

BAZE UNIVERSITY ABUJA

**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES
DEPARTMENT OF INTERNATIONAL RELATIONS AND
DIPLOMACY**

**BAZE
UNIVERSITY
ABUJA**

**HANDBOOK
FOR UNDERGRADUATE STUDENTS**

**2015/2016
ACADEMIC SESSION**

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1.0 INTRODUCTION

International Relations and Diplomacy is one of the disciplines in the social sciences. The subject matter of Social Science is man and his behaviour in society. It involves the study of human behaviour, the environment and its elements, and the interaction among these. Its knowledge and approach are inevitable for improving the quality of human life. The various disciplines in the Social Science study human behaviour from their special standpoint. Other disciplines include and are not limited to Psychology, Geography, Mass Communication, Public Administration, Tourism Studies, Demography & Social Statistics, Political Science and Economics. Being a dynamic area of study which evolves with changes in physical and human situations, new areas or disciplines emerging include: Tourism Studies, Demography & Social Statistics, Criminology and Security Studies, Peace Studies and Conflict Resolution.

Brief History of the Department

The Department of International Relations and Diplomacy, Baze University, Abuja, was established in 2013 consequent upon earlier approval by the National Universities Commission for the commencement of the program. The Department of International Relations and Diplomacy is one of the academic departments that make up the Faculty of Management and Social Sciences. The Department was established in order to train and develop students with insights and tools to become practitioners, policymakers, analysts, and future scholars in areas that concern relations between governments, states and global diplomatic networks. Through the various required and elective courses, students will examine different perspectives on political, social, economic, and environmental concerns within the international arena, providing a rich, interdisciplinary focus for understanding the inherent possibilities, priorities and challenges of working for governments in the diplomatic corps. They will learn about the ways states understand and assert their global relationships and priorities, the increasingly important role played by official development assistance (ODA) in doing so, and the role of international organizations, states, and other stakeholders involved in implementing and responding to global political and economic pressures.

Students graduating from this department will have a foundation valuable for a wide range of experiences and careers, including: working in the Ministry of Foreign Affairs and Nigerian Embassy anywhere in the world, working in international development organizations; as policymakers and public advocacy practitioners; working in non-governmental organizations or public service and pursuing further education in post-graduate program to become an a scholar of international repute.

The Department has students presently in 100 - 400 Levels. The Department's student intake will undoubtedly continue to expand in number judging from the number of new admissions figures received from JAMB's (Joint Admissions and matriculations Board) office which have shown steady increase.

Philosophy of the Programme

The philosophy of the Department is to impart functional and problem solving oriented knowledge relevant to Nigerian and African social reality as well as international communities. The Philosophy underlying the International Relations and Diplomacy Degree of Baze University is, therefore, to produce a crop of graduates equipped with appropriate knowledge and skills to make their contribution to the development of Nigeria, Africa and the global community, having been exposed to a broad foundation of knowledge in the field of social sciences in general and in the various sub-fields of International Relations and Diplomacy in particular.

The Aims and Objectives of the Department

The aims and objectives of the Department of International Relations and Diplomacy include to:

- i. To provide the best possible and qualitative professional education and training in the area of management that would enable promising and determined young men and women to build their careers as managers in both the public and private sectors of the economy.
- ii. To produce graduates who are socially responsible, knowledgeable and highly skilled in International Relations and Diplomacy.
- iii. To equip business executives with up-to-date knowledge in International Relations and Diplomacy as well as further develop their relevant professional skills and attitudes.
- iv. To explore and expand the frontiers of knowledge through teaching, research and publication.
- v. To establish close relationship and co-operation with the private and public sectors, as well as with other institutions of higher learning, locally and internationally.
- vi. Provide students with broad and well balanced knowledge of International Relations and Diplomacy techniques.
- vii. Equip students with critical Management skills involved in planning, structuring, controlling and leading an organisation
- viii. Provide a framework for understanding issues involved in managing and being managed as well as useful competencies for public, private or self-employment.
- ix. Introduce students to the systems view of organisations by examining organisations as part of a context, including, but not limited to environment, strategy, structure, culture, tasks, people and outputs and how managerial decisions are made in any one of these domains affect decisions in each of the others.
- x. Provide students with requisite knowledge backgrounds and skills with which they can proceed to further their studies in special areas of International Relations and Diplomacy or multi-disciplinary areas involving Management.
- xi. Expose students to the core concepts, techniques and practices of management and organisations in the context of complex, dynamic, changing and globalizing business world.
- xii. Be familiar with the major functions of management and how these functions relate to successful management.

The B. Sc. International Relations and Diplomacy Programme at Baze University

This is eight trimester degree program with the courses structured into eight or four levels (Trimesters 1 to 8 or 100, 200, 300 & 400 levels). Majority of students (about 95% or more) are admitted into the 100 level after the completion of their 'O' level qualifications. Such students are required to meet the credit requirements for taught awards in order to graduate from the program. Some are admitted at the 200 level through JAMB (or 'A' Level qualifications) examination. This set of students need a minimum of 120 credit units in order to graduate. Degrees are awarded to successful students in learning and character.

List of Academic Staff in the Department

S/N	Name	Academic Qualifications	Rank
1.	Solomon Ogbu	Ph.D	Professor
2.	Mohammed Wader	Ph.D	Professor
3.	Jidoefor Adibe	Ph.D	Associate Professor
4.	Osita Obierika	Ph.D	Senior Lecturer
5.	Dr. Abba, Abubakar Sadeeque	Ph.D	Senior Lecturer
6.	Dr. Dele Babalola	Ph.D	Senior Lecturer
7.	Dr. Samson Akpati Nzeribe	Ph.D	Lecturer II
8.	Omale, Adoyi Matthew	MSc.	Assistant Lecturer
9.	Sulaiman S. Abdullahi	MSc.	Assistant Lecturer
10.	Imam Mukhtar	MSc	Assistant Lecturer
11.	Azifan Firmin	MSc	Lecturer 1
12.	Nathalie Uke	MSc	Lecturer II

List of Non-academic Staff in the Department

S/n	Name	Academic Qualifications	Rank
1.	Murjanatu Kabir Barau	BSc Accounting	
2.	Yusuf Abdullahi Akeel	MBA, PGDM	

GENERAL POLICIES, REGULATIONS AND PROCEDURES FOR ADMISSIONS

1.1 Principles of admission

- (i) Every programme is guided by specific admissions regulations (programme-specific regulations) drawn up in accordance with these regulations and with regard to relevant policies of NUC and University Senate, which are agreed through the validation process. Such programme specific-regulations are set out below.
- (ii) The university will admit students to its programmes on the basis of the following principles:
 - a) Reasonable expectation that the applicant will fulfil the objectives of the course and achieve the standard required for the award.
 - b) The University's requirements for admission into the programme leading to a particular award.
 - c) Equality of opportunity for all applicants.
- (iii) The University will abide by the requirements of NUC and JAMB guidelines with respect to admissions into Nigerian Universities. Particular attention is drawn to the University's Admission Policy and any relevant pronouncements that may be made from time to time.
- (iv) The purpose of this framework is to define and describe the policies, regulations and procedures that guide the admission, progression and the qualifications awarded by Baze University.

1.2 Types of Admission

Candidates are admitted into the degree programme of Baze University in any of the following three ways:

- i. The University Tertiary Matriculation Examination (UTME)
- ii. Direct Entry
- iii. Inter-University Transfer

1.3 Admission Requirements by Type of Admission

A. Unified Tertiary Matriculation Examination (UTME)

For a candidate to gain admission into Baze University for a degree programme, as with any Nigerian university, he/she must have passed a minimum of five credits (O' Level) in relevant subjects including English and Mathematics in Senior Secondary Certificate Examination (SSCE) or its equivalent at not more than two sittings.

B. Direct Entry Admission (DE)

Candidates with two A level passes (graded A-E) at the Advanced Level in one or more relevant subjects of the intended programme may undertake the three-year degree programme into 200-level. This is in addition to the minimum of five credits O' Level passes in relevant subjects including English Language and Mathematics.

Table 1 presents the summary of admission requirements into various academic programmes of Baze University categorized by programme and mode of entry.

C. Inter-University Transfer

A student from another university or equivalent overseas institution may wish to transfer to Baze University under Inter University Transfer arrangement for a variety of reasons. Essentially, these may border on personal challenges or other defensible causes such as security, circumstances of parents or, financial burden in the case of overseas students. Regardless of the circumstances, the following are the guidelines for prospective transfer students on how to apply for inter-school transfer from their university to Baze University.

There shall be established Senate Committee on Admissions with responsibility for Inter-University Transfers. The committee shall be composed of the following members:

- Director, Academic Planning as Chairman,
- Admissions Officer
- Representative of Deans of Faculties of relevant disciplines
- Heads of Department of relevant disciplines

D. Guidelines for Inter University Transfer

- a) Applications for admission by transfer shall be addressed to the Chairman, Senate Committee on Admission and submitted to the Admissions Office for presentation to Senate Committee on Admission for consideration.
- b) Application forms for transfer into Baze University shall be obtained from Admission Department and Students affairs without payment of fees.
- c) Transfer candidates shall possess the minimum Baze University and Departmental entry requirements prior to entry into the university from where they are seeking transfer.
- d) The candidate must not be out of school for more than one session.

- e) Transfer students shall make a minimum cumulative grade point average of 2.00 on a 4.00-point scale to qualify for consideration.
- f) Transfer students must not be admitted beyond 200 level of a 4 year programme and 300 level for a 5 year programme.
- g) Transfer students can only apply to programmes related (or same) as the one they are studying in their former university or start afresh in a new programme.
- h) Transfer students must have good moral record in their former university and must not have any record of involvement in cultism or some other campus vices.
- i) Application should be accompanied by certified student's transcript, and will subject to verification by the Senate Committee on Admission from the university from where transfer is being sought.
- j) All applications for Inter–University Transfer into any academic session should be received on or before the commencement of a new semester.
- k) All recommendations for admission by transfer from Faculty shall be submitted to the Admissions Office for collation and presentation to Senate Committee for consideration.
- l) If any irregularity is discovered in the papers presented by the student(s), such student(s) shall be withdrawn from the university.

TABLE 1: SPECIFIC REQUIREMENTS FOR ADMISSION INTO BAZE UNIVERSITY

S/N	FACULTY/COURSE	DIRECT ENTRY	O' LEVEL	UTME SUBJECTS
1.	BSc. International Relations and Diplomacy	Two 'A' level passes in social science subject from Government/History, Economics, Sociology and Business Management	Five SSCE credit passes to include English Language, Government/History and three relevant subjects.	Economics, Lit-in-English and Geography/ Government/History

1.4 Modular Framework

- i. Baze University operates the Course Unit system in accordance with NUC Regulations. The regulation starts with the premise that qualifications should be awarded on the basis of outcomes and attainment during specific years of study.

- ii. The framework covers all undergraduate taught programmes delivered in Baze University.
- iii. A programme leading an Honours degree shall comprise courses to the minimum value of 120 credits for four (4) year programmes and 150 credits for 5 year programmes.
- iv. Every full time student should be required to register for a minimum of 15 credit units per semester and a maximum of 24 credit units except for students on field experience/industrial attachment or spill over students.
- v. The module requirement for each programme is as specified by the department and/or faculty handbook.

1.5 Student's Change of Programme

1.5.1 Change of Degree Programme

- i. Change of Degree Programme applies to undergraduate students who are currently attending Baze University and wish to change to a different programme in the university. A student wishing to move to a new programme of study should discuss the possibility with his/her Academic Advisor, Head of Department, and Dean of the Faculty, in that order.
- ii. With an agreement in principle, the student will then formally apply to the Department/Faculty responsible for the programme to which he or she seeks move to. Whether or not the student is permitted to change into another programme depends on a number of factors, including:
 - ❖ A satisfactory attendance record in the old programme.
 - ❖ Capacity in the receiving programme.
 - ❖ Agreement to the change from both the current programme of study to the new programme.
- iii. If both departments agree to the change, the student can then request a change of programme form from his/her Faculty. Both the releasing and accepting Faculty must complete and sign the change of programme form before the student can enrol into the new programme.

1.5.2 Academic Requirements for Change of Course

When a student transfers to a new programme, it is expected that he/she will complete its full academic requirements. It is up to the student to take note of any advice given to him/her during discussions about the change of programme transfer. The student's new Faculty will give a written statement of any academic catch up. However, if there are any specific gaps in learning outcomes, the student may be asked to take a small amount of extra modules or forego an elective to complete a specified module. The student is not permitted to repeat any module he/she has previously taken and passed.

1.5.3 Credit Transfer

It may be possible, with the permission of the Dean of the Faculty concerned, to allow some of the credits the student has previously gained to be transferred. The receiving Faculty will make a decision as to whether the modules the student has already taken meet the learning outcomes of his/her new programme.

1.5.4 Terms and conditions of Transfer into New Programme

Furthermore, either Faculty may require the student to pass some or all of the examinations or assessments as a condition of the transfer. During this period, the student will continue to be subject to the normal conditions of attendance in the University.

1.5.5 General guidelines for Programme Transfer

- i. Withdrawn candidates on poor academic standing from a faculty or programme are allowed to benefit from such transfer.
- ii. Transfer from Science to management or social science programme and will only be allowed if the O level and JAMB requirements are fulfilled.
- iii. The minimum CGPA for inter-university transfer is 1.00
- iv. Candidates must satisfy the University minimum entry requirements for admission.
- v. Intra-Faculty transfers are allowed.

1.6 Student Advisory Services

Each student is assigned an academic advisor by the department who will:

- i. Help him/ her with the academic issues.
- ii. Carry out the registration procedure.
- iii. Report to the Head of Department about the academic situation of the student.

2.0 STUDENT SEMESTER REGISTRATION

Each student must register and pay the appropriate tuition at the beginning of each semester according to the registration process in operation during that semester.

MARKING, REMARKING, EXAMINATION AND ASSESSMENT ARRANGEMENTS

7.0 Introduction

- i. Marking is the process of assessing a piece of work, submitted or presented by a student, against agreed marking criteria and mark/grade descriptors to arrive at the award of a numerical score or grade for that piece of work.
- ii. Moderation is the process of reviewing the marks awarded to a full set of assessed work to provide assurance that assessment criteria have been applied appropriately and consistently.
- iii. External scrutiny is the process of providing external assurance, by way of the external examiner system, that academic standards are appropriate and comparable with the sector, and that the assessment process has been

conducted fairly, consistently and in accordance with published policies and regulations.

7.1 Remarking

- i. When a student feels very strongly that scores awarded to him in any given course, (s)he may request for his or her scripts to be remarked.
- ii. The student requesting for a remark shall write to the Academic Registrar through his or her HOD and the Dean of his or her faculty and shall be required to pay the remarking fees as approved by the Senate.
- iii. On the receipt of the application for a remark, the Academic registrar shall call for the student's script(s) and the Dean of the Faculty shall arrange for another staff who is an expert in that area to remark the student script(s) using the original marking scheme.
- iv. The remark score shall replace the score originally awarded to the student.

7.2 Assessment Arrangement

7.2.1 Student's responsibilities

- i. It is a student's responsibility to ensure that (s)he:
 - a) registers for the correct courses by the published deadline in the University Calendar;
 - b) is eligible for assessment, or reassessment in accordance with the appropriate undergraduate or postgraduate course units specific regulations; and
 - c) applies for change of course , if necessary, by the published deadline in the University Calendar.

2.1 REGISTRATION PROCEDURE

- i The registration process includes getting copies of relevant document signed and submitted to all relevant places as may be advertised by the University, Faculties and Departments.
- ii Returning students must complete the registration process within the specified time limit for the semester.
- iii A returning student who fails to complete the registration process within the specified period approved for registration shall be deemed to be registering late and shall pay a late registration fee as may be prescribed by the University from time to time.

- iv A returning student who fails to register within the first quarter of the commencement of the semester shall not be allowed to register. Such a student shall be deemed to have withdrawn unless s(he) provides an acceptable reason to the Senate, in which case s(h)e can be considered for suspension of studies.
- v A fresh student must complete the registration process within the specified time limit for the semester. Failure to complete the process at this time shall attract a late registration fee or forfeiture of admission.
- vi The registry and Faculties shall ensure that the registration process is completed on time, that the process is clearly explained and publicized to the students, and that staff members involved in the exercise maintain effective office hours so that the students could see them without hindrance.

2.2 MINIMUM AND MAXIMUM CREDIT LOAD

The minimum credit load is 15 credit units per semester and a maximum of 24, except in exceptional circumstances, such as:

- i. Students on industrial training, internship, etc., where such an exercise lasts for a semester and its credit load is less than 15.
- ii. Spill-over students requiring less than 15 credits in a semester
- iii. Students with many carry over courses in one semester.

2.3 REGISTERING FOR MODULES

- i Modules are to be registered for by students sequentially. Thus a student must register for level 2 modules before registering for level 3 modules. Moreover, when registering, a student shall first enter lower level modules (failed, or not taken earlier) before entering higher level ones.
- ii If a student has failed modules in a previous semester and registration of the failed modules will lead to a combined credit load to exceed the maximum of 24, then the student shall not be allowed to register for the higher level modules.
- iii If a student fails a required module (s)he must register it as a carry-over in the subsequent semester(s) until the module is cleared.
- iv A student shall not repeat any module that (s)he has passed, irrespective of the passing grade.

- v If a student has failed a module either core, elective or optional and the module has been discontinued, then the student must register for an appropriate replacement module so long as he or she has not satisfied the minimum credit required for graduation. A student must consult a programme coordinator in order to decide on the appropriate substitute.

2.4 THE ADD/DROP PROCEDURE

- i. Registered students may make minor changes in the modules registered for by adding or dropping some modules at the beginning of the semester.
- ii. The procedure and conditions for the add/drop are as follows:
- iii. Interested students shall collect the add drop form from the registry.
- iv. The student must discuss the proposed changes with the programme coordinator.
- v. The changes need endorsement of all concerned departments and faculties.
- vi. The changes in registration must be in line with the following: the registration conditions set in 1.9 to 1.13 above; the requirements for minimum and maximum credit loads in a semester and the regulations of the Faculties, departments and students programme of study.
- vii. The process must be completed within the semester registration period set by the University.
- viii. A student can neither add nor drop a module after the close of registration period.

2.5 EARNING CREDIT AND ABSENCE IN EXAMINATIONS

- i. A student cannot earn credit in any module (S) he has not registered for through the normal registration process, or the add/drop process. Thus, if a student sits for an examination for any module for which (s) he is not registered, the results of such an examination shall be cancelled.
- ii. The results of all the modules registered by a student (except those dropped through the add/drop process) shall be reported. A student who registers for a module but fails to sit for its examination without valid reasons shall be deemed to have failed the module. Thus, a grade of 'F' shall be reported for such a student in the module. However, it shall be reported that the student was absent in the examination, so (s) he can be aware of the reason for the failure.

2.6 DEFFERAL

This means that a student is allowed to interrupt their programme of study for a given period of time, normally a semester. Deferral is usually on medical, psychological, or personal/financial grounds, in short, anything which may be seen to have a negative effect on student performance and progress.

2.6.1 DEFFERAL PROCEDURE

- i.** Any student who is contemplating suspending their programme must first discuss this though with their programme coordinator. And is only advised for good reason.
- ii.** Students may not defer a programme of study after the semester registration period unless on emergency grounds.
- iii.** The student must put in the request to the Registrar by filling a programme deferment form and attaching to this form any relevant document to support students' request.
- iv.** In a case where the student has registered for the semester and an emergency has not been proven, a student may lose partial or full tuition paid for the semester.
- v.** The decision to grant a deferment is at the discretion of the Registrar and will be communicated to the student in writing.
- vi.** Conditions may be imposed on the student before re-entry is permitted.
- vii.** There may also need to be changes to the student's programme of studies following return from suspension and these will also have to be included in any agreement to suspension.
- viii.** When a student is ready to apply for re-entry, they must write to the Registrar in accordance with the letter, providing any required evidence of fitness to return.

STUDENT ASSESSMENT REGULATIONS

3.0 Continuous Assessment (CA)

3.1 Definition of coursework

The term "coursework" or "assessed coursework" relates to: essays, assignments, in-class tests, laboratory tests, projects, dissertations, practical work, presentations, viva voce examinations, placement or field trip reports, designs, theses, artefacts, digital photographic media, and computer based analysis. This is not an exhaustive list.

3.2 In-class tests

- i. In-class tests are a form of assessment that normally takes place in class time and are used to assess one part of a course syllabus. The “In-class tests” should not normally be scheduled to take place during the University examination periods as detailed in the University Calendar.
- ii. In-class tests should be scheduled during the teaching slot for the course, and should not exceed the normal duration of the teaching slot. It should normally be one hour long and must not be longer than two hours.
- iii. Where an in-class test takes the form of an unseen paper, the course Lecturer(s) should inform the Examination Office of the date and time of in-class tests so that appropriate arrangement could be made for the invigilation of the test.

3.3 Submission of coursework

- i. It is the student’s responsibility to ensure that coursework is submitted by the published deadline and in accordance with the published system. Students must check with the Course Lecturer in advance of the deadline if they are not sure of the correct procedure for the submission of coursework.
- ii. Students must keep a copy of all written or electronic coursework submitted for assessment and should form the habit of taking regular backup of their course work to avoid disappointments that may arise due to computer system corruption.
- iii. In situations where the Course lecturer requires the students to submit their work through text matching software, such as Turnitin, the work of any student that fails to comply may not be marked.
- iv. Where a student does not meet the deadline for the submission of course work, a penalty for late submission may be imposed.

3.4 Late submission of coursework

- i. If students submit coursework late but within 24 hours of the published deadline, the work will be marked and will have ten percentage points of the overall available marks deducted, to a minimum of the pass mark (45% at undergraduate level, 50% at postgraduate level). For example, if a student who submits his or her work late scores a mark of 70%, the mark will be reduced to 60% as a penalty for late submission.

- ii. If students submit coursework more than 24 hours after the specified deadline, a mark of zero will be awarded for the work in question.
- iii. Penalties for late submission of coursework do not apply if a claim of mitigating circumstances has been accepted through the Mitigating Circumstances process

3.5 Network Failure

- i. In the event of major disruption to the University Network System, which results in it not being accessible for significant periods on the submission deadline date, the submission deadline will be amended to the next working day on which the University Network System becomes available. Confirmation that major disruption has taken place will be provided by Information Technology (IT) Department to the Faculty Officer.
- ii. For electronic submissions, failure of a network and/or broadband access other than the University Network System (e.g. at home or work) will not be accepted as a reason for non-submission.

3.6 Return of coursework (Feedback)

- i. Coursework will be returned to students within a reasonable time and with sufficient guidance in the form of written feedback and provisional marks to enable them to monitor their academic performance.

Note: All marks will remain provisional until formally agreed by the Faculty and departmental Examination Boards.

Examinations: regulations for students, staff and invigilators

4.1 Definition of examinations

- i. An examination is defined as a formal, time-limited, written or practical assessment, which is scheduled during the University examination period, with invigilation provided, or approved by the Senate.
- ii. Examinations may take a number of forms:

4.1.1 Closed

Students are not permitted to bring any notes or other supporting material into the examination except where it is permitted by the instructions on the paper to use specified types of calculators or drawing instruments.

4.1.2 Restricted

Students are allowed to use certain limited specified materials, such as references or texts, all of which will be specified in the instructions on the paper.

4.1.3 Open

- i. Students are allowed to bring in any materials, including their own notes. Such examinations must be specified as open examinations at the head of the paper. Open examinations cannot take place in the same room as other examinations.

Note: The open examination is usually restricted to classroom test.

- ii. Where courses include assessment(s) by examination, students will be advised by the Course Lecturer of the form of examination (i.e. closed, restricted or open).
- iii. In the case of restricted examinations, where students are permitted to bring into the examination room their own texts (such as a case study) these will normally be provided in advance by the University. Students must be advised in advance of an examination, which texts are acceptable. All texts must be checked by the invigilator(s) prior to the start of the examination, to confirm they conform to the specification and do not contain unauthorized material, or annotations.

4.2 Timing and location

- i. Examinations will only be held during the designated periods published in the University Calendar.
- ii. In very special cases, examinations may be held outside the Baze University premises.
- iii. Where one course is studied by different student groups, any identical examination must be taken simultaneously.
- iv. Examinations of different durations may not normally be scheduled in the same room.

4.3 Use of calculators, dictionaries, reference books and equipment in examinations

- i. Students should be clearly advised by the Course Lecturer what equipment is, or is not allowed, to be taken into the examination room in advance of the examination. Where the use of calculators, specified reference books, or other equipment is permitted in the examination, this shall be supplied and clearly stated in the Examination Questions Submission form of the examination paper. The type of calculator, title of book(s), or type of other equipment shall be clearly defined. This will be supplied by the Examination and Records Registry.

- ii. Where a student is granted individual examination arrangements (see Section 6.3: Individual examination and assessment arrangements) arising from a special need such as dyslexia, the use of a dictionary (English or approved language) or other equipment may be permitted, where appropriate. All dictionaries and equipment must be approved in advance, according to standard procedures for the approval of individual assessment arrangements. Dictionaries must not contain any technical data of potential use to the student.

4.4 Examination timetable

4.4.1 Student's responsibilities

- i. It is the responsibility of each individual student to ensure they have checked the provisional timetable for examinations in relation to all courses for which they are registered, and in the case of difficulty, to make representations through their heads of department to the Registry concerned by the deadline date published on the timetable. It may be necessary for students to sit more than one examination on any one day. Such considerations shall not normally be valid grounds for a review of the timetable.
- ii. As much as possible, formal assessment/examinations (and in-class tests) will not be scheduled on the dates noted as "Religious Observance" within the Baze University Calendar. However, if they have to be, students who profess a faith may inform their Registry of the clash. This must be done within ten working days of the publication of the provisional timetable for examinations. All reasonable efforts will be made to move the formal assessment/examination to another time, but in cases where this is not possible, students will be offered a deferral to the next available opportunity. In the case of in-class tests students should approach their Course Lecturer directly so that other arrangements may be made.

4.5 Publication of the final examination timetable

4.5.1 Student's responsibility

- i. The final timetable may include changes from the provisional timetable. It is the responsibility of each individual student to ensure that (s)he checks the final examination timetable in relation to all courses for which (s)he has registered. Information about the examination timetable will not be disclosed by telephone.
- ii. A student who does not obtain 75% lecture attendance in any given course or who has not completed enrolment, or is in debt to the University prior to the date for submission of the final piece of coursework, or the date of the first examination, whichever is the earlier, is not eligible to sit any examination(s).

4.6 Examination organization

4.6.1 Student's responsibilities before the examination

- i. Every student must bring his/her Baze University identity (ID) card to examinations and display it on their desk during the examination.
- ii. Students may enter examination rooms only when permitted to do so by the invigilator and must follow the invigilator's instructions at all times.
- iii. Students may at the discretion of the invigilator be admitted to the examination room up to 30 minutes after the start of the examination, provided no student has left the room, but not thereafter. No additional time will be given for any student arriving after the start of the examination.
- iv. Students must leave all personal effects except those required for, or authorized in connection with an examination in the place indicated by the Invigilator. All mobile telephones, alarm watches, or similar devices must be switched off. No food or drink is permitted in the examination room other than small items of confectionery, or medicines on prescription and a small bottle of water.
- v. If a student discovers (s)he has unauthorized materials, including stationery, notes, or equipment not permitted in the rubric of the examination paper (s)he must draw this to the attention of the invigilator immediately by raising his or her hand.
- vi. Before the examination commences students should check that they have the correct examination question paper, stationery, materials, aids and equipment.
- vii. Students must not commence writing, other than to complete identification details on the answer book, until the start of the examination is announced by the Invigilator.
- viii. Breach of any of the regulations in this section by a student, including failure to follow the directions of an invigilator, may be an examination offence (see Section 6.5.6).

4.7 During the examination

4.7.1 Student's responsibilities during the examination

- i. When instructed, students must read the instructions on the question paper and answer booklet.
- ii. Students must remain silent and in their seats for the duration of the examination. If a student wishes to attract the invigilator's attention they should do so by raising a hand.

- iii.** Students must remain in their seats throughout the examination and if given permission to leave the examination room temporarily, they must be accompanied by an invigilator (or nominee) at all times. Any student who leaves the examination room without the permission of an invigilator will be deemed to have withdrawn from the examination and will not be re-admitted to the room.
- iv.** No student may leave the examination during the first 30 minutes, or the last 30 minutes of the scheduled examination, other than on the instructions of an invigilator.
- v.** Students may only use the official stationery provided. Any rough work may be done on the answer booklet. A student found in possession of, or having completed work on, any other stationery, will be liable for investigation for a suspected examination offence (academic misconduct).
- vi.** Under no circumstances should a student remove an answer booklet, examination question paper, or rough work from an examination room.
- vii.** While in the examination room, students shall not read, or otherwise apprise themselves of the work of other students.
- viii.** During the examination students shall not communicate in any way with any person other than an invigilator. To attempt to do so constitutes academic misconduct.
- ix.** Students must not disturb, or distract other students in any way. A student who in the opinion of the invigilator causes an unreasonable disturbance, and continues to do so after warning, shall be required to leave the examination room and will not be re-admitted.
- x.** A student who wishes to leave the examination room early must first attract the attention of an invigilator and have their answer booklet collected. Such a student should take care not to disturb other students when leaving and must observe examination rules until out of the room.
- xi.** A student whose answer booklet has been collected will not be re-admitted to the examination room.
- xii.** Any student who leaves the examination room without the permission of an invigilator will be deemed to have withdrawn from the examination and will not be re-admitted.
- xiii.** When the end of the examination is announced by the invigilator, students must stop writing.
- xiv.** At the end of the examination students must remain seated and silent until all answer booklets have been collected, counted and until dismissed by the invigilator. Not to do so constitutes academic misconduct.

Note: Breach of any of these regulations constitutes an examination offence and will be reported under the University's breach of assessment regulations

4.8 Procedures in the event of an emergency building evacuation

- i. For the purpose of these regulations, an examination shall be deemed to have started when students have begun to read the examination question papers.
- ii. Where at the designated time of starting an examination, the building in which it was due to be held is closed as a result of an emergency building evacuation, the examination will normally start 15 minutes after the building has been re-opened.

4.9 An evacuation occurring before the examination has started

4.9.1 Student's responsibility

- i. If an alarm sounds, students must leave their examination answer booklets, rough work and examination question papers and evacuate the room quickly and quietly. Under no circumstances should a student remove an answer booklet, rough work or an examination paper from the examination room.
- ii. It is the responsibility of the student to ensure they are present at the time when the building is re-opened. No students shall (re)enter the examination room until authorized to do so by the chief invigilator.
- iii. If an examination is re-scheduled it is the responsibility of the student to ascertain the revised schedule and to be present at the designated time and place for the examination.

4.10 An evacuation occurring after the examination has started

In the event of an emergency evacuation of the examination room (e.g. when the alarm sounds) any examination, which has already started, shall be terminated.

4.10.1 Student's responsibility

- i. If an alarm sounds, students must leave their examination answer booklets, rough work and examination question papers and evacuate the room quickly and quietly. Under no circumstances should a student remove an answer booklet, rough work or an examination paper from the examination room.
- ii. When the building is re-opened, students must not under any circumstances re-enter any examination room unless and until all answer booklets have been collected from the room by an invigilator and they are instructed to re-enter the building by the senior invigilator.
- iii. Where an examination has been terminated as a result of an emergency evacuation, it is the responsibility of the students to secure information on what alternative form of assessment, if any, is to be required in relation to that

subject area, and to present themselves for assessment on the due date. Information will be available from the Registry.

4.11 Procedures in the event of severe disruption to public transport or national emergency situation

4.11.1 Student's responsibility

- i. It is the responsibility of each student to find out when and where the examination will take place after the disruption of the originally scheduled examination;
- ii. It remains the responsibility of the students to be present at the examination room in good time. Students are expected to make such arrangements as may be necessary to ensure that they arrive on time. If students are likely to be affected by any transport disruption, they are advised to investigate immediately alternative travel arrangements, or opportunities for temporary accommodation near the examination location. Students should bear in mind that disruption to public transport inevitably puts pressure on other forms of transport services too, and are advised to allow more time for their journeys irrespective of their mode of travel.
- iii. Staff marking examination question papers will not make allowances for students' shortage of time, or any other effects of disruption. Faculty and departmental Examination Boards have discretion to consider mitigating circumstances, which may include missing all or part of an examination due to disruption to public transport. It is the responsibility of any student affected to submit a mitigating circumstances claim to the relevant Registry at the earliest available opportunity.

INDIVIDUAL EXAMINATION AND ASSESSMENT ARRANGEMENTS

5.1 Individual examination and assessment arrangements

- i. Individual arrangements for examinations or assessments may be made for disabled students or students with long-term medical conditions which would affect their ability to undertake the proposed examination or assessment.
- ii. Individual arrangements may include:
 - a) Additional time for an examination or coursework;
 - b) the provision of sheltered facilities, such as a room for individual students, or a separate room with other students also requiring additional time (including facilities off-site where a student has exceptional difficulties in sitting an examination);
 - c) The completion of work other than in handwriting;
 - d) The provision of the question paper in an alternative form or of an alternative mode of assessment;
 - e) The use of tape, Braille or other facilities, or the employment of an amanuensis and/or reader.

- iii. The purpose of an individual arrangement shall be to compensate for the restrictions imposed by the disability or medical condition, without impairing the validity of the assessment/examination and without giving unfair advantage relative to other students.

5.2 Procedures for making a request for Individual examination and assessment

5.2.1 Students' responsibilities

- i. It is a student's responsibility to notify the University of his or her requirements for support in assessment at the earliest possible opportunity. The University cannot accept responsibility for problems in assessment in cases where a student has chosen not to, or failed to, notify it of their requirements. Retrospective requests for alternative assessment arrangements, or for additional opportunities to sit for assessments, cannot be considered.
- ii. Disabled students, or students with SpLD (dyslexia (difficulty in reading), dyspraxia (difficulty in remembering), and dyscalculia (difficulty in making arithmetical calculations), should inform the Academic Registrar on entry to their course, so that arrangements can be made to accommodate their requirements for alternative assessments and/or individual examination arrangements.
- iii. 5.148 Students with a short term or temporary conditions (e.g. a broken limb or other injury) may apply directly to the Academic Registrar, or nominee, for individual examination or assessment arrangements. In all cases such applications must be submitted to the Registry at least six weeks before the relevant examination or assessment. For the purposes of these regulations, 'short term' or 'temporary' shall be defined as a condition that is only expected to affect assessment in the semester to which the claim refers.
- iv. In considering claims for short-term or temporary conditions, the Academic Registrar, or nominee, will undertake whatever consultation is deemed necessary in arriving at a decision on the claim.

5.3 Specific Learning Difficulties (SpLDs) (dyslexia, dyspraxia, dyscalculia)

- i. Students with SpLDs may either elect to undertake their written examinations with an additional time allowance of 15 minutes per hour, in a separate room with other students' also requiring additional time, and access to a Standard English dictionary (or approved foreign language dictionary). Alternatively, students with SpLDs may elect to take their examinations in a computer laboratory set aside for this purpose, with an additional time allowance of 15 minutes per hour.
- ii. The examination answer booklets of all students with SpLDs will be identified with a sticker to alert markers to the need to consult the marker's guidelines.

- iii. Students with SpLDs are permitted to use a personal tinted overlay where required in examinations and in-class tests.

5.4 Chronic or long-term conditions

Students with a disability or long term, complex or chronic condition can seek a reasonable adjustment, which means they need not comply with University standard mitigating circumstance procedures. Reasonable adjustment includes not being required to submit repeat mitigating circumstances claims, additional time in examinations, or alternative assessments. Students should register with their Advisers and Head of Departments.

5.5 International students: examinations in other countries

- i. Baze University may permit students to sit for examinations outside Nigeria, in cases where:
 - a) an international student who has completed his/her course is required to complete a deferral or referral examination in order to graduate; or
 - b) a student is required to undertake a period of residence abroad as part of his/her course (or on an approved Exchange) and this period of residence coincides with the University examination period.
- ii. Any student seeking to take an examination overseas must apply formally, to the Registrar for individual assessment arrangements based on special circumstances. In such cases, if the proposal is agreed, an appropriate Nigerian Consul Office will normally be asked to conduct the examination and any costs incurred must be borne by the student.

5.6 Viva voce examinations

5.6.1 Definition of viva voce examinations

- i. A viva voce (meaning, by word of mouth as opposed to writing) examination is an oral examination, typically for an academic qualification, that assesses skills and knowledge.
- ii. A viva voce examination may be used in conjunction with other forms of assessment to determine an overall mark for a course. Where used for summative assessment, provisions for viva voce examinations must be detailed in the validated course pro-forma, be subject to a marking scheme and be applicable to the whole cohort.
- iii. 5.161 Viva voce examinations can only be used to determine a final classification where there is a professional and statutory body (PSB) requirement to do so as in the case with medicine.

5.6.2 Procedures

- i. A viva voce examination should be conducted by at least two subject specialists prior to the Faculty and departmental Examination Boards. In order to ensure transparency a record of discussions must be made. An External Examiner may see a sample of the written records of discussion, be given access to a video/audio recording, or attend a sample of the viva voce examinations.
- ii. 5.163 It is the student's responsibility to ensure they are available for a viva voce examination on the date agreed with the Course Lecturer. Failure to attend without a valid mitigating circumstances claim will be treated as non-attendance.
- iii. 5.164 Where a student is aware in advance that they will not be able to attend, the student should liaise with the examiners to try and establish an alternative date. If no agreement can be made it is a student's responsibility to submit a claim of mitigating circumstances.
- iv. A viva voce examination should take place in term time, or during the allocated re-assessment week, unless otherwise agreed by all parties.

5.6.3 Cases of mitigating circumstances

A viva voce examination may be conducted as an alternative or additional assessment where very exceptional reasons for poor performance have been established and a valid claim of mitigating circumstances has been accepted. The Vice-Chancellor & Dean of Faculty, or nominee, and the Academic Registrar, or nominee, shall liaise to determine the suitability of such a request.

ACADEMIC MISCONDUCT

6.0 Introduction

Academic misconduct includes any form of cheating which directly or indirectly falsifies the ability of the student. It includes all fraudulent activities such as plagiarism collusion, impersonation and the use of inadmissible material(s) (including any material that breached confidentiality, or that is downloaded from electronic sources).

Academic misconduct applies to any form of assessment including coursework, in-class tests and examinations and covers every form of Examination Irregularity, Misconduct or Malpractice.

6.1 Irregularity

Irregularity shall be deemed to have occurred if the candidate sits for the examination for which (s)he is not eligible, as the case may occur when the candidate:

- a) Does not register for a course

- b) Does not satisfy the attendance requirement of 75%; and
- c) Has not complied with any other requirement(s) prescribed by Senate, Faculty or Department.

6.2 Sanction

Any candidate whose position is irregular as identified under the heading shall not be allowed to sit for the examination. Where the irregularity is discovered after the candidate might have sat for the examination, such paper(s) done under irregular conditions shall be nullified.

6.3 Misconduct

Misconduct shall be deemed to have occurred under the following instances:

- a) Failure to observe silence. The only permissible way of attracting the attention of the invigilator is by candidate raising his/her hand.
- b) Smoking in the examination hall or rooms when examination is in progress
- c) Acts of insubordination or insolence to the invigilator(s)
- d) Fighting in the examination hall; and
- e) Any Act(s) of commission or omission that may negatively affect the smooth conduct of the examination.

6.4 Sanction

All cases of misconduct shall attract a written warning issued by the Dean and copied to the Registrar. Candidates guilty of (b) shall in addition have their cases referred to Student's Disciplinary Committee.

6.5 Malpractice

- i. Examination Malpractice shall be deemed to have occurred under the following circumstances:
 - a) Any act of omission which contravenes any of the provisions of section 3(2) of the miscellaneous offences decree of 1984;
 - b) Any unlawful attempts, acts, omissions, successful or unsuccessful, directed at obtaining pre-knowledge of examination question(s) or influencing the markings of scripts or award of marks by the University or external examiner;
 - c) Any attempts, successful or unsuccessful, to impersonate a candidate in any University examination.
- ii. The following shall constitute impersonation:
 - a) Writing examination for another candidate.
 - b) The exchange of examination numbers or answer scripts/sheets.
 - c) The intentional use of someone else's examination number.

6.6 Plagiarism

- i. **Plagiarism** is an assessment offence and is not permitted in the University. Plagiarism is the submission for assessment of someone else's work (written, visual or oral). Plagiarism may involve the unattributed use of another person's work, ideas, opinions, theory, statistics, graphs, models, paintings, performance, computer code, drawings, quotations of another person's actual spoken or written words, or paraphrases of another person's spoken or written words without due acknowledgement, and passing them off as one's own
- ii. Students are not allowed to re-present any assessment already submitted for one course *as if for the first time* for another course. **Double counting** of assessed work is not normally allowed. If submitting work previously included in another assessment the student should attribute the section of text from the earlier work. In assessing such work markers may take into account work that is deemed not to be original.

6.7 Collusion

- i. **Collusion** is defined as the submission of work, assignment or examination produced in complicity with another person(s), which is based on the assessment of individual work. Such complicity with another person(s) is intended to defraud or gain an unfair advantage. Students are not allowed to include unauthorized members in student teams conducting group work assignments and students may not lend their work which has been submitted for assessment to another student;
Note: Every student should treat his/her academic work as his/her own property and should protect such work. Students should ensure that electronic copies of their work are stored securely and cannot be copied or stolen by another person.
- ii. It is the student's responsibility to ensure (s) he has understood the definition of assessment offences. If a student is unclear about any aspect of plagiarism they should in the first instance contact their Course Lecturer in good time, prior to the submission of coursework.
- iii. For the purpose of this regulation, 'examination' includes both written and oral examinations, and course tests. 'Assessed coursework' includes coursework, essays, assignments, in-class tests, laboratory tests, projects, dissertations, practical work, presentations, placements, or field trip reports, designs, theses, artifacts, digital photographic media, and computer-based analyses, etc.

6.8 Cheating within the examination

Cheating within the examination hall involves:

- i. Copying, or attempting to copy, the work of another student, whether by looking at what they have written, or are writing, or by asking them for

information, in whatever form. Copying from one another/exchanging answer sheets.

- ii. Bringing in prepared answers, copying from textbooks, notebooks, laboratory specimens and any other instructional aids smuggled into the examination hall.
- iii. Collaborating with lecturer/invigilator where it involves provision of oral/written answers to a student in the examination hall.
- iv. Oral/written communication between and amongst students.
- v. Bringing in prepared answers written on any part of the body
- vi. Refusal to stop writing at the end of an examination
- vii. Removing (an) examination answer booklet(s) (whether completed or not) from an examination room.
- viii. Impersonation. Being party to any arrangement whereby a person other than the student fraudulently represents, or intends to represent, the student at an examination.
- ix. Failing to comply with the instructions of an invigilator or any other instructions published on the examination answer booklet or examination question paper.

6.9 Cheating outside the examination hall

- i. Cheating outside the examination hall involves:
 - a) Colluding with a member of staff to modify or on his own initiative modify students' scores, answer scripts or mark sheet.
 - b) Colluding with a member of staff in order to submit a new answer script as a substitute for original script after an examination.
 - c) Writing of project, laboratory or field reports on behalf of a student by staff.
 - d) Soliciting for help after examination.
 - e) Secretly breaking into a staff office or departmental office in order to obtain question papers, answer scripts or mark sheets or to substitute a fresh script for the original script.
 - a) Refusal to cooperate the investigation panel in the investigation of examination malpractice.
 - g) Obtaining, or attempting to obtain, access to examination papers prior to the start of the examination.

- ii. The introduction and/or use in an examination room of books, notes, papers or devices of any kind other than those specifically permitted in the rubric of the paper. This includes, for example, the use of a memory calculator where the rubric provides for an ordinary calculator, and the use of any paper other than official examination stationery supplied by the University.
- iii. The reproduction in examination conditions of material originally produced by another person or persons, without acknowledgement, in such a way that the work could be assumed to be the student's own.
- iv. The unauthorized and unattributed use of work produced by another student, or the use of any published material in such a way as to indicate the student is the original author.
- v. Behaving in a manner likely to prejudice the academic performance of another student(s).
- vi. Offering a bribe, or inducement to any member of staff of the University, or any external invigilator or examiner, connected with the examinations or assessment.
- vii. Any attempt to misrepresent a student's record of achievement, such as results published on-line, student course profiles, student transcripts, Diploma Supplements or Award Certificates, is an offence within these regulations.

6.10 Procedures in the event of suspected academic misconduct

- i. Please refer to the procedures set out in regulations in the event of academic misconduct during an examination(s).
- ii. Suspected academic misconduct in relation to coursework can be dealt with through one, or more of the following procedures according to the severity, the proportion of the course mark allocated to the work in question, and whether or not the academic misconduct is a first offence:
 - a) By the internal examiner in consultation with the designated Student Casework Administrator and Course Lecturer
 - b) By a panel convened on behalf of the relevant Students Disciplinary Committee
 - c) By a University level Committee of Investigation
- iii. Where the academic misconduct is not a first offence, and/or where it is considered to be of a serious nature, and/or where it is in relation to a piece of work which contributes greater than 30% of a course mark, the academic misconduct must be dealt with in accordance with Stage 2, or Stage 3.

6.11 Sanctions for examination malpractices

- i. Categories of offences which attract expulsion from the University are:
 - a) Impersonation at Examination
 - b) Exchange of answer sheets or any material such as question papers containing jottings relevant to the ongoing examination.
 - c) Introduction and use of relevant unauthorized materials in the examination hall
 - d) Illegal removal of examination script.
 - e) Any kind of mischief that is likely to hinder the smooth conduct of the examination such as physical violence, flooding, fire, etc.
 - f) Cheating outside the hall e.g. in the toilet.
 - g) Collaboration with or copying from another candidate
 - h) Any offence, which falls under category 5.9.2 and 5.9.3 committed by a student previously rusticated.
- ii. Category of offences that invites a maximum of one year rustication:
 - a) Facilitating/abetting cheating
 - b) Introduction of relevant unauthorized materials to the examination hall even if not used.
 - c) Act of misconduct such as speaking / conversing during examination.
 - d) An offence of category 5.9.3 committed by a previously warned student
 - e) Any other malpractice(s) deemed by the Examination Malpractice Committee to warrant rustication
- iii. Category of offences which invites warning:
 - a) Introduction of unauthorized, relevant material to examination hall.
 - b) Writing on question paper.
 - c) Any other malpractice(s) deemed by the Examination Malpractice Committee to warrant rustication.

6.12 Appeals

- i. A student may only appeal against a decision taken at any stage of the procedures on the basis that:
 - a) There is new evidence which was not previously available and which has a direct bearing on the case against the student;
 - b) There has been material procedural irregularity in the conduct of the examination and/or the assessment offences procedures; or
 - c) There has been procedural unfairness in the conduct of the examination and assessment offences procedures.

In such cases, the student should submit their appeal (together with any new evidence) to the Registrar normally within 10 working days of the date of the decision being appealed. The Academic Registrar will evaluate the appeal (and any new evidence) in the light of the record of the case to date and, where appropriate, convene (or reconvene) a Committee of Investigation.

- ii. If following an evaluation of the appeal the Academic Registrar deems it inappropriate to convene, or reconvene a Committee of Investigation, this decision will constitute the final stage of the appeals process and a Completion of Procedures letter will be issued to the student. Following the completion of the University's internal procedures, the student may be eligible to apply to the Office of the Independent Adjudicator (OIA) for an external review of the appeal.

6.13 Mitigating Circumstances (MCs)

- i. Students are expected to plan their work, so they can attend all lectures and meet assessment deadlines at the same time as other obligations which they may have both inside and outside the University. The mitigating circumstances process should only be used by students who experience significant, unforeseen disruptions to their studies in circumstances over which they had no control.

6.13.1 Definition of mitigating circumstances

- i. Mitigating circumstances are defined as serious unforeseen, unpreventable circumstances that significantly disrupt a student's ability to undertake assessment.

6.13.2 Student responsibilities

- i. It is the student's responsibility to ensure (s)he has read and understood the assessment regulations and to seek further information and guidance from the student's Personal Tutor and/or the Registry. A student's misinterpretation or lack of awareness of these regulations will not be considered a valid reason for non-compliance.

6.13.3 Grounds for submitting mitigating circumstances

- i. A mitigating circumstances claim should be submitted if valid detrimental circumstances result in:
 - a) the late or non-submission of coursework; or
 - b) non-participation in assessment and/or non-attendance of examination(s).
- ii. The University operates a 'fit to sit' policy which means that when a student submits his or her coursework or sits for an examination and/or in-class test, it is believed that the student deems himself / herself fit to do so. Therefore the University does not normally consider claims of performance affected. A mitigating circumstances claim cannot normally then be considered for poor performance within the assessment(s). It is the responsibility of the student to determine if (s)he is fit to participate in assessment or if a mitigating circumstances claim should be submitted for non-participation.
- iii. Where a student is unfit to make reasonable judgement on his / her ability to undertake assessment, due to mental illness or other exceptional

circumstances, or is taken ill during an examination, a mitigating circumstances claim may be submitted where this can be supported by original medical evidence.

- iv. When students apply for non-submission and/or non-attendance they must indicate in their statement that their claim is for 'performance affected'. Where such a claim is accepted, the student will be offered the opportunity to re-attempt the assessment(s) in question without penalty. The original attempt during which the mitigating circumstances occurred will be discounted.

6.14 Procedure for submitting a Claim for Mitigating Circumstances

- v. Students must submit a mitigating circumstances claim in writing to the Registry through their Head of Department at the earliest available opportunity. Such claims should normally be submitted within one month of the circumstances occurring and all claims must be supported by original documentary evidence.
- vi. It is the student's responsibility to ensure all relevant information and supporting documentary evidence is made available to the Registry. Students should be aware that discussing their circumstances with staff does not constitute a submission of a mitigating circumstances claim. Students must keep a copy of the submitted claim and evidence.

6.15 Timescale for submission of mitigating circumstances claims

- vi. Students should submit claims as close as possible to the time when the difficult circumstances occurred and normally within one month of the mitigating circumstances occurring.
- vii. Late claims will not normally be considered, other than in highly exceptional circumstances, where the problems encountered by the student justify the lateness of the claim as well as the claim itself.

6.16 Absolute conditions for acceptance of claims

- i. For a mitigating circumstances claim to be accepted all of the following absolute conditions must be met, with the exception of claims relating to students' participation in religious pilgrimages. A student must produce independent documentary evidence to show that the circumstances:
 - a) Were unforeseen;
 - b) Were out of their control and could not have been prevented;
 - c) Relate directly to the timing of the assessment affected; and
 - d) Meet the relevant specific conditions relating to documentary evidence
- ii. It is the student's responsibility to ensure that their application meets all of the absolute conditions above.

6.16.1 Independent documentary evidence

- i. In all cases, claims must be substantiated by original independent documentary evidence. This must be an official document e.g. a letter signed on official headed paper, and must include the dates during which the circumstances applied. In the case of evidence relating to medical conditions, this must take the form of a medical certificate or doctor's letter that is either obtained at the time of the illness or evidence that makes it clear that the student was unwell at the time. The certificate should state the time and duration of the illness and include a clear medical opinion.
- ii. A note from the doctor indicating that the student told them they were unwell will not normally be accepted; and self-certification cannot be accepted.
- iii. Copies of documentary evidence, other than officially certified copies of death certificates, will not be accepted. If a student needs an original document for another purpose, they must bring both the original and the copy into the Registry so that the copy can formally be authenticated.
- iv. A student may seek a supporting statement from their Personal Tutor (or other suitably qualified member of University staff), in order to help them to articulate his or her claim, if that individual is aware of the circumstances and their effects, although this cannot, in itself, constitute independent documentary evidence.
- v. Documentary evidence must be presented in English and, where required, translations must be provided using an authorized translator.
- vi. Evidence sent by fax does not constitute submission of evidence. : If documentation is faxed, the decision of Mitigating Circumstances Panel members will not be confirmed until the original documentation has been submitted and received.
- vii. The University reserves the right to check the authenticity of all documentation submitted as part of a mitigating circumstances claim. Any student who submits documentation that is not authentic will be investigated in accordance with the Student Disciplinary Procedure and may be liable to criminal charges.

7.3 General Course assessment regulations

- i. A student, who has not fully completed enrolment or is in financial debt to the University, is not eligible to undertake any course assessment. Any student, who has not fully completed the University enrolment before the deadline for registration, shall not be assessed.
- ii. Baze University shall publish relevant information for every course leading to a specified award. The details shall include:

- a) intended learning outcomes;
 - b) type, timing and content of assessment for each aspect of the course;
 - c) weighting of each element of assessment;
 - d) arrangements for the submission of coursework, submission deadlines and the return of both marked work and feedback;
 - e) Conditions for progression to the next stage of the course;
 - f) requirements for the award of qualification(s);
 - g) decisions open to the Faculty and departmental Examination Boards where the student fails any part of the course;
 - h) action(s) to be taken where failure was due to illness or other mitigating circumstances considered as valid within University regulations.
- iii.** Course assessment regulations must be consistent with both the assessment regulations of the University and with the regulations of NUC and any external validating or Professional, Statutory and Regulatory Body (PSRB) such as COREN, CLE ANAN, which recognizes or accredits the course.
 - iv.** Where there is a conflict between the University assessment regulations and those of a PSRB, accrediting a qualifying award of that body, the regulations of the external accreditation body will take precedence.
 - v.** Where there is conflict between the course assessment regulations and those of the University, the University regulations will take precedence, except where the variance has been formally approved by the Academic Registrar through validation, review or the major modifications process.
 - vi.** Assessment regulations relating to the course must be published and made available to students at the beginning of each academic session in the course handbook.
 - vii.** Changes to course assessment regulations may only be made in accordance with the procedures set out in the Baze University Policies, Procedures and Regulations Handbook. Any change that may significantly affect the progress or future assessment of students already registered, must be carried out only after appropriate consultation with the students, in the semester prior to the change being introduced.
 - viii.** Assessment must be appropriate to the subject being studied, the mode of learning and to the students taking the course or courses, and must be marked and moderated by competent and impartial examiners, against published marking schemes (assessment criteria and methods), which enable them to assess students fairly and consistently.

7.4 Failure and Reassessment: General Requirements

- i. Course assessment regulations must specify which elements and how many elements of assessment must be passed for attainment of an award and make provision for a student to make good any initial failure.
- ii. Students will not be permitted to improve upon a mark or grade above the pass level required for the course or award.
- iv. Where a particular course is no longer offered and/or it is not practicable for students to be reassessed in the same elements or an alternative course(s), the Faculty and Departmental Examination Boards may at its discretion, make special arrangements as it deems appropriate.

7.5 Mitigating circumstances

- i. The University recognizes that some students may at certain times during their studies experience unforeseen and unpreventable circumstances that prevent them from completing elements of assessment.

8.0 REGULATIONS FOR SEMESTER RESULTS

8.1 Determining semester results

- i. Semester grades are calculated as Grade point average (GPA) on the basis of:

A = 4

B = 3

C = 2

D = 1

F = 0

- ii. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) are derived from the actual percentage scores obtained in a given course as shown below:

<u>Letter grade</u>	<u>% Score</u>	<u>Grade Point</u>
A	70% - 100%	4.0
B	60% - 69%	3.0
C	50% - 59%	2.0
D	45% – 49%	1.0

F	0 – 44%	0.0
I	Incomplete	-
CP	Compensated Pass	0.0

iii. CGPA is on a scale of 4.0, all degree Classifications and honors conform to the grading system as shown above

Example

(i)	(ii)	(iii)	(iv)	(v)	(vi)
Course Code	Credit Units	Mark Obtained	Letter Grade	Grade Point	Credit Points (ii) x (v)
GEC208	3	75	A	4	12
GEC210	3	45	D	1	3
GEC202	3	63	B	3	9
GEC211	3	52	C	2	6
	TCU = 12				TCP = 30

$$\text{GPA} = (\text{TCP}) / (\text{TCU}) = 30/12 = 2.5$$

To count the Cumulative Grade Point Average (CGPA) for the two semesters, we proceed as follows:

$$\begin{aligned} \text{CGPA} &= (\text{Sum of TCPs}) / (\text{Sum of TCUs}) = (\text{CTCP}) / (\text{CTCU}) \\ &= (30 + 30) / (15 + 12) = 60/27 = 2.22 \end{aligned}$$

8.2 Grade system

i. The grades A, B, C, D and F equate to the following performance levels:

A – Exceptional work that demonstrates the student’s perfect understanding of the subject.

B – Above average work that represents a very good understanding of the subject

C – Represents average work that demonstrates an adequate understanding of the subject

D – Below average work considered passable but also demonstrates gaps in knowledge of the subject

F – Less than passable work that shows significant shortcomings in the students understanding of the subject.

I – The student has not completed all components of the course for a genuine reason and as such has NOT proven understanding of the course

CP – The credits for the course has been compensated

8.3 Course Outcome/Decision

i. The overall decision on a student's performance in a course shall be as follows:

- i) Pass, which means that the student has satisfied the mandate of the course.
- ii) RM, which means that the student is required to retake the course.

ii. The minimum module pass mark of 45% or GP 1.0 is required for graduation in degree programmes.

iii. A weighted Grade point shall be determined for the performance of each course by multiplying the GP obtained in the course by the credit load of the course excluding any 'incomplete' grade.

iv. A GPA shall be calculated for a semester by adding up the weighted GPs obtained in all the modules taken in the semester and dividing the sum by the total value of the credits of all the modules, excluding any incomplete grades.

v. Failure in any module shall be recorded as such and can only be redeemed by retaking and passing the module and all its components (attendance, continuous assessments and examinations) at the next available opportunity subject to the conditions for withdrawal and probation. In such a case, students will be credited with the full marks earned, but both the initial GP and the retake GP count towards the CGPA.

vi. A student who is absent from any examination without proven cause shall be deemed to have failed the module and a GP of 0.0 will be recorded. All rules guarding failed modules shall apply in such a case.

vii. Where the results of a student are corrected after approval by Senate (such as confirming that a student reported absent had sat for and passed the examination), the corrected result shall be reflected in the semester the modules were taken and the normal approval process shall be followed to get the corrected results approved and recorded in all concerned units.

vii A student who is absent from any examination on genuine and proven grounds whose claims of mitigating circumstances have been approved shall be awarded a grade of 'I - Incomplete'. This allows the student to retake the module as a first attempt. The GP from the initial attempt is not computed towards the GPA of the student.

8.4 Publishing Semester Results

- i. After the Faculty Board has decided on the recommendation to be made to the Senate as in (section on Academic boards) the examination office may publish the results to the students as provisional examination results subject to approval by senate.
 - ii. The students shall be notified of their results through their students' portal and their university assigned email addresses. The statement of results sent to the students must indicate student name, student registration number and must be clearly marked "This is Not a Transcript".
 - iii. After the Senate has approved the results, the Registrar may notify students that have been determined to be eligible for probation or withdrawal from the University.
 - iv. All students' status will also be published at this time.
-

9.0 STUDENT PROGRESSION GUIDELINES FOR DEGREE PROGRAMMES

9.1 GENERAL REGULATION ON STUDENT PROGRESSION

9.1.1 Principles of progression rules

- i) The Cumulative Grade Point Average (CGPA) should be used as a guide for assessing students for withdrawal and probation taking into account the minimum CGPA of 1.0 required for graduation.
- ii) Subject to the conditions for withdrawal and probation, a student may be allowed to repeat the failed course(s) at the next available opportunity, provided that the total number of credit units carried during that semester does not exceed 24, and the Grade Points earned at all attempts shall count towards the CGPA.
- iii) Probation is a status granted to a student whose academic performance falls below an acceptable standard. A student whose Cumulative Grade Point Average is below 1.0 at the end of a particular year of study, earns a period of probation for one academic session.
- iv) A candidate whose Cumulative Grade Point Average is below 1.0 at the end of a particular period of probation should be required to withdraw from the University. However, where a student has demonstrated early poor performance with CGPA of less than 1.0 in the first and second semesters of 100Level, the student should be advised to withdraw from the programme.

9.1.2 Students Progress and Pre-requisites

Where pre-requisites courses are available students shall be properly informed and guided by the Department and their advisers.

These pre-requisites modules are expected to run at different levels e.g. 100l modules being a pre-requisite for a 200l module. The pre-requisites should not be between semesters at the same level.

These regulations, unless the context otherwise admits:

- i. All references to teaching period in this policy shall mean semester.
- ii. Academic status is the classification of the students' academic progress in their studies at any one point in time, based on the students' academic performance at the end of the previous teaching period in which they were enrolled.
- iii. The classifications possible are:
 - **Good standing:** this applies to students who have just begun their programme at Baze University and/or their academic performance in the most recent teaching period is satisfactory.
 - **Probation:** is the academic status assigned to students whose most recent teaching period marks at the end of the semester are less than satisfactory in the courses they enrolled in.

Where the student's CGPA falls below 1.0 at the end of the academic session, he or she can only maintain this status for one academic session after which he/she is withdrawn from the programme.
 - **Academic exclusion:** this refers to when a student is not permitted to continue on their current academic programme or transfer to a programme with the same inherent requirements, due to unsatisfactory performance or having insufficient time remaining to complete the programme within the maximum time to complete.
 - **Withdrawal:** this is the academic status assigned to a student who has performed unsatisfactorily after being placed on probation and/or academic exclusion and is terminated from the university.
- iv. **Core course:** a course which is mandatory or core in order to complete the prescribed requirements of the academic programme.
- v. **Maximum Time to Complete:** is the maximum time that a student is allowed to remain in a programme. A student shall not exceed an additional 50% of the normal duration of the programme. As such a 4-year programme must be completed within 6 (six) years and a direct entry student (student with prior certification admitted into 200 level) must not exceed 4½ years.
- vi. **Satisfactory Academic Progress:** this means that a student has achieved module results in each teaching period that are equal to or better than the University's minimum academic standards as set out in this policy, and where applicable, has met the conditions placed on the approval for the student to continue in the programme.

9.1.3 Students' responsibilities

- i. The University has the following expectations:
 - a. Students must acquaint themselves with University policies and procedures relevant to their enrollment and programme of study, including the relevant Award Requirements for their programme, the most up to date module outlines for modules they are enrolled in, and any other requirements relevant to their specific modules or programme.
 - b. Students must make genuine attempts to progress academically by meeting expectations associated with attendance, module assessment requirements and by taking responsibility for their academic performance.
 - c. While it is hoped that students will want to exceed the University's expectations and excel in their studies, students are expected to at least achieve minimum academic standards in each teaching period in order to maintain satisfactory academic performance.
 - d. Students who believe that their personal circumstances may impact on their ability to meet the University's expectations on probation progress, are advised to seek advice and take action as early as possible.
 - e. Students must keep themselves apprised of their academic progress and they have a responsibility of ensuring the completeness of their academic records.

9.2 Expectation When Carrying Over a Module

- i. Unless granted an exemption by the Dean of Faculty, a student who retakes a course must:
 - a. not have achieved a passing grade in the course in a previous attempt;
 - b. participate in the learning experiences provided for the course; and
 - c. meet all the examination, assessment and attendance requirements for the course.

10.0 Techniques of Student Assessment

All courses taken are evaluated and final grades given. Students' performance shall be assessed through: a) Written examination; and b) Continuous assessment. Students' performance will be assessed through a written examination at the end of the semester during which the course is taught. In addition, a system of continuous assessment will be used. The written examination will normally be on the basis of not less than one hour, and not more than one-half hours for each ten hours of lecture. In any case, the time allowed for any written paper, will not exceed three hours.

For continuous assessment exercise, any one or all of intra-term examinations, exercises, assignments, presentations and/or term papers may be used. Methods will be specified at the beginning of the course. For each continuous assessment

exercise, a weight of not more than 40% of total score available for continuous assessment will be obtainable. For the purpose of computing the final grade scored in a course by a student, all the grades scored in the continuous assessment shall constitute not more than 40% and not less than 30% while the end of a semester examination will account for the balance.

10.1 External Examiners' System

Management lecturers will be appointed as external examiners. External Examination is a continuous process and for at least to the final degree examination. This serves as a guarantee that the standard fixed and established would be maintained.

10.2 Students' Evaluation of Courses

Students' evaluation of courses could be in two modes: (i) Focus group discussion with 400 level or Year 4 students discussion at the end of the final or 8th Trimester examination; and (ii) Administration of questionnaire to assess staff delivery, regularity, punctuality, staff student relationship, and course relevance. This exercise could also be carried out in the course of the programme.

10.3 Department of International Relations and Diplomacy Courses

100 Levels – 1st Semester

Code	Module Title	Credit unit	Status
GST 111	Use of English 1	2	GST
GST 113	Nigerian Peoples And Culture	2	GST
ECO101	Fundamentals of Economics	3	GST
GST 102	History of Ideas, science and Society	2	GST
IRD 111	Introduction to political science	3	Core
IRD 112	Introduction to International Relations	3	Core
IRD 113	Nigerian Politics 1	3	Core
GST 123	French 1	2	Core
		20	

100 Levels –2nd Semester

Code	Module Title	Credit Unit	Status
GST 112	Use of English 2	2	Required
GST 123	History of Ideas, Science And Society 2	2	Required
CMP 111	Introduction to Computing	3	Required
SOC	Introduction to Sociology	3	Required
PSY 111	Introduction to Psychology	3	Required
IRD 121	Introduction to African Politics	3	Core
IRD 122	Introduction to Diplomacy	3	Core
		19	

200 Levels – 1st Semester

Code	Module Title	Credit Unit	Status
IRD 211	Foundation of political Economy	3	Core
IRD 212	Political Thought 1	3	Core
IRD 213	Nigerian Foreign policy 1	3	Core
GST 222	Peace studies & Conflict Resolution 1	2	Core
IRD 215	Diplomacy: Theories And Practice	3	Core

IRD 216	French	3	Core
PUB 217	Elements of Government	3	Required
		20	

200 Level – 2nd semester

Code	Module Title	Credit Unit	Status
IRD 221	International political system 1	3	Core
IRD 222	Nigerian politics 2	3	Core
IRD 223	Regional Integration (ECOWAS)	3	Core
IRD 224	Nigerian Foreign Policy 2	3	Core
IRD 225	Politics of Development & Under Development	3	Core
IRD 226	Political Ideas	3	Core
		18	

300 Level – 1st Semester

Code	Module Title	Credit Unit	Status
IRD 311	Political Thought 2	3	Core
IRD 312	International political system 2	3	Core
IRD 313	Gender, Ethnic Identity & Refugee Crises	3	Core

IRD 314	Security & Strategic Studies	3	Core
IRD 315	Terrorism And International Politics	3	Core
IRD 316	Globalization And World Economy	3	Core
IRD 317	Diplomacy 1	3	Core
IRD 318	French	3	Core
		24	

300 Level – 2nd Semester

Code	Module Title	Credit Unit	Status
IRD 321	Gender & International Relations	3	Core
IRD 322	International Politics in the Post Cold War Era	3	Core
IRD 323	Regional cooperation & Integration (African Union)	3	Core
IRD 324	Diplomacy 2	3	Core
IRD 325	Theories of International relations	3	Core
IRD 326	Human Rights And Social Justice in International Relations	3	Core
IRD 327	Peace Studies & Conflict Resolution 2	3	Core
		21	

400 Level – 1st Semester

Code	Module Title	Credit Unit	Status
IRD 411	International Organizations	3	Core
IRD 412	Conflict Resolution & Multilateralism	3	Core
IRD 413	Contemporary political Analysis 1	3	Core
IRD 414	International Law, Diplomacy & Negotiations	3	Core
IRD 415	French	3	Core
		15	

400 Level – 2nd Semester

Code	Module Title	Credit Unit	Status
IRD 421	International Economic Relations	3	Core
IRD 422	Gender and International Relations	3	Core
IRD 423	Contemporary political Analysis 2	3	Core
IRD 424	Foreign Policy Analysis	3	Core
IRD 425	Research Project	6	Core
		18	

INTERNATIONAL RELATIONS AND DIPLOMACY COURSE DESCRIPTION 2015/2016.

YEAR 1

GST 101: Use of English

Effective communication and writing in English, Language skills, writing of essay

answers, Comprehension, Sentence construction, Outlines and paragraphs, Collection and organization of materials and logical presentation, Punctuation.

COM 101: Introduction to Computing

History and Development of Computer Technology. The Why and How of Computers. Computer Types: Analog, Digital, and Hybrid. Central Preparation Equipments: Key punch, Sorter etc. Data Transmission, Nature, Speed and Error Detection. Data Capture and Validation including Error Detection. Systems Analysis and Design. The Programming Process: problem definition, flow charting and decision table

GST 113: Nigerian Peoples and Cultures

Study of Nigerian history, culture and arts in pre-colonial times, Nigerian's perception of his world, Culture areas of Nigeria and their characteristics, Evolution of Nigeria as a political unit, Indigene/settler phenomenon, Concepts 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 Environmental problems.

IRD 111: Introduction to Political Science

A general introduction to the organization and operation of modern governments with emphasis on the forms and types of government, the principles associated with modern government; rule of law; theory of separation of powers; the making, execution and control of public policy; and examination of the relationship between the citizen and the state. The course also introduces students to the nature of politics and how it is played. It emphasizes the issues of political discourse and practice. It additionally introduces students to the language and basic concepts of politics. The student is later introduced to the methods of political science.

IRD112: Introduction to International Relations

This course focuses on the nature, character and operations of relations between and among nations at the international system. However, the course is aimed at only introducing fresh students into the basic and elementary aspects of these relations. Certain aspects of these relations as defined by theories, philosophies; their evolutionary processes and current trends will be the focus of discussion in this course, at least at this level.

IRD113: Nigerian Politics 1

This module introduces students to Nigerian government and politics. It acquaints students with the political configuration of Nigeria as constructed by the British colonial government. The course aims to help students to understand the foundation of the Nigerian state, and the politics before, during and after the colonial period.

ECO 101: Fundamentals of Economics

The Basic Problem of scarcity and Choice: the Methodology of Economic Science; the General Principles of Resource Allocation; the Concepts of Optimality and Equity; Equilibrium and Disequilibrium; Micro-economics versus Macroeconomics:

Demand, Supply and Price: Types of Resources Allocation Decision; Methods of Resource Allocation in an Economy: Theory of the Firm; Introduction to Welfare Economics.

IRD 121: Introduction to African Politics

The aim of this course is to prepare and condition the minds of the fresh students on the philosophies, wisdom and ideologies imbedded in African politics. The students would be exposed to African great political thinkers, philosophers and leaders. Also, some selected African political systems before colonialism, nature and character of the anti-colonial struggle etc would be discussed accordingly.

IRD 125: Introduction to Diplomacy.

This is one of the core courses for this department and is structured to, at the very beginning to avail the fresh students with basic ideas and knowledge of Diplomacy. The course will cover areas such as historical over view of diplomacy both as an activity, skill and as a tool for engagement at the international system.

GST 134: French

Introduction to French, Alphabets and numeric for effective communication (written and oral), Conjugation and simple sentence construction based on communication approach, Sentence construction, Comprehension and reading of simple texts. Basic conversational French and gradual advance to increased speaking and writing proficiency in French.

YEAR 2

IRD 211: Foundations of Political economy

Political economy, one of the oldest terms in the social sciences, was once synonymous with the study of economics, while incorporating the study of the state, philosophical issues concerning human needs and economic history. The aim of the course is to introduce the students to key concepts in political economy and to help them build a theoretical foundation that does not make an artificial distinction between economic questions from political ones.

IRD 212: History of Political Thought (1&2)

The essence of this course is to expose students to the intellectual vagaries inherent in the social sciences with a view to examining the various great political, philosophical and ideological thinkers of all times. The course will examine the position of these thinkers in the light of the expectations and requirements of International Relations and diplomacy as an area of specialization.

IRD 213: Nigerian Foreign Policy (1&2)

Basic principles underlying Nigeria's foreign policy; Nigeria's role in Africa, her relations with the Great Powers, and her role in the UN; and the Commonwealth,

ECOWAS etc. Major factors, internal and external, shaping the foreign policy of Nigeria; the role of political parties, the press, parliament, public opinion in formulation of policy, the role of the foreign service, and Federal Executive Council in the foreign policy process; presidential system and Nigerian foreign policy under the Second Republic; the role of the Executive office of the President etc. Selected cases; decisions to abrogate the Anglo Nigerian Defence Pact 1962; the decision to break diplomatic relations with Israel in October 1973; the decision to recognize the MPLA government in November 1975; policy towards Southern Africa.

GST 209: Peace Studies and Conflict Resolution (1&2)

Examines the nature of conflict and the potential for negotiated settlements; it provides a framework for understanding the dynamic nature of social conflict and peace-building processes; it also introduces basic requirements for developing successful negotiating strategies. Basic Concepts in peace studies and conflict resolution, Peace as vehicle of unity and development, Conflict issues, Types of conflict, e. g. Ethnic/religious/political/economic conflicts, Root causes of conflicts and violence in Africa, Indigene/settler phenomenon, Peace – building, Management of conflict and security. Elements of peace studies and conflict resolution, developing a culture of peace, Peace mediation and peace-keeping, Alternative Dispute Resolution (ADR). Dialogue/arbitration in conflict resolution, Role of international organizations in conflict resolution, e.g. ECOWAS, African Union, United Nations, etc.

IRD 215: Diplomacy: Theories and Practices

As a follow up to introduction to diplomacy, this course is aimed at building on the previous knowledge and experiences of the students on diplomacy. Thus, contemporary competing theories, various internationally accepted trends and practices and challenges inherent in its operations and applications will be discussed. Also, visits to selected embassies and High Commission offices will form part of the course requirements.

IRD 221: International Political System (1&2)

The emergence and organization of the modern international system; the political processes in the international community and contemporary thought on state activity; the external needs of states and goals of states activity; the means of exerting pressures, and the forms of political relationships between states; the dynamic aspects, revolutionary movements; the external projection of political values, and the changing distribution of power and leadership; war as a contingency in international life; mechanisms for maintaining International Order. The nature of politics, political systems and the structure of government; political representation, institutions of different regimes, the relationship between regimes and political efficiency, citizen participation and political culture. Contending paradigms in contemporary political analysis, their philosophical and ideological roots, as well as evaluation: elite approach, group theory, functional systems and communications theory, basic concepts and elements of game theory and political gaming, structural analysis, theories of political development; the new political economy.

Examination of classical and modern political thinkers, such as Plato, Aristotle, Machiavelli; Locke, Marx, Fanon, Senghor, Nkrumah, Ake and more with special emphasis on the germination and impacts of their ideas.

IRD 222: Nigerian Politics 2

The course introduces the students to Nigeria's political history from the Berlin Conference of 1884-5, through the various constitutional Developments that culminated in the country's independence in 1960. It also looks at key developments in the post-independence period. It also examines the politics of Nigerian federalism and its resultant challenges like resource control, federal character, state creation, indigene – settler crises, zoning etc.

IRD 223: Regional Integration

This course covers two periods, ie, 200 and 300 levels. However, both deals with the basic ideas and theories of regional integration at both micro and macro levels. It aims to bring the students to the realities of how colonial borders are now giving way to border less nations and countries. The course highlights the economic, political, security and socio-cultural benefits of integration to countries. At 200 level the course will cover integration at the Sub-Continental or west African level (ECOWAS), while at 300 level it deals with integration at the continental level (AU).

IRD 225: Politics of Development and Underdevelopment

Distinction between development and growth, development and underdevelopment, theories of development, classical, Marxian, Schumpeterian and Harrod – Domar, Characteristics of a developing country, obstacles to development and strategies to remove them, dualism, balanced and unbalanced growth, resource of technology, international trade and aid policy issues and case studies. A systematic and theoretical study of the political and socioeconomic context of the problems of development and under-development; dependency and international and internal economic structures; analysis of profound change; agents of change and constraints and problems contingent on rapid socioeconomic change, with specific reference to post-colonial African states and other developing areas.

PUB 217: Elements of Government

This course introduces students to background discussion of key concepts in Government. Topics to be discussed include: science of politics, state, Nation, Society, Constitution and constitutionalism. Others include concept of separation of powers, Bureaucracy, political parties, elections and international organizations.

YEAR 3

IRD 313: Gender, Ethnic Identities and International Relations

This course focuses on the politics of inclusion in governance and ethnicity as a tool for engendering conflicts and crises at the international system. The major focus of the course centres on the new narratives that is shaping relations within the complex network of feminism and minority rights. Students of IRD would be exposed to intellectual vagaries that operates these current realities especially with specific case studies in Africa, Europe and Asia.

IRD 314: Security and Strategic Studies

Contemporary strategic concepts such as Brinkmanship, Containment; Massive Retaliation, Flexible and Gradual Response; Deterrence, Saturation etc would be examined and treated adequately in the course. The evolution of strategic and military policy since 1945 with special reference to the U.S., the Soviet Union, Western Europe and China. An examination of developments in weapons technology since the Second World War and their impact on the U.S.A., U.S.S.R, and Western Europe. Perestroika, Glasnost; strategic thinking in the post Cold War period

IRD 315: Terrorism and International Politics

In this course, IRD students would be exposed to the basic concepts of Terrorism and various definitions of the term in relation to international relations. The course will highlight areas such as who is a terrorist, types of terrorism, dimensions of terrorism, approaches to combating terrorism, issues such as radicalization and de-radicalization would also be treated adequately.

IRD 316: Globalization and the World Economy

This course is aim at building on the similar courses taught in 200 level on Development and dependency as well as Regional Integration. Here emphasis is place on the globalization of ownership and control of resources, production, distribution and allocation of values. The course will also explain why some countries in the north are perpetually rich and develop. While those in the south are eternally poor and under develop. It examines the phenomenon of globalisation from competing perspectives, looking at the policies of governments which try to change or control it.

IRD 317: Diplomacy and Negotiation (1&2)

Examines the nature of conflict and the potential for negotiated settlements. It provides a framework for understanding the dynamic nature of social conflict and peace-building processes. The session also introduces basic requirements for developing successful negotiating strategies. Interactive learning approach, using lecture, discussion, exercises and simulations, to build personal capacities for successful negotiation. Exercises include two-person to more complex multi-party negotiations. The meaning and historical development of diplomacy; the contribution of individuals to the development of diplomacy; tasks of diplomacy and diplomatic

protocol and rules of courtesy; diplomacy and intelligence; acceptance of peaceful methods; mediation, conciliation and good offices.

IRD 325: Theoretical Approaches to International Relations

An examination of the philosophical frameworks and theoretical approaches to the study of International Relations. Analysis of basic concepts and theories like: Power, Conflict and Accommodation, Systems' Theory; Linkage Politics; the Theory of Coalitions and Alliances; Games and Simulation.

YEAR 4

IRD 411: CONTEMPORARY POLITICAL ANALYSIS (1&2)

This course is designed to prepare graduating students on the contemporary issues that trends within the political cycle that deals with national, regional and international political, economic and diplomatic events. The students would be asked to analyse these issues and events in relation to the various theories and philosophies learned.

IRD 412: International Organizations and Multilateralism

International organizations and the meaning of multilateralism. The origins of international institutions; writings on international institutions; failure of the League of Nations; the various peace conferences before the establishment of the United Nations; the origins of the U.N; Charter; the various organs and its agencies; the changing emphasis of its role in the 60s to The emergence and organization of the modern international system; the political processes in the international community and contemporary thought on state activity; the external needs of states and goals of states activity; the means of exerting pressures, and the forms of political relationships between states; the dynamic aspects, revolutionary movements; the external projection of political values, and the changing distribution of power and leadership; war as a contingency in international life; mechanisms for maintaining international order.

IRD 414: International Law, Diplomacy and Negotiations

The course introduces the students to key concepts in international law, including the sources of international law and the central question of whether international law could be called law at all. Also, various international laws that governs relations at the international system, case studies of diplomatic conflicts that was settled through international law, general over view of the international court of justice, various international disputes as case studies and how negotiations helped in bringing peace are among the few elements that would be studied within the instrumentality of theories, philosophies and selected scenarios.

IRD 421: International Economic Relations

The course provides a practical contemporary cases of economic relations among countries. It also explores the theory and practice of international macroeconomics

and problems of coordinating macroeconomic policies among countries. The course as a final level discourse on economic relations would prepare IRD graduates with a platform of understanding why certain nations always allies at the international system while serving as antagonist to others. It will lay bare the dynamics, complex intricacies and hire wire economic determinants of economic relations between and among nations.

IRD 424: Foreign Policy Analysis

Nature of foreign policy as an activity; purposes, aims and determinants of foreign policy; internal and external pressures; decision-making in foreign policy; different theories and categories which may be employed. Some selected cases, the American decision to go to war in Korea in 1950; the Cuban Missile Crisis of 1962; the British decision to join the EEC 1961-1970; the French decision to withdraw from the integrated NATO Command Structure in 1966; Israel's decision to go to war in June 1967.