDA UNIVERSITY

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Abstract

The reality of inadequate space to accommodate prospective candidates into the regular programmes of Nigerian Universities has opened doors for interesting candidates who are now subscribing to the Open Distance Learning (ODL) mode of educational delivery, thus Distance Education has come to stay in Nigeria as an alternative route to equal access to educational opportunities especially at higher institution level. Records have shown that the University of Ibadan (UI) has produced more than 5000 ODL students who have attained various position of authority in Nigeria in her 30 years of DL existence and currently expanding scopes through more courses. Ibrahim Badamasi Babangida (IBBU) started her Long Vacation Training Programme (LVTP) in 2018 with 166 students. University of Ibadan ODL has gone far and is making remarkable feat in the development of ODL in Nigeria, hence, learning from the past of the UIODL by any institution that want to embark in such feat is a right step in the right direction, Afterall, the fact remains that experience is the best teacher. This paper using comparative analysis therefore critically examined various components of ODL at University of Ibadan and IBB University, draws out conclusions from comparison and made useful suggestions for the growth of ODL/LVTP in the two institutions.

Keywords: Comparative Analysis, Open Distance Learning, Long Vacation Training Programme

Introduction

The history of Distance education (DL) can be traced to the scripture. Omolewa (2018) said the epistles of Saint Paul through which he teaches his congregations at a distance and gave details instructions and information which the believers acted upon is learning where the preachers and the learners were separated with several subjects including the importance of faith and belief were taught. Thus, DL or ODL has been available for long. Another version of history stated that Distance Learning could be traced back to the year 1840 when Issac Pitman provided training on shorthand by the mode of correspondence in Great Britain.

In the 19th century, the postal services throughout the world saw some major developments. This enabled various educational institutions to impart education via the method of distance learning. With the use of the postal services, the institutions started sending course materials to their students. Even today this practice is followed in different parts of the world. Whichever story one follows, the simple fact is that DL predates Africa independence.

University of London who started ODL programme in 1858 providing opportunity for students with financial constraints, work or family commitments and those that had lack of access to

higher education to take the advantage of ODL to further their education. To date, this External system has provided opportunity for more than 40,000 students in over 180 countries studying for more than 100 awards over a period of 160 years.

In Nigeria, the University of Ibadan started in 1988 in the Department of Adult Education and by 1993, other Departments like Teacher Education, Special Education, Library Studies, Educational Management and Physical and Health Education had joined. Today at 30 years old, the External Studies Programme has been transformed to a University-wide programme with Faculties like Arts, Science, Law and Agriculture participating. To Omolewa (2018) ODL has come to play a leading role in helping institutions with meeting the need of youths who would remain frustrated because conventional universities cannot cope with provision of access to learning at every level. He concluded that external studies outside the four walls of the University prepared many for their future careers and recipients of University degrees as external candidates.

It is on record that some notable Africans (most especially working class) have utilised correspondence education to access learning opportunity that eluded them in the conventional classroom environment. Such people according to Omolewa were Afe Babalola and Josiah Ogunlesi who accessed University of London. Other notable people with history of external studies were Rev Emmanuel Odukoya Ajayi who finished as a graduate of University of London in 1927 as external candidate in the field of philosophy and Professor Ayo Ogunshye who was a product of London School of Economics. Posterity has proven most of these Africans as successful in their chosen careers as they could compete favourably with their counterparts that enjoyed the conventional classroom environment.

The Federal Government of Nigeria National Policy on Education edited in 2014 indicated that government should adopt a policy directed towards ensuring that there are equal and adequate educational opportunities at all levels', make life-long education the basis for the nation's educational policy', after primary education, an individual will be able to choose between full-time studies, combining work with studies....." (Omolewa, 2018). The 2014 policy also clearly stated that goals of tertiary education include provision of accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians (FGN, 2014).

The University of Ibadan Distance Learning programme started in 1988 modeled along the traditions of the Cambridge University Extension Service and the Oxford Delegacy for Extramural Studies. Today, the University of Ibadan has produced more than 20,000 ODL students who have attained various position of authority in Nigeria while Ibrahim Badamasi Babangida University, Lapai started in 2018 and would need to get it right in ODL mode.

With wider experience in the operation and management of ODL in Nigeria, University of Ibadan stands out for IBB University to learn from. This paper therefore examined various components of ODL at University of Ibadan which if IBB University can key into will develop and expand the scope of access for students who are denied the access in the conventional programmes of the University.

Conceptual Framework

Definition of Open Distance Learning

Open Distance Education (ODE) has been seen and described in different ways by scholars. While some call it Open Distance Learning, some say it is Open Distance Education (ODE). In whatever direction they perceive it, their definition and description are directed towards the separation of teachers from the students unlike what is operated in formal education system worldwide. We shall

therefore examine few of the definitions as found in the literature.

Ojo, Ogidan and Olakulehin (2006) defined open learning as an organized educational activity based on the use of teaching materials, in which the constraints on study are minimized in terms of access, entry, or time and place, pace, method of study, or any combination of these. However, distance education on its own stresses the physical distance that does not allow direct interaction between the teachers, and the learners. The combination of open learning and distance education give rise to the term known as Open and distance learning.

UNESCO (2002) defined open and distance learning as an approach that focus on opening access to education and training provision, freeing learners from the constraints of time and place, offering flexible learning opportunities to individuals and/or group of learners. The concept of open and distance learning suggest an educational approach designed specially to reach learners in their homes/offices/shops and other locations where they might be, provide learning resources for them to qualify without formal class attendance in person, or create the benefits for lifelong education, no matter where or when they want to study.

Braimoh (2018) enumerated the ODL in line with traditional practices and modern teaching and learning phenomenon as follows:

- Extra-Mural Studies
- Sandwich/Part-time Learning
- Correspondence Education
- Long Life Learning
- Distance Education
- Open Learning
- Open and Distance Learning
- Blended and Flexible Learning
- Online Learning
- E-Learning
- M-Learning
- OER-Open Educational Resources
- MOOCs Massive Open Online Courses
- Flipped Classroom

Whichever of the terms used as indicated above, Braimoh (2018) warned that no matter how attractive the names may be, the operational practice may not justify the end if the wrong choice of any technological artifact is made as that may completely defeat the purpose of such educational intervention.

Historical Development of Distance Education in Nigeria

The history of distance education in Nigeria dates back to the correspondence education as a means of preparing candidates for General Certificate in Education, a prerequisites for the London Matriculation Examination as far back as 1887. Many Nigerians were quick at utilising opportunity available through ODL to obtain first degree and professional certificates (Aderinoye and Ojokheta, 2003). Omolewa (1982) similarly mentioned that in 1925 several Nigerians, among them Eyo-Ita and H.O. Davies, passed the London Matriculation Examination. Later, E.O. Ajayi and Alvan Ikoku both obtained University of London degrees in philosophy in 1927 and 1929 respectively, and J. S. Ogunlesi obtained a degree in philosophy in 1933. Late Obafemi Awolowo and Late Nnamdi Azikwe were among nationalists that enjoyed the opportunity created in distance learning to have certificate in their chosen field. Thus, access to educational opportunities at a distance contributed immensely to these individuals productivity, which found resonance in the innovations they subsequently demonstrated in their various field of

endeavour as teachers and politicians.

The first indigenous distance learning programme was the English by Radio programme of Nigeria Broadcasting Corporation that followed independence in 1960. In spite of the establishment of the University College Ibadan in 1948, many of the pioneer academic staff of the University pursued their higher degrees through distance learning mode, thus combining work with higher degree programmes. National Open University of Nigeria (NOUN) was established during the era of Late President ShehuShagari led federal government the 80s. This mode of learning has therefore come to stay as the alternative route to higher education in Nigeria.

Benefits and Features of Distance Learning

The paradigm shift in the demand for higher education in African has provided a good land space for distance education. This according to Braimoh (2018) has called for the adoption of innovative ways for delivery of education to the teaming populace who are continuously demanding for further education. Various authors' views on the benefit of ODL can be summarized as follows as quoted by Braimoh (2018):

- a. Explosive demand for higher education as the formal tertiary institutions cannot cope adequately with the growth and demands of the society;
- b. Technological development and globalisation issues;
- c. Persistent dwindling governmental financial support for educational activities, especially the higher education, due to diversionary national development projects;
- d. Dramatic change in learners' profile;
- e. Government policy directive to widen accessibility in order to achieve UNESCO's directive of SDGs Sustainable Development Goals which need to be met within the period 2015 and 2030, etc (Braimoh and Lekoko, 2005), Braimoh (2001; 2003 and 2009) as cited in Braimoh 2018).

Braimoh (2018) enumerates the features of ODL as follows:

1. ODL mitigates the perennial problem of restricted admission process as it enhances accessibility to education.
2. Comprehensive application and adaptability to different purposes.
3. Democratization of education as a fundamental human right.
4. Flexibility of operation.
5. Globalisation that has removed the issue of distance.
6. Learning and earning going simultaneously.
7. Cost effectiveness when compared with conventional higher education.
8. Elimination of students' unrest.
9. Improves job performance.
10. Provides national socio-economic gain to the government in terms of skills development at a cheaper cost and for revenue generation
11. Accommodation of different learning styles.

Misconceptions about Distance Learning /Distance Education

Despite various benefits that can be achieved in ODL, some people still feel ODL does not worth been compared with the traditional face to face system of education. A common misconception is that courses offered in distance education is not adequately prepared for as been experienced in the traditional classroom environment, and teaching appointment is not tailored with those experienced and skilled in distance education (Hillstock, 2005).

Courses in ODL require a great deal of development and preparation on the part of the lecturers. Some lecturers are mostly engrossed in the 'sage on stage' approach used in more traditional education, instead of 'guide on the side' that is most relevant in the DE. To this end, some people have misconceptions about the quality of the products of the DE (Alford & Engelland, 2001).

Another important misconception about ODL involves the various learning styles of students. The general thought of students is that coping with demand of their work and attending the class will be easier, because they can work at their own pace. There is also the belief that the workload will be lighter so they will not have to work as hard. Many students fail to realise that it takes much more discipline on the part of the students to be successful in a distance education course and the work load is usually heavier than in a traditional classroom.

A factor to consider involves the various learning styles of students. The misconception here is usually on the part of the students. The general thought is that the class will be easier, because they can work at their own pace. In addition, the workload will be lighter so they will not have to work as hard. Many students had to contend with their official workload and their educational demand; and could not make a end meet from the two. To outsiders, when such students fail, the failure is ascribed to the institutions but not to the students concerned.

The computers fail to provide correct information and this also affects the registration process. These are serious shortfalls given the fact that there are many employed learners who find managing workplace-home-study time quite a difficult proposition. Observations regarding the conduct of day schools reveal that it is unsatisfactory. Irregular times of commencement of classes and intermittent cancellation of classes are common occurrences at day schools. Another problem is that some day school academics are incompetent or not fully prepared to conduct the classes; these shortcomings create a poor impression regarding the pedagogy of ODL (Author and Ojokheta, 2015).

People have misconceptions about the use of instructional designers and instructional technologists responsible for assisting faculty by reviewing course content and applying the appropriate tools and technology to enhance the learning experience. Unlike developed countries where these set of people are found to be available and relevant to the success of ODL, Nigeria is not making much efforts to develop and make use of these professionals as consultants, web developers, technical writers, and/or researchers. Lack and their absence make innovative ways to involve students at a distance a mirage.

A final factor to consider is cost. The misconception is that distance learning is a way to save money and time, however, in Nigeria most administrators see distance learning as a way of bringing in more money without spending more in resources (in terms of faculty and facilities). It is significant that learners assign the highest importance to regular day schools followed by adequate student support services in assignment submission, audio-visual aids and timely availability of course material.

Quality Assurance and Distance Education

Quality assurance is the defining element of the knowledge society (Prasad, 2006). Quality in terms of fitness for purpose; excellence, perfection, standards, value for money, consistency, transformation and relevance, defines in different ways all the activities of the knowledge society

and it makes the knowledge relevant to social and individual needs

During the last decade, many players have begun operating in the DE field most especially for profit motive. As a result of this quality has been a casualty and many unhealthy practices by DE institutions have been observed. There is another paradoxical development. Some of the prestigious institutions, known for their provision of high quality conventional education, are not actually providing based DE programmes. They only make use of the profit made in the DE to serve high quality conventional programmes (Prasad, 2006).

There are various programmes designed under the umbrella of distance learning approach that cut across various institutions of higher learning in the country, this led to the establishment of study centres and satellite campuses. The growth in these campuses gave way to proliferation of programmes. When the issue of the proliferation was becoming rowdy and unbearable the Federal Government had to intervene to stem the growing of these centres limiting their establishment within the radius of mother institutions (Author, 2008).

The quality of course delivery influences the quality of learning which, in turn permits the identification of criteria for quality delivery (Hunt, 1998) in the ODL setting, therefore, it becomes a question of getting appropriate quality assurance processes in place and administering them concern for both the conventional education and ODL include for example, content of the course, learning and teaching materials, accreditation of programmes, issue of quality in certificate awarded, etc. In many universities the same tutors are used for both the students in ODL and regular schools.

Quality assurance becomes important in ODL as a result of its use by public sector provides, and also as a result of the growing emphasis on accountability in education generally. The issue of quality of provision has also been emphasised by the demand for accountability to all the stakeholders involved in an expanded system of higher education in particular, including students as well as employers. Author (2008) therefore recommends that collaborative efforts be made in the area of quality of services and products of ODL to compete favourably with students of conventional system. It is important to conclude this section by applauding the effort of UIODL in conducting entrance examination for candidate seeking admission through the ODL. This effort is important so as to streamline admission and to ensure quality in terms of students coming into the University through ODL.

History of Open Distance Learning of University of Ibadan

The idea of Distance Education at University of Ibadan as earlier discussed was conceived by the Department of Adult Education in 1972. Proposals for its establishment was however submitted and approved by the University Senate in 1976, this was the outcome of the National University Commission earlier approval. By 1988, the Centre for External Degrees Programme has started admission of students and metamorphosed into Distance Learning Centre in 2002.

The National Universities Commission thereafter approved the programme on the condition that it would be self-financing. Since inception, until 1993, the Department of Adult Education midwived all its activities with courses domiciled at only the Departments of Adult Education, Guidance and Counselling and Teacher Education. By 1993, four more Departments joined, these included Special Education, Library, Archival and Information Studies, Educational Management and Human Kinetics and Health Education. During the 1998 academic session, the programme was extended to the Faculty of Agriculture.

With the inclusion of these Departments, the nomenclature changed to the centre for External Studies to reflect the changing profile, and in 2002, it became the Distance Learning Centre. During all these formative periods, disciplines in the Social Sciences and Arts were adopted as

teaching subjects towards the award of the Degrees in Education. However, from 2005 to date, the programme had extended to the Faculties of the Social Sciences, Science and Arts with a considerable increase in degree and diploma programmes with a phenomenal increase in the number of students from about 1,300 in 2004 to over 16,000 in 2010.

The University's Vision is to be a world-class institution for academic excellence geared towards meeting societal needs. In line with this vision, the Distance Learning Centre (DLC), University of Ibadan was established to provide qualitative education and training to people who, for various reasons, are unable to enroll for full time studies. Its overarching vision is: "To provide access to globally competitive, qualitative and continuous education".

Mission

- To expand the frontiers of knowledge through the provision of excellent conditions for learning and research.
- To produce graduates who are worthy in character and sound judgment.
- To contribute to the transformation of society through creativity and innovation.
- To serve as a dynamic custodian of society's salutary values and thus sustain its integrity.

History of Long Vacation and Training Programme of Ibrahim Badamasi Babangida University

Ibrahim Badamasi Babangida University was established in 2005/2006 through an established Government Gazette. The first set of the conventional system were admitted in 2006. Her vision is "to be a world-class centre of Excellence driven by people, partnership and Technology" with mission as "Commitment to the production of World-class graduates for the pursuit of all-round excellence through quality research, teaching, community service and development innovation" However, it took the University to start operating the Distance Learning mode in 2018 with the first set of 166 students admitted for the Long Vacation Training Programme and matriculated on October 23rd, 2018 with the Vice Chancellor presiding over the events. This was done after the NUC had visited and validated all resources necessary for the take off of the programme.

In his remark at the 1st matriculation exercise, the Vice Chancellor, Prof Muhammad Nasiru Maiturare said "Access to University education is increasingly becoming more challenging as the demand far outweigh the available spaces. This year (2018), IBBU received nearly twenty thousand candidates seeking admission into various degree programmes for less than four thousands spaces". This fear of non-admission to 80% of qualified candidates proves the essential need for LVTP in IBBU. He said further "...Through the LVT Programme, we seek to provide more access and serve the needs of the society. a total of 166 students have successfully registered into the three pioneer programmes". The breakdown is as follows:

Table 1: Distribution of students by programme for 2018 Admission in IBBU

SN	PROGRAMME	CONTACT (1)	CONTACT (2)	TOTAL
1	Counselling Psychology	60	22	82
2	Continuing Education	35	16	51
3	Human Kinetics and Health Education	22	11	33
TOTAL		117	49	166

It is on record that the Department of Continuing Education and Community Development in the University engineered the exercise and was accepted by the Senate of the University. With the approval from the NUC, the programme started in earnest in three out of the four Departments of the Faculty of Education and Arts. Continuing Education and Community Development, Counseling Psychology and Human Kinetics have students admitted while Science Education and History and International Studies are yet to take off.

A Comparative Analysis

Both University of Ibadan and Ibrahim Badamasi Babangida University adopted quality in recruitments for admission of students and the content of instruction was the same as those of the internal students. The same goes to curricula and contents of instruction for the external students were the same as that of internal students. At inception, University of Ibadan admitted more than a thousand students, large enough for the take-off of the programme so as to provide enough financial resources for the preparation of learning materials for the students. At inception in 2018 about 30 years of existence of UI ODL, IBB admitted 166 students for three programmes: Adult Education, Human and Kinetic Education and Counseling Psychology, a laudable effort but more efforts are needed to accommodate more prospective candidates by expanding access to other Departments in the University.

The two Universities were able to make the programme to be more flexible in terms of period of registrations and number of years. However, unlike University of Ibadan where the same lecturers handling courses for the regular are commissioned to write course materials and teach the ODL students, in IBB University the story is different because majority of the courses are distributed and handled by lecturers in the Faculty of Education where the programme is domiciled. Professionalism is not easy to be waived when it comes to teaching and learning. Apart from the above weakness, in IBBU, a similar programme is running in Minna as "Institute of Continuing Education and e-Learning (ICEeL) apart from the LVTP operating in Lapai where the University is located. This looks a duplicating of programmes.

ODL by National Universities Commission is a self-financing venture, hence, the University of Ibadan constituted a Board for its operation and a Director appointed while IBB University only has a Coordinator who oversees the affairs of the Unit without a Board.

It is historical to note that both Universities at the launching of their programmes had the Vice Chancellors of the institutions to flag off the commencement of the programme. This clearly shows acceptance of ODL and a respectable one when compared with conventional studies. To allay fear of many prospective candidates on issuance of Certificates to students, Prof Soji Aremu (the current Director of UIODL) remarked that the same certificates as obtainable in the conventional university system are also assured to students graduating from the ODL. This is technically referred to as PARITY OF ESTEEM- both categories of students have equal rights and privileges.

While University of Ibadan provided course materials and commissioned seasoned lecturers to write for the centre and paid stipends as an incentive to commit their lecture notes to writing. This effort attracted the attention of students of ODL and other readers who find the materials as good source of information. IBB has not been able to take this bold step that could fast track reading and accessibility of learning materials to students admitted.

The University of Ibadan has regularly releasing each session registration guidelines. The guideline is to enable students as well as the lecturers to understand various courses and their

allocation to each lecturer. The guideline is also available in the Centre portal. IBB University is yet to make such a specific guidelines to guide the conduct of registration of courses.

Another major classification of students in the ODL at University of Ibadan is the number of years for ODL students to stay in the University. School Certificate holders would spend 5 years while Direct Entry students are to spend four years. The UIDLC runs two semesters as shown in the table below. There is just a year difference with the regular students at Ibadan which make the programme attractive against the 6 years for O' level candidates and 5 years for DE/200 level students admitted in Lapai. The following table is an example of how units and semester are classified at Ibadan for necessary action at Lapai.

5 year Programme O' Level Students			4 year Programme DE Students		
Year Contact / Semester	1 st Semester	2 nd Semester	Year Contact / Semester	1 st Semester	2 nd Semester
1 st Year Contact	20 Units	20 Units	1 st Year Contact	NA	NA
2 nd Year Contact	30 Units	18 Units	2 nd Year Contact	24 Units	24 Units
3 rd Year Contact	22 Units	21 Units	3 rd Year Contact	27 Units	21 Units
4 th Year Contact	24 Units	24 Units	4 th Year Contact	24 Units	24 Units
5 th Year Contact	30 Units	18 Units	5 th Year Contact	30 Units	18 Units
Total Units	124 Units	101 Units	Total Units	105 Units	87 Units

Source: UIODL 2017/2018 Session Registration Guidelines

Millions of candidates who are denied admission into University of Ibadan are now opting for ODL rather waiting at home for years to gain regular admission into regular programme. But majority of these candidates are complaining about inability to go for national service, hence been skeptical about the ODL as an access to University education. This point out the fact that one of the major challenges facing ODL mode of entry into Universities in Nigeria is National Youth Service Corps (NYSC) established in 1977 for youths to serve their fatherland after their University education provided they are not more than 30 years old.

It is of course necessary to point out the fact that ODL students are expected to be working class could not access participation in NYSC. Therefore as an attempt to reach more youths who are yearning for higher degree, for the 2018/2019 admissions, UIDLC has formulated a policy that make it easy for candidates who could not gain admission through JAMB but are willing to enter through the ODL to be captured on the JAMB portal in order to have registration numbers. This makes their mobilization for NYSC a reality at the end of their programme. Opportunity to register in the JAMB portal also make letter of exemption easy for adult learners who are above thirty years' letter of exemption.

Observation at the first matriculation ceremony of Long Vacation Training Programme held on 23rd October, 2018 at University of Ibadan showed that majority of the students being matriculated is young. Out of the 166 being matriculated, only 42 had Ordinary National Diploma or National Certificate in Education and admitted into 200 level while the remaining 124 students are holders of School Certificate. Average age of these students is 23 years. This implied that, if opportunity is created as being done in University of Ibadan, more students could be absorbed through the LVTP and can still participate in the NYSC Scheme. More students mean more revenue generation in the

University.

Advertisement is the soul of all businesses; the University of Ibadan erected big signposts to guide newcomers to the centre. The signpost of any organisation depicts the image and value of the organisation (ODL Frontiers, 2018) as well as running regular programmes on Diamond Radio of the University to showcase various programmes, opportunity of admissions, questions and answers from prospective students on the activities of the centre. Same goes to the quarterly magazine of the Centre (Unibadan ODL Frontiers) where interview, announcements, feature articles, stakeholders' reports, and so on are released for readers who want to know about the activities of the centre apart from the fact that it is essential as one of the NUC Validation Exercise. The IBB University is blessed with the same opportunity through the Click 89.9 FM Radio. IBB would however need to make signpost that befit the centre and Editorial Crew of homemade Magazine for the LVTP to be constituted. When awareness is created and issue of supports and opportunities available are discussed regularly surely, LVTP would be accepted in lieu of the regular programme of the university.

Funding is the bedrock of any organisation. Just as the ODL and LVTP is a self sustaining programme, it is evident that the management of these Universities would always want to maximize their profits and minimize the cost. Yet, faculty members that are involved need to be well enumerated. At University of Ibadan, there is template for payment of staff honorarium and other activities of the centre. For example, the following shows payment in different category:

- A. Undergraduate Facilitations
 - a. Teaching per Hour
 - b. Transportation (To and Fro based on mileage)
 - c. Per Diem (as obtained in the University)
- B.
 - a. Question Authoring
 - b. Moderation of Results (Ranging of Final Students stating different number of candidates and amount payable.
 - c. Examination Running Cost (Degree, Diploma, etc): Number of students ranging from 01 -50; 51-200; 201-500, etc with specific amounts available).
- C. Course Material Development
 - a. Writing of Course Material #??????.00
 - b. Authorised Review of Course Materials #??????.00
 - c. Adaptation into ODL Format #??????.00
 - d) Review of Course Material after 5 years #??????.00
- D. Honorarium for Facilitation (CBT and Written Examinations)
 - a. 01 - 50 students #??????.00
 - b. 51 – 100 students #??????.00
 - c. 101 – 150 students #??????.00, etc
- E. DLC Committees

- a. Quality Assurance (Chair)
 - b. Quality Assurance (Member)
 - c. Servicom (Chair)
 - d. Servicom (Member)
 - e. Examination Monitoring (Chair)
 - f. Examination Monitoring (Member)
 - g. Question Authoring Committee in Departments (maximum of 3 members)
- F. Others
- a. Deans of Participating Faculties
 - b. Sub-Dean of Participating Faculties
 - c. Programme Officer
 - d. Coordinator/ HOD
 - e. Computation of results
 - f. Teaching Practice/Practicum

Specification of budgets and allocation of funds to each of the activities mentioned above go a long way to enable the University of Ibadan to stand out among the comity of Universities providing ODL services in Nigeria that if emulated or restructured to suit the environment of other universities would go a long way to reshape the image and bring the best in the services provided.

Lessons from Comparative Analysis

ODL or LVT or whatever name is used to decipher provision of learning opportunities outside the four walls of classroom cannot achieve anything if the clients (students) for whom it is created are adequately taken care of. IBB LVT without further delay needs Students Support Services Unit (SSSU) to grow. As in the case of UI, there is adequate interface between UIDLC and the learners. When created, the unit will handle academic and administrative problems of students most especially the new comers. It is important to clearly state that professionals and matured people should be employed. As the heartbeat of the programme, the SSSU will relate keenly with other units and disseminate helpful information to learners through walk-in-interaction, emails and Google plus (and other social network platforms). The unit will also serve as the bridge between the Management and the students.

As at 2019, available programmes on the UIDLC platform include: B.A in English; Philosophy and Public Affairs; History & Diplomatic Studies; Communication & Language Art; B.Sc. in Psychology; Economics; Political Science; Sociology; Computer Science and Statistics. BSW. Social Work; BLIS. Library, Archival & Information Studies; B.Ed. in Guidance & Counseling;. Adult Education; Educational Management; thus making them University based. Apart from making available access to candidates seeking admission, it is also an avenue for generating revenue for the University. It is therefore necessary for IBBU Management to expand the scope of programmes to create more space for 80% denied admission through JAMB in the University.

IBBU needs as a matter of urgency come up with rigid guidelines on the administration of LVTP, course allocation and allowances to resource persons. UIODL is a rally point for fund resources in UI, there is no doubt if well utilised, LVTP would help to generate more fund in the administration of

the university.

History enables us to learn from the past, IBBU needs to learn from UI especially on administration and organisation of programmes. For example, UI lost 9 of her programmes to NUC accreditations but got them back in 2018. 'What led to what' is what makes the programmes of ODLUI to get stronger that IBBU should learn from.

Majority of intending candidates are youths, IBBU should look into the modalities of structuring her programmes to enable these youths to have access into NYSC as being done in UI. This effort would make IBBU to be a rally point in the North Central zone of Nigeria.

Conclusion

The fact remains that experience is the best teacher. UIODL has gone far and is making remarkable feat in the development of ODL in Nigeria, hence, learning from the past of the UIODL by any institution that want to embark in such feat is a right step in the right direction. ODL has come to stay in Nigeria and would definitely be a success story as being done in London, India and Ireland where millions of students have acquired university degree through this mode of learning.

Great task take long to be established, for UI to have be on the programme in the last 30 years and still waxing stronger shows commitment and desire to succeed by those involved. IBB need to brace up and improve on what is on the ground in order to maintain her position not in the North Central zone but among institutions of higher learning in Nigeria providing learning through open learning process.

There is the need for constant moderation of activities in all Universities running ODL in Nigeria where periodical review of activities; progress and shortcomings are discussed. It is hoped that through such a peer review mechanisms the system in institutions where ODL is provided would be strengthened.

Recommendations

- Periodic peer review mechanism between and among universities should be institutionalized.
- To expand access a preliminary studies unit under ODL in the university could be established to allow participants remedy the deficiencies in their O'level results.
- Course materials development is very important in ODL provision, IBBU should not hesitate to make its development a priority.
- Directorate to oversee affairs of LVTP in the University (with competent hands) should be installed as this would take care of Student/ Lecturers Support Services.
- Since the curriculum of the ODL are drawn from their conventional counterparts, and majority of candidates wishing to further their education are under 30 years of age who wish to undertake the compulsory National Service (NYSC), efforts should be made to allow them to participate.
- A Servicom unit in all our Universities that has been established should be empowered to serve as watchdog for improved service delivery.
- Same certificates should be awarded to recipients of ODL and conventional programmes.
- IBB should restructure her LVT programme and curriculum in line with UI to reduce the six year programme to 5 years and DE to 4 years. JAMB and NUC should be

contacted in order for those qualified for NYSC to go for youth service.

- IBB should come up with admissions requirements, students' handbooks where University stand is specified for intending students to read for direction.
- This study could be replicated in other geopolitical zones of the country and a geopolitical comparative analysis of the results can be tabulated or established for ODL to be seen and accepted as alternative route for admission into higher institutions in Nigeria.

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