



# ABUBAKAR TAFAWA BALEWA UNIVERSITY

P.M.B. 0248, Gubi Campus, Bauchi, Nigeria

## *Centre of Excellence*

on

**Sustainable Procurement, Environmental  
and Social Standards Enhancement Project**

*(SPESSE)*

# PROSPECTUS







**ABUBAKAR TAFAWA BALEWA UNIVERSITY, BAUCHI**  
**SUSTAINABLE PROCUREMENT, ENVIRONMENT AND SOCIAL STANDARDS**  
**ENHANCEMENT (SPESSCE) PROJECT,**

*CENTRE OF EXCELLENCE*



## **Why Choose us**

We have long standing records of excellence in teaching and research.

## **Our Mission**

To fill the gaps in capacity needs in the areas of procurement, environmental and social standards in the region and beyond





## About us

The Federal Government of Nigeria, in partnership with the World Bank, has embarked on a cross-cutting professionalization project in the fields of Procurement, Environmental and Social Standards (PES). The Project has established Centres of Excellence in six competitively selected Federal Universities, including Abubakar Tafawa Balewa University, Bauchi.

The ATBU-SPESE Center of Excellence, located at Gubi Campus in Bauchi State, has state-of-the-art facilities, Project Staff and capable Resource Persons that provide capacity-building programmes (including on-site training) in Procurement, Environmental and Social (PES) Standards ranging from Track A (Short Executive Courses); Track B (Advanced Certificate); Track C (Post Graduate Diploma), Track E (Undergraduate Degree); Track D (Masters) and PhD. The Centre also partners with other organizations to achieve the Projects' objectives by providing, in addition to the above tracks, tailor-made, fit-for-purpose training. For more information on the ATBU-SPESE Project, Center of Excellence, you can visit the Center website ([www.spessece.org.ng](http://www.spessece.org.ng)) or contact the Center Leader at ([ihgarba@atbu.edu.ng](mailto:ihgarba@atbu.edu.ng)), +234(0)8020865276).



# Our CURRICULUM

## Application for Admission into

The sustainable Procurement, Environmental and Social Standards Enhancement Centre of Excellence domiciled at the Abubakar Tafawa Balewa University, Bauchi is a project of the Federal Government in partnership with World Bank. Its primary mandate is to produce a corps of well-trained and competent Sustainable Procurement, Environmental and Social Standards Practitioners to among others help in the sustained fight against corruption and its attendant societal ills and drive Nigeria's competitiveness in the global economy.

Arising from this, Executive Short courses were designed to train and enhance sustainable capacity in the management of procurement, environmental and social standards in both the public and private sectors.

Interested and qualified candidates are invited to apply for any of these courses in the following areas;

### 1. Executive Short Courses in Public Procurement

- i. **Target participants** - The training programmes are intended for capacity development of –
  - a. Public servants, private and civil society personnel,
  - b. Graduates and the unemployed who are taking on Procurement responsibilities or who wish to acquire professional skills in Procurement.
  - c. Experienced individuals who manage or are planning to handle Procurement and contract activities in diverse fields
  - d. Working professionals seeking to change career, job or industry to Procurement and contract-related fields
  - e. Individuals who meet the requirements and intend on starting a career in Procurement and allied areas.

f. Mid to senior-level executives in any sector

**ii. Entry Qualifications –**

Although there are no formal educational requirements, the selective admissions process is based on professional achievement and organizational responsibility and interest in the field of Procurement Policy Framework and Practices. Participants enrolling for this programme will be required to have proficiency in English language and ability to use electronic devices.

**iii. Graduation Criteria –** To earn the executive short course Certificate in Public Procurement, candidates are to offer a minimum of 3 courses from the following 13 courses:

1. *Understanding the Procurement Process*
2. *Public Procurement Legal, Regulatory and Ethical Frameworks*
3. *Strategic Procurement Planning and Budgeting*
4. *Procurement Management for Goods*
5. *Procurement Management for Works*
6. *Recruitment of Consulting Services*
7. *Performance-Based Procurement for Non-Consultancy Services*
8. *Procurement for Design, Supply and Installation of Industrial Plant*
9. *Advanced Contract and Vendors' Performance Management*
10. *Procurement Audit and Supervision*
11. *Essentials of Sustainable Procurement*
12. *Strategies for Bid Winning*
13. *Effective Procurement Contract Monitoring*

**2. Executive Short Courses in Environmental Standards**

**i. Target Participants -** Participants shall be mostly from Environmental/Social Reviewers in national/local agencies, ESIA practitioners from the private sector, national and local consulting firms, and individual practitioners associated or not to academic and technical institutions.

## **ii. Entry Qualifications –**

Although there are no formal educational requirements, the selective admissions process is based on professional achievement and organizational responsibility in the field of Environmental Framework and Practices. Participants enrolling for this programme will be required to have proficiency in English language and ability to use electronic devices.

**iii. Graduation Criteria –** To earn the executive short course Certificate in Environmental Standards, candidates are to offer a minimum of 3 courses from the following 11 courses:

1. *Overview of the EIA process in Nigeria*
2. *Overview of the EIA Process at the World Bank*
3. *Overview of the Environment and Social Standards in the Multilateral Financial Institutions in the World*
4. *Overview of the Environment and Social Framework (ESF) of the World Bank*
5. *The Environment and Social Assessment*
6. *Impact and Risk Analysis*
7. *The Development of the Environment and Social Management Plan (ESMP)*
8. *The Development of Social Commitment Plan (ESCP)*
9. *The Development of ESIA Terms of Reference*
10. *Review of the Environment and Social Impact Assessment Report*
11. *Environment and Food Security.*

## **3. Executive Short Courses in Social Standards**

### **i. Target Participants –**

Specifically, the target audience may include public servants, private and civil society personnel, graduates and the unemployed who are taking on Social Standards responsibilities or aspiring to acquire professional skills in Social Standards. The participants may be graduates and working adults interested in beginning a career in any of the various fields, or current workers looking to enhance their knowledge and skills.



## ii. **Entry Qualifications –**

Although there are no formal educational requirements, the selective admissions process is based on professional achievement and organizational responsibility in the field of Social Policy Framework and Practices. Participants enrolling for this programme will be required to have proficiency in English language and ability to use electronic devices.

i. **Graduation Criteria –** To earn the executive short course Certificate in Social Standards, candidates are to offer a minimum of 3 courses from the following 11 courses:

1. *Fundamentals of Social Standards*
2. *Understanding Social & Environmental Impact Assessment*
3. *Gender main streaming and Empowerment*
4. *Family and Community Health Issues*
5. *Vulnerable Group, Family, Poverty and Inequality*
6. *Labour & Working Conditions Management*
7. *Land use, Resettlement Planning and Implementation*
8. *Stakeholder Engagement and Information Disclosure*
9. *Managing Non-resettlement Social Risk*
10. *Social Financial Intermediation for Sustainability*
11. *Sexual and Gender-Based Violence*

4. **Mode of Delivery** – This shall be delivered via Hybrid mode (face-to-face and via video conferencing).
5. **Fees** – Female participants are on scholarship while others are to pay only administrative charges.
6. **Workplace Dynamics** - Considering the dynamics of today's work schedule, these courses can be delivered on-site to organizations in need of such a service, on request.
7. **Mode of Application** – Interested applicants should complete and submit an application form obtainable on our website <https://atbu.spessece.org.ng>)
8. **For further inquiries**, please contact any of the following numbers: 09097845041, 08036294391, 08033896948, 08060919300, 08032878332 for any inquiry.

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## Application for Admission into

### ADVANCED CERTIFICATE COURSES (TRACK B)

The Federal Government of Nigeria, in partnership with the World Bank, has embarked on a cross-cutting professionalization project in the fields of Procurement, Environmental and Social Standards (PES). The project has established Centres of Excellence in six competitively selected Federal Universities, including Abubakar Tafawa Balewa University. The six Centres of Excellence are to design and roll-out five different professionalization tracks in each of the PES fields including, Shorts Courses (track A), Advanced Certificates (track B), Postgraduate Diploma (track C), Master's Degree (track D), and Bachelor's Degree (track E).

In line with the above objective, the Abubakar Tafawa Balewa University, Bauchi, SPESSE-CE hereby invites interested candidates to submit applications for admission into the following programmes;

#### 1. **Advanced Certificate in Procurement Management**

- i. **Target participants** - The training programme is intended for capacity development of public servants, private and civil society personnel, graduates and experienced individuals who manage/handle Procurement responsibilities.
- ii. **Entry Requirements** - Senior Secondary School Certificate or its equivalent with five (5) credit level passes at not more than two sittings including English language and Mathematics, and three others in subjects related to area of interest or Certificate of Completion in at least three Track 'A' courses in Procurement Standards.
- iii. **Graduation Criteria** – To earn the advanced Certificate in Procurement Management, candidates are expected to attend lectures, case studies/ or short essays and score a minimum of 50 marks in a CBT examination.

## 2. **Advanced Certificate in Sustainable Environmental Standards**

i. **Target participants** - The training programme is intended for capacity development of Safety Professionals, Environmental Safeguards Officers, Environmental Managers and Supervisors both from the Public and Private sectors, Graduates of Tertiary Institutions, the Unemployed and other interested individuals seeking to advance their knowledge and qualification in the area of Environmental Standards and Regulations.

ii. **Entry Requirements** - Senior Secondary School Certificate or its equivalent with five (5) credit level passes at not more than two sittings including English language and Mathematics, and three others in subjects related to area(s) of interest or Certificate of Completion in at least three Track 'A' courses in Environmental Standards.

iii. **Graduation Criteria** - To earn the advanced Certificate in Environmental Standards, candidates are expected to attend lectures, case studies and score a minimum of 50 marks in a CBT examination.

## 3. **Advanced Certificate in Social Development Studies**

i. **Target participants** - The training programme is intended for capacity development of Social Development Officers, Graduates and Certificate holders aspiring to advance their knowledge and skills in the area of social Development Standards and Applications.

ii. **Entry Requirements** - Senior Secondary School Certificate or its equivalent with five (5) credit level passes at not more than two sittings including English language and Mathematics, and three others in subjects related to area(s) of interest or Certificate of Completion in at least three Track 'A' courses in Social Standards.

iii. **Graduation Criteria** - To earn the advanced Certificate in Social Standards, candidates are expected to attend lectures, case Studies/ or short essays and score a minimum of 50 marks in a CBT examination.

Candidates who have successfully registered and received the certificate of completion for the track A courses in either Procurement Standards, Environment Standards or Social Standards can be admitted into six-month version of the Advanced Certificate in any of the PES courses such candidates are to note that they will be subjected to assignments, capstone studies, internship, examinations and project report.

4. **Mode of Delivery** - Content delivery will be conducted by dual (Physical and virtual) mode.
5. **Duration** - The duration of all the Advanced Certificate programs is minimum of 80hrs.
6. **Fees** - This novel capacity-building programme is an initiative of the Federal Government of Nigeria aimed at producing a critical mass of professionals and career growth opportunities for Nigerians in particular, in the areas of Procurement, Environmental and Social Standards and internationally. It is therefore tuition-free. However, a token administration fee will be charged for all levels of applicants. Full details of the fees chargeable can be obtained at <https://atbu.spesseece.org.ng>.
7. **Workplace Dynamics** - Considering the dynamics of today's work schedule, these courses can be delivered on site to organizations in need of such a service, on request.
8. **Mode of Application** – Interested applicants should complete and submit an application form obtainable on our website <https://atbu.spesseece.org.ng>)
9. **For further inquiries**, please contact any of the following numbers: 09097845041, 08036294391, 08033896948, 08060919300, 08032878332 for any inquiry.

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## UNDERGRADUATE CURRICULUM

### DEPARTMENT/STANDARDS

## Procurement Standards

### TRACK E: UNDERGRADUATE PROGRAMME

#### *B.Sc. (Hons.) Procurement Management*

### OVERVIEW OF THE PROGRAMME

The Bachelor of Science (B.Sc.) Degree in Procurement will prepare its students for management positions in the Procurement cadre in the public and private sectors after graduation. It would seek to bridge the identified gap in human resource capacity in the procurement profession within the Nigerian economy. The programme will balance theory and practice in procurement to prepare graduates to meet future challenges and create new synergies across disciplines that are relevant in today's changing manufacturing and service sectors. Graduates of the programme will have the ability to manage procurement both in the private and public sectors, towards achieving higher levels of service delivery, business performance and profitability. Some among the graduates may proceed to read for higher degrees to prepare them for academic positions in the sub-specialization of procurement.

### PHILOSOPHY

The individual facet, which is pertinent to this programme looks at the expected skills, knowledge and experience of procurement personnel. The increasing scope of procurement requires a workforce with the requisite skills, as well as knowledge of trends in the technologies necessary for managing modern procuring entities. Thus, the B.Sc. Procurement is aimed at training students to acquire the requisite skills, expertise and knowledge for sustainable procurement practices.

## OBJECTIVES

### Aim and Objectives of the Programme

The main aim of the B.Sc. Procurement Programme is to provide a basis for understanding the inter-connectivity between procurement and sustainable development through sustained capacity building towards achieving efficiency and effectiveness in service delivery both at the public and private sectors of the economy. Accordingly, the objectives of the programme are as follows:

- i. Provide students with basic and relevant knowledge, skills and expertise needed to gain understanding and analysis of procurement- related problems, as well as proffering solutions to them.
- ii. Respond to the evolving needs of procurement services such as the deployment of Technology in service delivery.
- iii. Develop in students, leadership and interpersonal skills.
- iv. Provide high level manpower needed for both private and public organizations.

## UNIQUE FEATURES OF THE PROGRAMME

### Vision and Mission Statements

In line with the **vision** of the University, the vision of the Department of Procurement Management is to “provide a basis for understanding the inter-connectivity between procurement and sustainable development through sustained capacity building towards achieving efficiency and effectiveness in service delivery both at the public and private sectors of the Nigerian economy.”

Our **mission** is to “develop principled and accountable professionals to change the Nigerian nation for better”

## SCOPE & ETHICAL CONSIDERATIONS

### SCOPE

The BSc. Procurement Standard is expected adequately prepare all graduates of the Programme to acquire the requisite skills and expertise that can prepare them

towards solving contemporary and future procurement challenges. In the course of its delivery, the programme should take into consideration the interconnection of procurement and sustainable development through sustained capacity building towards achieving efficiency and effectiveness in service delivery both at the public and private sectors of the Nigerian economy

## **ETHICAL CONSIDERATIONS**

Strict compliance to issues of Copyright violation, use of anti-plagiarism mechanism, etc. Proper usage and disposal of research and teaching materials in accordance with global social and environmental best practices.

## **ADMISSION REQUIREMENTS**

The criteria for admission into the programme are:

### **a) UTME Admission**

The minimum admission requirement is five credits in O' Level subjects, including English Language, Mathematics, and any three Procurement related subjects, at not more than two sittings. UTME subjects' combination include English Language, Mathematics, Economics and any other related subjects. UTME ATBU cut-off points will apply.

### **b) Direct Entry Admission**

A' level credit passes in at least two relevant subjects in addition to the five O' Level credits as in (a) above; ND in a relevant discipline with at least lower credit grade in addition to the five O' Level credits as in (a) above; HND in relevant discipline with at least lower credit in addition to five credits as in 5a above; Advanced Diploma in Procurement with at least upper Credit grade in addition to meeting the O' Level requirement.

### **c) Inter-University Transfer Mode**

Students can be admitted through this mode into 200-Level of the programme, provided they have the requisite O' level qualifications as prescribed above and a minimum CGPA of 2.00. Students who transfer from other universities shall be credited with only those courses deemed relevant to the programme, which they have already passed prior to their transfer. Such students shall however be required

to pass the minimum number of units specified for graduation for the number of sessions there are left to spend in the Faculty. Thus, no student on transfer shall spend less than four semesters (two sessions) in order to earn a degree. Students who transfer from another programme in the Faculty for any approved reason shall be credited with those units passed that are within the curriculum of the programme they had transferred. Appropriate decisions on transfer cases shall be subjected to the approval of Senate on the recommendation of the Faculty Board.

Students shall normally complete registration of courses for the semester within the time frame of registration set by the University after the start of the semester. A student cannot withdraw from a course, after registering for it, without permission from the Head of Department. A student who fails to sit for the final examination for any registered course, without reasons acceptable to the Faculty Board, shall be deemed to have failed that course.

The curriculum is designed to equip students with comprehensive knowledge of procurement, including issues, challenges and decision-making skills to excel in the aspects of procurement, distribution and pricing strategies, legal environments, project management, risk analysis, inventory management, warehousing, inventory audit & investigation, retail operations and technologies. The regime of subject knowledge will also cover students' ability to demonstrate knowledge and understanding of essential facts, concepts and principles, and application of theories to procurement, as well as acquire skills in problem-solving through Industrial Attachment, seminar presentation and student apprenticeship schemes.

- I. Graduates of the programme shall understand the socio-cultural environment in which they find themselves and how such environment influences their behaviors.
- ii. The graduates shall be able to understand, explain, predict and influence human behavior in work organizations.
- iii. Graduates of the B.Sc. degree in procurement shall relate the knowledge of human behaviour to the ethics of their profession and understand the essence of team work.



The general skills shall include competencies in computer literacy, quantitative, communication, interpersonal skills, Information Technology and entrepreneurship among others. Management related cognitive abilities and skills required are as follows:

- i. Ability to recognize and analyze procurement problems and evolve strategies for their solutions.
- ii. Ability to recognize and implement good management policies relating to procurement.
- iii. Computational and data processing skills, relating to administrative, financial and manpower.
- iv. Skills and competencies required in the conduct, management and audit of procurement such as planning, evaluation, market analysis and legal matters.
- v. Ability of students to be innovative and creative.

#### **a) Techniques of Student Assessment**

All courses taken shall be evaluated and a final grade given at the end of the semester. To arrive at the final grade, the evaluation shall be a continuous process consisting of some or all of the following:

- i. Continuous assessment (Assignments, presentations, Term papers, Practicals)
- ii. End of semester examinations

The maximum score for Continuous Assessment should be 30% per course while end of semester examination for each course shall constitute 70%. A letter grade and numerical point shall be awarded to each student based on his /her total scores on all the evaluation criteria. The final marks scored by a student and the corresponding letter grades and the numerical points shall be clearly indicated.

#### **b) External Examiners' System**

This system should be used only in the final year of the undergraduate programme

to assess final year courses and projects, and to certify the overall performance of the graduating students, as well as the quality of facilities and teaching in the faculty. Advisably, different External Examiners should be used for major subject areas in the programmes.

### **Student Evaluation of Courses**

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course credit system; serving as feedback mechanism for achieving the following:

- i. Improvement in the effectiveness of course delivery.
- ii. Continual update of lecture materials to incorporate emerging new concepts.
- iii. Effective deployment of teaching aids and tools to maximize impact of knowledge on students.
- iv. Improvement in students' performance through effective delivery of tutorials, timely presentation of continuous assessment and high-quality examination.

The evaluation should be conducted preferably before the final semester examinations. Student evaluation of courses should be administered fairly and transparently through the use of well-designed questionnaires. The completed questionnaires should be professionally analyzed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.

### **Graduation Requirements and Student Credit Load**

To satisfy the requirements for graduation, a student must take and pass the minimum number of units specified in the department before he/she can qualify for the award of a degree in procurement. In addition to the above, the student must pass all compulsory General Studies Courses and submit a graded project report based on a suitable title approved by the department.

The programme is structured in 4 sessions thus: Eight (8) Semesters (four sessions) of classroom teaching activities. Students with some problems are however, given up to a maximum of Five and half sessions for UTME or four and half session for DE to

graduate or withdraw on the ground of residency expiration. Other graduation requirements are:

- a) Candidates admitted through UTME will require a minimum of 152 units for graduation.
- b) Candidates admitted through DE will require a minimum of 114 units for graduation.
- c) The minimum credit load per semester is 15 credit units and a maximum of 24 credit units.
- d) For the purpose of calculating student's Cumulative Grade Point Average (CGPA) to determine the class of Degree to be awarded at the end of the programme, grades obtained in all the courses whether compulsory, required or elective, and whether passed or failed shall be included in the computation. Even when a student repeats the same course once or more before passing it or substitutes another course for a failed optional course, grades scored at each and all attempts shall be included in the computation of the GPA.
- e) Prerequisite courses shall be taken and passed before registration for a particular course at a higher level.
- f) Students should attain up to 75% attendance for a particular course and should effectively participate in tutorials.
- g) Students should take continuous assessment which must be graded and form part of the degree assessment.
- h) Students should partake in industrial attachment during the two semesters of 400 Level.

Students should undertake a properly supervised and graded project and also take and pass the end of course examinations.

### **Examination**

In addition to continuous assessment, final examinations are normally given for every course at the end of each semester. The final grade should be based on the following breakdown:

1. Final Examination: 70%

2. Continuous assessment (Assignments, Tutorials, Group work, Tests): 30%  
 Each course shall normally be completed and examined at the end of the semester in which it is offered. The minimum pass mark in any course shall be 40%. A written examination shall normally last a minimum of two hours for two units' course and three hours for three units' course.

## Grading System

### Grade Point System

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of grade points as shown in Table1.

**Table 1: Grade Point System**

Mark (%)	Letter Grade	Grade Point
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
45 – 49	D	2
40 – 44	E	1
< 40	F	0

### Grade Point Average and Cumulative Grade Point Average

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 2.

**Table 2: Computation of GPA and CGPA**

Course	Units	Grade Point	Units x Grade Point (UGP)
C <sub>1</sub>	U <sub>1</sub>	GP <sub>1</sub>	U <sub>1</sub> x GP <sub>1</sub>
C <sub>2</sub>	U <sub>2</sub>	GP <sub>2</sub>	U <sub>2</sub> x GP <sub>2</sub>
-	-	-	-
-	-	-	-
C <sub>i</sub>	U <sub>i</sub>	GP <sub>i</sub>	U <sub>i</sub> x GP <sub>i</sub>
-	-	-	-
-	-	-	-
C <sub>N</sub>	U <sub>N</sub>	GP <sub>N</sub>	U <sub>N</sub> x GP <sub>N</sub>
<b>TOTAL</b>	<b>TNU</b>		<b>TUGP</b>

The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period over the total number of credit units for the courses.

### **Degree Classification**

The following regulations shall govern the conditions for the award of an honours degree.

- i. Candidates admitted through the UTME mode shall have registered for and passed at least 152 units of courses during the 4-year degree programme.
- ii. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree as summarized in Table 3. It is important to note that the CGPA shall be calculated and expressed correct to two decimal places.

**Probation, Repeating Failed Courses and Withdrawal Cumulative Grade Point Average (CGPA) Class of Degree**

4.5 – 5.00 1<sup>st</sup> Class Honours  
 3.5 – 4.49 2<sup>nd</sup> Class Honours (Upper Division)  
 2.5 – 3.49 2<sup>nd</sup> Class Honours (Lower Division)  
 1.5 – 2.49 3<sup>rd</sup> Class Honours  
 1.00 – 1.49 Pass  
 Cumulative Grade Point Average (CGPA) is used as a guide for assessing students for withdrawal and probation taking into account the Minimum (CGPA) of 1.00 required for graduation.

**Table 3: Class of Degree**

<b>Cumulative Grade Point Average (CGPA)</b>	<b>Class of Degree</b>
4.5 – 5.00	1 <sup>st</sup> Class Honours
3.5 – 4.49	2 <sup>nd</sup> Class Honours (Upper Division)
2.5 – 3.49	2 <sup>nd</sup> Class Honours (Lower Division)
1.5 – 2.49	3 <sup>rd</sup> Class Honours
1.00 – 1.49	Pass

## Probation

A student whose Cumulative Grade Point Average is below 1.00 at the end of a particular year of study, earns a period of probation for one academic session. A student on probation is allowed to register for courses at the next higher level in addition to his/her probation level courses provided that:

- i. The regulation in respect of student work-load is complied with; and
- ii. The pre-requisite courses for the higher-level courses have been passed.

Any student on probation that fails to increase his/her CGPA above 1.00 in the succeeding semester earns probation II.

## Repeating Failed Course(s)

Repeating Failed Course(s); Subject to the conditions for withdrawal and probation, student may be allowed to repeat the failed course unit(s) at the next available opportunity, provided that the total number of credit units carried during that semester does not exceed the maximum units allowed, and the Grade Points earned at all attempts shall count towards the CGPA.

## Withdrawal

A candidate whose Cumulative Grade Point Average is below 1.00 at the end of a particular year of probation would be required to withdraw from the programme. However, in order to minimize waste of human resources, consideration should be given to possible transfer to other programmes within the same University.

### 100 Level: First Semester

SN	Course Code	Course Title	Credit Unit
1.	GST 111	Communication in English I	2
2.	BIT 111	Introduction to Computer Applications	2
3.	MTH 111	Basic Mathematics	2
4.	BMT 112	Introduction to Business	2
5.	PRM 113	Introduction to Procurement I	3
6.	ACC 115	Principles of Accounting	2
7.	BKF 115	Principles of Finance	2
8.	ECN 117	Introduction to Micro Economics	2
9.	MKT 119	Principles of Marketing	2
<b>Total Credit Units</b>			<b>19</b>

### 100 Level: Second Semester

SN	Course Code	Course Title	Credit Unit
1.	GST 121	Communication in English II	2
2.	GST 122	Logic, Philosophy and Human Existence	2
3.	GST 124	Leadership Skills	2
4.	PRM 121	Introduction to Procurement II	3
5.	BIT 122	Introduction to Information Technology	2
6.	PRM 122	Introduction to Purchasing and Supply	2
7.	ECN 124	Introduction to Macro Economics	2
8.	BUS 126	Principles of Management	2
9.	BMT 128	Business Mathematics	2
<b>Total Credit Units</b>			<b>19</b>

### 200 Level: First Semester

SN	Course Code	Course Title	Credit Unit
1.	GST 211	Use of Library, Study Skills and ICT	2
2.	GST 211	Environment and Sustainable Development	2
3.	PRM 211	Essentials of Supply Chain Management	3
4.	PRM 212	Procurement Planning and Budgeting	3
5.	ACC 213	Introduction to Management and Cost Accounting	2
6.	BKF 214	Nigeria Financial System	2
7.	LAW 217	Law of Contract	2
8.	PRM 219	Project Management I	3
<b>Total Credit Units</b>			<b>19</b>

### 200 Level: Second Semester

SN	Course Code	Course Title	Credit Unit
1.	GST 221	Nigerian Peoples and Culture	2
2.	GST 222	Peace and Conflict Resolution	2
3.	BMT223	Quantitative Techniques	2
4.	PRM 224	Global Procurement Practices	3
5.	PRM 225	Sustainable Procurement	3
6.	PRM 226	Fundamentals of Risk Management	3
7.	PRM 227	Project Management II	2
8.	BMT 224	Fundamentals of Administration	2
<b>Total Credit Units</b>			<b>19</b>

### 300 Level: First Semester

SN	Course Code	Course Title	Credit Unit
1.	GST 311	Introduction to Entrepreneurship	2
2.	BKF313	Financial Management	2
3.	PRM 311	Procurement and Contract Management	3
4.	PRM 313	Operations Research	3
5.	PRM 315	Governance and Ethics in Procurement	2
6.	PRM 318	E-Procurement	3
	<b>PLUS ONE ELECTIVE FROM</b>		
7.	ESM 309	Valuation from Estate	2
8.	ARC 313	Architectural Design and Appreciation	2
<b>Total Credit Units</b>			<b>17</b>

### 300Level: Second Semester

SN	Course Code	Course Title	Credit Unit
1.	GST 321	Venture and Growth	2
2.	PRM 322	Nigerian Procurement Laws	3
3.	PRM 324	Logistics Management	3
4.	PRM 326	Research Method in Procurement	3
5.	PRM 328	Alternative Dispute Resolution	3
6.	QTY 320	Specification Writing	2
7.	ENG 325	Measurements of Engineering Project	2
8.	<b>PLUS ONE ELECTIVE FROM</b>		
9.	BKF321	Business Finance	2
10.	BKF322	Strategic Financial Management	2
<b>Total Credit Units</b>			<b>20</b>

### 400Level: First Semester

SN	Course Code	Course Title	Credit Unit
1.	PRM 411	Procurement Audit and Investigation	3
2.	PRM 412	Contemporary Issues in Procurement Management	3
3.	PRM 413	Negotiation in Procurement and Supply	3
4.	PRM 414	Seminar and Workshop in Procurement Management	3
5.	PRM 415	Strategic Supply Chain Management	3
6.	PRM 416	Contract Management	3
7.	PRM 426	Research Project	0
<b>Total Credit Units</b>			<b>18</b>



#### 400Level: Second Semester

SN	Course Code	Course Title	Credit Unit
1.	PRM 421	Risk Management for Procurement and Supply	3
2.	PRM 422	Contract Negotiation	3
3.	PRM 423	Government Procurement	3
4.	PRM 424	International Procurement	3
5.	PRM 425	Governance and Ethics	3
6.	PRM 426	Research Project	6
<b>Total Credit Units</b>			<b>21</b>

#### **GST 111: Communication in English I – 2 Credit Units**

This course is especially aimed at helping the students in their communication capacity. The course will further their understanding of other subjects. Topics covered include; effective communication and writing in English; study skills and language skills; writing of essay answers; instruction on lexis; sentence structure; outlines and paragraphs; collection and organization of materials and logical presentation of papers; use of library; phonetics; art of public speaking and oral communication.

#### **BMT 111: Introduction to Computer Application – 2 Credit Units**

The aim of this course is to introduce the students to the use and application of computer, especially the familiarity of computer terms. Topics to be covered will include: History and Development of computer technology; the why and how of the computers; types of computer; analog, digital and hybrid; central preparation equipment; key punch, sorter etc; data transmission; nature, speed and error detection; system analysis and design; the programming process; problems definition; flow charting and decision table.

#### **MTH 108: Basic Mathematics – 2 Credit Units**

Number systems. Indices, surds and logarithms. Polynomials. Remainder and

factor theorems. Polynomial equations. Rational functions. Partial fractions. Fields. Ordered fields. Inequalities. Mathematical Induction. Permutations and combinations. Binomial theorem. Sequences and series. The quadratic equation and function. Relation between the roots and the coefficients. Complex numbers. Addition. Subtraction, Multiplication and division. Argand diagram. De-Moivre's theorem, nth roots of complex numbers. Elementary set theory. Venn diagrams and applications. De-Morgan's laws. Trigonometry. Elementary properties of basic trigonometric functions. Addition formulae and basic identities. Sine and cosine formulae. Half angle formulae. Area of a triangle. Solution of trigonometric equations. Inverse trigonometric functions. Functions. Concept and notation. Examples. Composition, Exponential and logarithmic functions. Graphs and properties. Limits and continuity. Techniques for finding limits. The derivative. Calculation from first principles. Techniques of differentiation. Chain rule. Higher order derivatives. Extremum problems. Mean-value theorem. Applications. Indeterminate forms and L'Hospital's rule. Taylor's and MaClaurin's series. Curve sketching. Integrations as the reverse of differentiation, as area, as limit of finite sums. Definite integrals. Properties of definite integrals. Applications.

### **BMT 112: Introduction to Business -2 Credit Units**

Meaning and nature of business, objective of business, business model and characteristics of business; Define business environment and environmental factors, business opportunities in Nigeria; Different types of business organization and ownership like sole proprietor, partnership, cooperative, corporations etc.; Define organization and organizational structure, draw organization charts; Explain government involvement in business, explain the need for privatization and commercialization decrees; Risk management in business.

### **PRM 113: Introduction to Procurement I – 3 Credit Units**

The aim of this course is to teach students Procurement and the basic requirements for sourcing goods and services. It covers Concepts of Procurement, purchase, sale and transfer of goods or services, Methodology of Procurement, Introduction to International Trading, Procurement Strategies in public and private sectors with their similarities and differences. This course will teach students the high-level steps

(procurement to-pay cycle) that creates the foundation for the course.

### **ACC 115: Principles of Accounting – 2 Credit Units**

This course is designed to equip students with the fundamental concepts, standards and principles of financial accounting; to provide an informed understanding of the collection, processing and recording of relevant financial accounting data of an entity, the preparation of the Statement of Profit or Loss and Other Comprehensive income, Statement of Changes in Equity and Statement of Financial Position; as well as the accounting treatment and disclosure of non-current assets and current assets; non-current liabilities and current liabilities; including the preparation of the financial statements of sole enterprises, non-profit organization and the recording of transactions from incomplete records.

### **BKF 115: Principles of Finance**

This course covers the nature, scope and purpose of financial management, sources and cost of short, medium- and long-term finance, sources and problems of new financing, capital budgeting, management of working capital. Analysis and interpretation of basic financial statements, business mergers and takeovers, determinants and implication of dividends policy, valuation of shares, assets and enterprises. Risk of finance and methods of avoiding them. Banking systems and industrial finance, mortgage finance, capital structure of Nigeria firms as well as international financial reporting standards (IFRS).

### **ECN 117: Introduction to Micro Economics -2 Credit Units**

The purpose of this course is to introduce students to the study of economics as a means of analyzing individual and collective behavior. Economic concepts and models will be evaluated as explanations of behavior and outcomes, ranging from price determination in a simple market to the determination of national income. In turn, the conclusions from this analysis will point to policy proposals (and their evaluation). The first aspect of the course will be devoted to the study of microeconomics.

### **MKT 119: Principles of Marketing - 2 Credit Units**

This course aims to provide students with an understanding of the key concepts and terminology used in marketing. It provides the knowledge and understanding of the role and functions of marketing within organizations, and explores the factors that influence consumer behavior. It identifies key components of the marketing environment and enables an appreciation of how to collect and utilize relevant information about the marketing environment. It outlines the concepts and elements which make up the marketing mix and how these are applied in context. Marketing definition, concept, Evolution, Role and Importance, The Marketing System. Marketing mix: The Product Concept, Development and Life Cycle; product, price, promotion and place. Market segmentation, Marketing Strategies, Marketing of Professional Services. Appraising the Marketing effort.

### **GST 121: Communication in English II - 2 Credit Units**

Introduction to French, Alphabets and numeracy for effective communication (written and oral), Conjugation and simple sentence construction based on communication approach, Sentence construction, Comprehension and reading of simple texts.

### **GST 122: Logic, Philosophy and Human Existence - 2 Credit Units**

A brief survey of the main branches of Philosophy; Symbolic logic; Special symbols in symbolic logic-conjunction, negation, affirmation, disjunction, equivalent and conditional statements, law of tort. The method of deduction using rules of inference and bi-conditionals, qualification theory. Types of discourse, nature or arguments, validity and soundness, techniques for evaluating arguments, distinction between inductive and deductive inferences; etc. (Illustrations will be taken from familiar texts, including literature materials, novels, law reports and newspaper publications).

### **GST 124: Leadership Skills - 2 Credit Units**

Transformation is a fundamental shift in the deep orientation of a person, organization or society such that the world is seen in new ways and new actions and results become possible that were impossible prior to the transformation.

Transformation happens at the individual level but must be embedded in collective practices and norms for the transformation to be sustained. Leadership Development Programme (LDP) proposes novel approaches to teaching and learning, which emphasizes the practical involvement of participants. It is interactive and involves exercises and actual implementation of breakthrough projects by teams that make difference in the lives of the target population. In this course, leadership concepts comprising of listening, conversation, emotional intelligence, breakthrough initiatives, gender and leadership, coaching and leadership, enrolment conversation and forming and leading teams will be taught.

### **PRM 110: Introduction to Procurement II – 3 Credit Units**

Students will learn the roles and responsibilities of stakeholders involved in procurement, the importance of contract management and risk management for procurement. Students will also learn how to apply procurement theories in workplace and create value addition to the organization. The course will explain to students how to locate and select a supplier, negotiate price and other pertinent terms, and follow up to ensure delivery. The course exposes students to understand management of procurement in both private and public sectors and grants students benefits such as trading skills, negotiation abilities and knowledge of business practices.

### **BMT 122: Introduction to Information Technology – 2 Credit Units**

Technology); process of transforming data to information. Essential Elements of information, transition from manual to computer based accounting information system; The Value Of Information (Local, National & Global); Origin and Growth of Information & Communication Technology; Basic ICTs (Television, Radio, Print Media, etc.); Analysis of equipment useful in implementing data/information systems; Input/ output processing and Storage technologies.; Micro film systems, telecommunications systems; Photocopying technologies; Digital Projection and Camera systems; Criteria for choosing appropriate technologies for data/information systems; Policies, regulations relating to information technologies.

### **PRM 122: Introduction to Purchasing and Supply – 2 Credit Units**

The objective of this course is to provide students the opportunity to deepen their awareness and understanding of conceptual frameworks and best managerial practices regarding purchasing using a mix of 'state of the art' theories and practical examples. This course teaches students how to set up and strategically manage the purchasing function of a firm. In this course, the evolving role of purchasing in large and international firms is examined in detail with a sound conceptual understanding of the challenges faced by purchasing managers in large and international organizations. Specifically, this course will focus on the strategic and tactical aspects of purchasing management, such as commodity strategy development (single vs. multiple sourcing), Buyer-Supplier Relationships, New product Development, Supplier Development, E-procurement, and how to organize a purchasing function. The course is focused not only on manufacturing but also on service industries, and looks at sourcing both of products and services.

### **ECN 124: Introduction to Macro Economics -- 2 Credit Units**

The purpose of this course is to introduce students to the study of economics as a means of analyzing individual and collective behavior. Economic concepts and models will be evaluated as explanations of behavior and outcomes, ranging from price determination in a simple market to the determination of national income. In turn, the conclusions from this analysis will point to policy proposals (and their evaluation). The second aspect focuses on macroeconomics - how and why sectors and the national economy behave as they do.

### **BUS 126: Principles of Management – 2 Credit Units**

This course will familiarize students with the concepts and methods through which management and business operate. The course will also introduce students to business functions and theories of management. Students will learn both traditional and contemporary perspectives of modern management examining management and management roles in teams, projects, departments and the organization as a whole. Strategic planning, operational planning, leading, organizing and controlling for performance will be addressed. Through actual business scenarios, cases and

exercises, students will gain experience in decision-making and applying theory to real world organizations.

### **BMT 128: Business Mathematics – 2 Credit Units**

Arithmetic (Ratios and Proportions, Simple and Compound interest including Annuity, Discounting and Average Due Date). 2. Algebra (Set Theory and simple application of Venn Diagram, Variation, Indices, Logarithms; Basic concepts of permutation and combinations; Linear Simultaneous Equations; Quadratic Equations; Linear inequalities; Determinants and Matrices. 3. Calculus (Constant and variables, Functions, Limit & Continuity; Differentiability & Differentiation, Partial Differentiation; First order and Second order Derivatives; Maxima & Minima (without constraints and with constraints using Lagrange transform); Indefinite Integrals: as primitives, integration by substitution, integration by part; Definite Integrals: evaluation of standard integrals, area under curve.

Statistical Representation of Data (Frequency distribution, Histogram, Pie-chart. 2. Measures of Central Tendency and Dispersion (Mean, Median, Mode, Mean Deviation; Quartiles and Quartile Deviation; Standard Deviation; Coefficient of Variation, Coefficient of Quartile Deviation. 3. Correlation and Regression (Scatter diagram, Coefficient of Correlation, Rank Correlation, Regression lines, equations and coefficients. 4. Index Numbers, Uses and Methods of construction. 5. Time Series Analysis (basic application including moving average; Method of Least Squares. 6. Probability (Independent and dependent events; mutually exclusive events. 7. Theoretical Distribution (Binomial Distribution, Poisson distribution and basic application; Normal distribution and application).

### **GST 211: Use of Library, Study Skills and ICT - 2 Credit Units**

This course tends to help student in exposing them to the various library information resources and how to access and use them at any point in time with the information retrieval tools such as card catalogue, indexes etc. it will also avail the students the opportunity of being information literate. That is to say, being able to identify your information needs, where and how to get the information and also how to access it.

### **GST 211: Environment and Sustainable Development**

Man – his origin and nature; Man, and his cosmic environment; Scientific methodology, Science and technology in the society and service of man. Renewable and non-renewable resources – man and his energy resources. Environmental effects of chemical plastics, Textiles, Wastes and other materials, Chemical and radiochemical hazards, Introduction to the various areas of science and technology. Elements of environmental studies.

### **PRM 211: Essentials of Supply Chain Management– 3 Credit Units**

Students are to learn supply chain logistics, supply chain operations, supply chain planning, supply chain sourcing. Students are expected to know the advantages and disadvantages of the above-named topics. Inventory and inventory management, transportation management, location analysis, supply chain strategies and overview of special types of supply chains such as green and humanitarian supply chain.

### **PRM 212: Procurement Planning and Budgeting – 3 Credit Units**

This course is designed to expose students to planning of procurement, needs assessment, cost implications of the project, methods of procurement and source of funding in relation to procurement plan.

### **ACC 213: Introduction to Management and Cost Accounting - 2 Credit Units**

This module develops an understanding of issues pertaining to the elements of costs and costs systems. It develops abilities to prepare, analyses and interpret accounting information on cost elements in various cost systems. It will enhance an appreciation of the interplay of management accounting and organizational management within dynamic settings. Students will learn the role of management accounting in stock valuation and profit measurement, decision making and planning. Also, they will learn costing techniques including absorption costing, variable costing and activity-based costing, methods of joint cost allocation and development of cost-volume-profit analysis.

### **BKF 214: Nigerian Financial System – 2 Credit Units**

The development of the Nigerian Financial System; Evaluation of the economic



the desired skills and knowledge of developing viable analytical mind and conceptual framework for addressing the conflict problems in Nigeria. This course consists of the meaning of conflict, issues, challenges, tools and techniques of peace studies and conflict resolution.

### **BMT 223: Quantitative Techniques - 3 Credit Units**

This course aims at collection and handling of statistical data, measure of central tendency, measure of dispersion, time series, index numbers, introduction to operation research, use of Monte Carlos method, inventory and production control, decision theory, linear programming, economic order quantity model, network analysis, transportation model and queuing model.

### **PRM 224: Global Procurement Practices - 3 Credit Units**

This course will expose students to Global product sourcing which is a procurement strategy through which an enterprise works to identify the most cost-effective procurement goods, works and services globally. Student will be taught the steps involved in global procurement. Students will learn global sourcing that involves coordinating logistics, dealing with customs, arranging payment, identifying countries for sourcing, finding suppliers, calculating landing cost, assessing risks, and implementing global contracts.

### **PRM 225: Sustainable Procurement - 3 Credit Units**

The overall objective of this course is to provide the students with the practical knowledge and skills necessary to procure goods, works and services with due consideration to economic, environmental and social impact. Students will be taught international regulatory framework for Sustainable procurement, including international environmental and labor conventions/agreements, international trade agreements/regional economic integration schemes. National frameworks for sustainable procurement, products/services prioritization strategies at the organizational level. Students will also learn the integration of sustainability considerations in the procurement cycle: procurement planning, requirement definition, evaluation and award and compliance monitoring, main barriers and opportunities for sustainable procurement. Furthermore, students will be taught

importance of the Nigerian Financial System; The Central Bank and its role and monetary policy activities; principal-agent relationship in banking; Financial Markets and their roles; competition between banks and other financial institutions.

### **LAW 217: Law of Contract**

This course will expose students to contract law doctrine by reviewing the essentials of contract law and contract doctrine. Students will examine how contracts are formed, their terms and how they end. Using commercial and consumer contexts, students will spend the majority of the time on problem-solving in contract law, comprised of doctrinal topics e.g. breach of contract and remedies, contractual terms, misrepresentation, termination and frustration of contracts and policy bargaining behavior. Students will also be taught contract theory (e.g. freedom of contract, relational contract theory, contract and the vulnerable, contract and consumption).

### **PRM 219: Project Management I**

This course aims to give the student a broad understanding and appreciation of project management. It also aims to show the growing importance of project management globally. The course also examines different techniques and methods in project management in detail.

### **GST 221: Nigerian Peoples and Culture -2 Credit Units**

The aim of this course is to introduce the student to knowing the brief history and political development of Nigeria; the concept of culture, the normative dimension; study of Nigerian history and culture in pre-colonial times; Nigerian's perception of this world; culture areas of Nigeria and their characteristics; evolution of Nigeria as a political unit; concepts of functional education; the economics of underdevelopment; individual and national development; norms and values; moral obligations of citizens; environmental sanitation.

### **GST 222: Peace and Conflict Resolution – 2 Credit Units**

This course draws its major case studies from the global arena and continent of Africa with particular reference to Nigeria with the aim of equipping students with

action plans for the implementation of sustainable procurement at organizational level and the role of the civil society and the private sector.

### **PRM 226: Fundamentals of Risk Management - 3 Credit Units**

The aim of this course is to provide students with an introduction to risk management with particular emphasis on the forecast, identification, evaluation, control/mitigation and review of controls, types of risks, steps in risk management, strategy and techniques as well as risk management process. In addition, the course will explore the key stakeholders involved in delivering effective risk management in Nigeria.

### **PRM 227: Project Management II - 2 Credit Units**

This course aims to give the student a broad understanding and appreciation of project management knowledge areas (Integration, scope, schedule, cost, quality, resources, communication, risk, procurement and stakeholders'). Students will also learn success and failure factors of projects and the value of application of project management techniques.

### **BMT 224: Fundamentals of Administration – 2 Credit Units**

This course introduces students to administration as an academic discipline as well as a field of practice. Concepts and problems of administration, with emphasis on the development of and private organizations, management of human resources, ethical practice, emerging professionalism, and oversight of governmental budgeting and finance, are closely examined. It also familiarizes students with the major controversial issues as well as the knowledge of the operations of private and public agencies and their policies development process in Nigeria.

### **GST 311: Introduction to Entrepreneurship - 2 Credit Units**

Introductory Entrepreneurial skills: Relevant Concepts: Enterprise, Entrepreneur, Entrepreneurship, Business, Innovation, Creativity, Enterprising and Entrepreneurial Attitude and Behavior. History of Entrepreneurship in Nigeria. Rationale for Entrepreneurship, Creativity and Innovation for Entrepreneurs. Leadership and Entrepreneurial Skills for coping with challenge. Unit Operations and Time Management. Creativity and Innovation for Self-Employment in Nigeria.

Overcoming Job Creation Challenges. Opportunities for Entrepreneurship, Forms of Businesses, Staffing, Marketing and the New Enterprise; Feasibility Studies and Starting a New Business. Determining Capital Requirement and Raising Capital; Financial Planning and Management; Legal Issues, Insurance and Environmental Considerations.

### **BKF 313: Financial Management - 2 Credit Units**

The nature, scope and purpose of Financial Management; Sources and costs of short, medium – and long-term finance; sources and problems of new financing, capital budgeting; management of working capital. Analysis and interpretation of basic financial statements; business mergers and take-overs; determinants and implications of dividend policy, valuation of shares, assets and enterprises. Risks of Finance and methods of avoiding them. Banking systems and industrial finance, Mortgage Finance, Capital Structure of Nigerian firms.

### **PRM 311: Procurement and Contract Management - 3 Credit Units**

The course equips students with overview of procurement and contract management, contract concepts and principles, procurement management plan, contract management process, procurement and other contracting methods, contract formation, three phases of the contract management process: pre-award, award, and post-award, contract pricing arrangement options, common misconceptions regarding global contract management, organizations buying and/or selling performance tools, contract management maturity model and the contract management risk and opportunity assessment tool enterprise and contract management process.

### **PRM 313: Operations Research - 3 Credit Units**

In today's highly competitive global environment, thorough strategic operations capabilities must be in place in order for organisations to provide goods and services that meet and exceed customer requirements. Key issues such as cost, speed, quality, flexibility and constant innovation are all part of strategic operations. The course provides an overview of operations & production management; Principles and decision analysis related to the effective utilization of

the factors of production in not just production/manufacturing but also in nonmanufacturing activities mainly service sector environment. Applications of management sciences/operations research will be discussed with selected applications/case studies from both production and operations context.

### **PRM 315: Governance and Ethics in Procurement – 2 Credit Units**

Corporate Governance, Ethics and Ethical Behavior. Bribery in Procurement. Conflicts of Interest. Collusion and Bid-rigging. Can Corruption and Perception of Corruption be Measured. Ways of Measuring Corruption: Hard Data, Surveys Experience. Integrity Pact. Role of International Institutions to Combat Corruption: TI, OECD. Political Measures to Combat Corruption. The Importance and Limitation of Debarring Suppliers in Public Contract. The Benefits of Reducing Corruption in a Society.

### **PRM 318: E-Procurement – 2 Credit Units**

Electronic Commerce: History of Electronic Commerce, Electronic Commerce Terms, Electronic Markets, Electronic Business models, E-Governance, M-commerce and WAP, Procurement: Traditional Methods vs E-Procurement, Types of E-Procurement, e-Auctions; e-Tendering, Procurement Cards, Major Components of E-Procurement, Benefits and challenges, Legal Issues and Electronic Contracts, Security Aspects: Encryption and Decryption, Authentication and Identification, Security; Solutions Payment Infrastructure: Electronic Payment System.

### **ESM 309: Valuation from Estate -2**

nd for land and buildings. Principles of investment. Stocks and Shares. Interest Rates and Return on Investment in Property Market. Methods of Valuation. Analysis of Sales and Letting and Leasehold Properties. Use of Valuation Tables. Effects of Income Tax on Sinking Fund, Premiums, Surrender and Renewal of Leases.

### **ARC 313: Architectural Design and Appreciation – 2 Credit Units**

The course is an introduction to the basic of architectural design and space perception. Basic understanding of design and how design impact on their daily lives and work places. Fundamental understanding of the relationship of materiality

to construction systems and techniques.

### **GST 321: Venture and Growth – 2 Credit Units**

The aim of this course is to expose the students to the concept of business start-up, management, growth and development. This will be achieved by aiming to introduce the student to the basic concepts and principles of business entity creation and management, compare issues relationships authority and responsibility in the organization and give an insight in the production, recording, and marketing management in the venture.

### **PRM 322: Nigerian Procurement Laws - 3 Credit Units**

This course is very important in preparing students to have an in-depth knowledge of laws, rules and guidelines surrounding procurement activities and beyond. The course covers public procurement manual, public sector procurement reforms, national procurement legal framework, national procurement policy, public procurement methods, public procurement: basic concepts and the coverage of procurement rules, public procurement systems and regulatory provisions, legal framework for public procurement contracts, public procurement distinguished from in-house provision, coverage of public procurement rules, purpose and nature of regulatory rules in the public sector, Model Law on procurement of goods, construction and services and the Nigerian procurement Laws.

### **PRM 324: Logistics Management – 3 Credit Units**

Definition of logistics, benefits of logistics management using an integrative approach, warehouse and stores and management, inbound and outbound logistics, transportation and distribution, coordination and managing different activities within logistics. Planning the logistics network using operations research tools. Legal issues in logistics management. Outsourcing v/s insourcing: Third Party Logistics. Case studies of successes in logistics management. Logistics Decision Support Systems (Such as SAP, Manugistics and SAILS). Best Practices in Logistics.

### **PRM 326: Research Methods in Procurement - 3 Credit Units**

The aims of this course are to provide students with the opportunity to

independently carry out an in-depth inquiry to investigate a research question(s) of their choice, producing a coherent review of the relevant literature, a logical discussion and a clearly communicated set of conclusions in the form of a dissertation. Students will also learn how to undertake research in practice settings. The course provides an introduction to a range of qualitative and quantitative research methods including different types of interviews (unstructured, semi-structured, structured), surveys and questionnaires, experimental and quasi-experimental research, and approaches that involve mixing methods. Each week students will be provided with research articles that are compulsory reading for discussion in seminars/workshops. Each reading provides an example of methods as used in research, their potential in addressing specific kinds of research question, and their relevance to procurement management.

### **PRM 328: Alternative Dispute Resolution (ADR) - 3 Credit Units**

The course aims to develop ability to critically assess the legal, social and other issues associated with ADR, and to understand the implications and operation of those theories in an adversarial legal context. Students will engage in practical ADR exercises through role plays. It will also teach introduction to ADR and its importance in the legal system.

### **QTY 320: Specification Writing – 2 Credit Units**

The aim of this course is to expose students to the concept of specification, types of specifications, and drafting. Principles of specification writing. Features of specification, language for specification writing. Practical exercise on writing specifications for general works and services.

### **ENG 325: Measurements of Engineering Projects – 2 Credit Units**

This course provides an appreciation of the principles of measurements and principal design features of a variety of projects and develops an understanding of the importance of good measurement for effective control. Topics include matrix of measurement, sequence in measurement, principles of measurement and analytical measurement.

### **BKF 321: Business Finance– 2 Credit Units**

This course covers the nature, scope and purpose of financial management, sources

and cost of short, medium and long term finance, sources and problems of new financing, capital budgeting, management of working capital. Analysis and interpretation of basic financial statements, business mergers and takeovers, determinants and implication of dividends policy, valuation of shares, assets and enterprises. Risk of finance and methods of avoiding them. Banking systems and industrial finance, mortgage finance, capital structure of Nigeria firms as well as international financial reporting standards (IFRS).

### **BKF 322: Strategic Financial Management – 2 Credit Units**

The course covers key elements of Financial Management. It provides students with a conceptual and theoretical basis for making financial decisions. It familiarizes students with matters relating to short and long term financing alternatives, capital budgeting, the dividend policy or how to create and measure shareholder value. The course will as well cover relevant financial management concepts such as the weighted average cost of capital (WACC), the capital structure or the dividend policy. It uses practical examples and cases to explain the goals of financial management and investment practice. It also enables students to use appropriate models and techniques to solve financial problems in the context of uncertainty.

### **PRM 411: Procurement Audit and Investigation - 3 Credit Units**

This course deals with all aspects of the procurement Audit and Investigation. Students will be introduced to issues of Procurement audit, Origin of Audit, definitions, scope, and important of procurement audit, Core challenges of procurement and concept of “best value for money”, Risk areas of fraud and Investigation in Procurement, Audit and Investigation ethics, Common risk, procedures and internal controls at different stages of the procurement process, Procurement Audit strategy and planning, Typical Audit sequence of events in the procurement cycle for individual transactions and Auditing the procurement function or cycle, Procurement audit and Assurances, Audit of Inventory (inventory and non-current assets), Forensic Audit and Investigation, Public Procurement Audit and Special investigations.

### **PRM 412: Contemporary issues in Procurement Management – 3 Credit Units**

Procurement Management has evolved significantly, both in terms of its role in local



and global business practices and in terms of academic study. This course introduces students to a wide range of modern topics in procurement management. The course also equips students with an understanding of current trends (digital strategy, building talent pools to embrace digital technologies, thinking supplier beyond the price i.e., making them partners, increasing focus on indirect spending, risk management i.e., preparing for the unexpected) challenges (inaccurate data, dark purchasing, supplier related issues, long process cycle), and opportunities (no longer a back office function, it is now a core competence function) in the field. The aim of the course is to bridge the gap between academic and pragmatic approaches to address contemporary procurement management issues.

### **PRM 413: Negotiations in Procurement and Supply – 3 Credit Units**

Principles of negotiation, Three-phase of negotiation, Negotiation of variables, Positions and interests, Types of negotiators, Preparation of negotiation, Relationship building, Information gathering, Information using bidding, closing, implementation, BATNA, Building the cost, Market survey, Collaborative and Distributive Negotiation Styles, Negotiations under PPA 2006

### **PRM 414: Seminar and Workshop - 3 Credit Units**

Upon their return from the SIWES programme students will be expected to present some seminars in relevant topics. The seminars should be appropriately supervised and assessed for continuous assessment purposes.

### **PRM 415: Strategic Supply Chain Management– 3 Credit Units**

The process of developing corporate strategy and managing change processes directed towards achieving corporate strategy; Contribution of strategic supply chain management to corporate strategy; Concepts underlying strategic supply chain management; The global supply market as a source of competitive advantage; Various models of supply chain structures and relationships; Support strategy development and implementation; Risks associated with various models of supply chain structures and relationships

### **PRM 416: Contract Management – 3 Credit Units**

Contract administration – overview, Formation of Contracts, Model contracts, Obligations of suppliers/public bodies, Role and responsibilities of Project management, Securities, Contract modifications, Time management, Liquidated Damages, reification & payment, Termination of contract, Remedies, Dispute resolution, Relationship Management, Performance measurement

### **PRM 421: Risk Management for Procurement and Supply – 3 Credit Units**

Risk and Risk Management: Definition. Nature and Types of Risks associated with Procurement and Supply. Risk Management in Procurement and Supply. Potential Risks at each stage of Procurement Cycle. Developing appropriate strategies to mitigate risks in supply chain. Risks Identification. Minimizing Risks. Project Risk Matrix. Contingency plan to overcome risks. Red Flags. Role of Procurement professions in the management of risks in procurement and supply. Benefits for an organization for effectively managing risks in supply chain.

### **PRM 422: Contract Negotiation – 3 Credit Units**

Negotiation introduced. Contract Negotiation in Public and Private contexts. Negotiation Models. Role of team leader and members of a negotiating team. Skills of a successful negotiator. Collaborative v/s Adversarial Approach to Negotiation. Planning for a contract negotiation. Negotiation styles. Negotiation strategies. Effective Communication techniques in negotiation. Importance of BATNA. Dispute Resolution Methods

### **PRM 423: Government Procurement – 3 Credit Units**

Objectives of public Procurement system. Government Procurement v Private Sector Procurement. An overview of UNCITRAL Model Law. An overview of EU Procurement Directives. An overview of WTO GPA. An overview of Public Procurement Laws: FAR, NAFTA, COMESA etc. The Public Procurement Act 2006. Procurement and Development. Horizontal Policies. Policies Promoting SMEs: Discriminatory and Non-Discriminatory. Corruption in Public Procurement: Bribery, Conflicts of Interest and Bid Rigging. Challenge and Remedies.

### **PRM 424: International Procurement – 3 Credit Units**

The international perspectives, Free Trade Blocs and Common Market, Free Trade Zones, International Purchasing Procedure, International Procurement contracts: management of contracts, Complexities, Terms and conditions, Risks in International Procurements, Dispute Resolution, Methods of Payment: Letter of Credit, Cash against Documents, Role of Customs and Excise Departments, Management of currency fluctuation, Globalization, Countertrade, Hedging, INCOTERMS 2010.

### **PRM 425: Governance and Ethics – 3 Credit Units**

Corporate Governance. Ethics and ethical behavior. Bribery in Procurement. Conflicts of Interest. Collusion and Bid Rigging. Can corruption and perception of corruption be measured? Ways of measuring corruption: hard data, surveys, experience. Integrity Pact. Role of International institutions to combat corruption: TI, OECD, BEEPS, World Bank etc. Practical measures to combat corruption. The importance and limitation of debarring suppliers in public contract. The benefits of reducing corruption in a society

### **PRM 426: Research Project – 6 Credit Units**

This provides students with the opportunity to independently carry out an in-depth inquiry to investigate a research question(s) of their choice, producing a coherent review of the relevant literature, a logical discussion and a clearly communicated set of conclusions in the form of a dissertation. Students will also learn how to undertake research in practice settings.

NAME OF ACADEMIC STAFF	AREA OF SPECIALIZATION	DISCIPLINE	QUALIFICATION	RANK
Prof. Alhassan Dahiru	Quantity Surveying	Construction Project Management	Ph.D., M.Tech, B.Tech	Professor
Prof. Usman Nuruddeen	Construction Management	Building	Ph.D., M.Eng. B.Tech.	Reader
Prof. Musa Mohammed Mukhtar	Quantity Surveying	Quantity Surveying	Ph.D., M.Sc. B.Sc.	Reader

Dr. Abdullahi Nafiu Zadawa	Project Management	Quantity Surveying	Ph.D., M.Sc. B.Tech.	LecturerI
Dr. Adekunle Moshood Abioye	Energy Management	Mechanical & Production Engineering	Ph.D., M.Eng. B.Eng	LecturerI
Dr. Gambo Nuru	Project Management	Quantity Surveying	Ph.D., M.Eng. B.Tech.	Senior Lecturer
Esq. Samira Ibrahim Jibril	Law	Estate Management	M.Sc. B.Sc.	LecturerI
Dr. Abdullahi Umar	Project Management	Quantity Surveying	HND, M.Sc Ph.D,	Senior Lecturer
Dr. Musa Muhammad	Construction Management/Building	Building	B.Tech, M.Sc, Ph.D	Senior Lecturer
Jamilu Bala Maiauduga	Quantity Surveying	Quantity Surveying	B.Tech, M.Sc.	Lecturer 1
Prof. Babangida I. Yerima	English Language	English Language	B.Ed. M.Ed Ph.D	Professor
Shittu Kassim Aliyu	English Language	English Language	B.Sc, M.Sc	Lecturer 1
Musa Usman Bawa	Mathematics	Mathematics	B.Sc, M.Sc	Lecturer 1

# POSTGRADUATE DIPLOMA CURRICULUM

## Procurement Standards

### *PGD Procurement Management*

1.	<p style="text-align: center;"><b>DEPARTMENT/STANDARDS</b></p> <p style="text-align: center;">Sustainable Procurement</p>
2.	<p style="text-align: center;"><b>PROGRAMME</b></p> <p style="text-align: center;"><i>PGD Procurement Management</i></p>
3.	<p style="text-align: center;"><b>OVERVIEW OF THE PROGRAMME</b></p> <p>The Postgraduate Diploma programme in Procurement Management is to provide remedial training in basic courses in procurement to prepare graduates of universities or holders of equivalent qualifications who did not have first degrees in procurement and related programmes to either pursue a postgraduate degree programme in the field of study or seek employment under procurement units within ministries and organizations.</p>
4.	<p style="text-align: center;"><b>PHILOSOPHY</b></p> <p>The philosophy of the programme is to provide students with the historical background, skills, and information needed by procurement professionals. It will further arm students with academic theory and knowledge in the field of procurement.</p>
5.	<p style="text-align: center;"><b>OBJECTIVES</b></p> <p>The Postgraduate Diploma is designed to:</p> <ol style="list-style-type: none"> <li>i. Provide an understanding of the core courses in procurement;</li> <li>ii. Provide knowledge of the basic skills and tools for decision-making in procurement management in both private and public sectors</li> <li>iii. Equip students with knowledge and skills to evaluate and manage procurement processes as the supply base effectively;</li> <li>iv. Provide a rationale for procurement process and supply markets management given the turbulence in the business environment; and</li> <li>v. Enable students to apply the theory of procurement management and supply markets management in addressing procurement challenges.</li> </ol>
6.	<p style="text-align: center;"><b>LEARNING OUTCOMES</b></p> <p><b>The regime of Subject Knowledge</b></p> <p>At the end of the programme, students will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>i. Understanding of the purpose of the procurement function and its role in the organization;</li> <li>ii. Knowledge of both strategic and tactical issues in the management of procurement;</li> <li>iii. Appreciation of the processes involved in procurement and their wider relevance to the supply chain processes of the organization;</li> <li>iv. Practical knowledge of the role and use of automated and web-based applications used in the procurement management process and supply operations;</li> <li>v. Use tools and techniques to analyze and evaluate suppliers and supply markets;</li> </ol>

	<ul style="list-style-type: none"> <li>vi. Apply segmentation models to spending within an organization; and</li> <li>vii. Develop a procurement management strategy, relevant to the supply chain and operational needs of the organization.</li> </ul>
	<b>SKILLS AND COMPETENCIES</b>
7.	<p>The general skills shall include competencies in computer literacy, quantitative, communication, interpersonal skills, Information Technology, and entrepreneurship among others. Management-related cognitive abilities and skills required are as follows:</p> <ul style="list-style-type: none"> <li>i. Ability to solve procurement management problems;</li> <li>ii. Ability to implement good management policies in the subject area; and</li> <li>iii. Knowledge of management and audit of procurement.</li> </ul>
	<b>BEHAVIORAL ATTRIBUTES</b>
8.	<p>At the end of the programme, graduates will be able to:</p> <ul style="list-style-type: none"> <li>1. Understand the socio-cultural environment in which they find themselves and how such environment influences their own behaviors;</li> <li>2. Understand, explain, predict and influence human behavior in work organizations; and</li> <li>3. Relate the knowledge of human behavior to the ethics of their profession and understand the essence of teamwork.</li> </ul>
9.	<b>ADMISSION REQUIREMENT</b>
10.	<p>Candidates must have:</p> <ul style="list-style-type: none"> <li>1. Five credits including English Language, Mathematics, and Economics or procurement related subject at the Ordinary Level ('O' level) at not more than 2 sittings.</li> <li>2. Bachelor's Degrees not lower than Third Class Division from recognized Universities in a related field.</li> <li>3. Bachelors' Degrees with at least Second-Class Lower Division in areas not related to, Built Environment, Engineering, Management, and Administration may be considered.</li> <li>4. Higher National Diploma with at least Lower Credit</li> </ul>
	<b>DURATION OF THE PROGRAMME</b>
11.	<ul style="list-style-type: none"> <li>i. Full-time Postgraduate Diploma in Procurement Management: Minimum of two semesters and a maximum of four semesters.</li> </ul>
	<b>MODE OF DELIVERY</b>
12.	<p>The mode of the course delivery for the programme shall be a combination of classroom contact, virtual teaching, multimedia resources and presentations, interactive sessions, capstone approach/case studies, and student feedback mechanism.</p>
	<b>GRADUATION REQUIREMENT</b>
13.	<p>In addition to fulfilling all other requirements for graduation as prescribed by the individual host universities, a candidate must pass a minimum of 31 credit units including all the compulsory courses to be qualified for the award of the PGD in Procurement Management.</p> <p><b>Industrial attachment</b></p> <p>The student industrial attachment scheme is designed to expose and prepare students towards developing the occupational competencies of the student which is aimed at bridging the existing gap between theory and practice by exposing them to their various areas of specialization. At the completion of the attachment, each student is expected to write a report, present and defend to the team of examiners to be constituted by the Head of Department. The course should comprise experiences from both the public and private sectors. Consequently, the attachment programme will be for three (3) months starting at the end of first semester.</p>
	<b>CURRICULUM DEVELOPMENT AND MAINTENANCE OF ITS RELEVANCE</b>
14.	<p>In Nigeria, graduates do not seem to fit into specific contexts of practical value. Self-employment orientation is lacking, hence the current problem of graduate unemployment in the country and in the discipline. It is germane that in the development and maintenance of curriculum relevance, emphasis should be placed on problem - solving in the society. Curriculum should be tailored to meet the employers' and society's needs in addition to training of graduates to be self-reliant through the following measures:</p> <ul style="list-style-type: none"> <li>i. Regular review of the curriculum with emphasis on its relevance to the ever changing and challenging needs of the economy, industry, polity and wider society;</li> </ul>

- ii. Establishment of effective feedback mechanism with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability;
- iii. Efforts to retain senior experienced academic staff who continue to be productive and commit their experience and research output to books and other teaching aids;
- iv. Constant research exercise to monitor the relevance of course and contents to the rapidly changing socio – economic and political environment;
- v. Promotion of joint teaching programmes with professionals in practice and experienced technocrats;
- vi. More creative use of the system of external examination;
- vii. Constant study of students, evaluation of reports of the programmes, views of Community leaders, retired academics, etc;
- viii. Regular academic exchange programmes with other universities and research institutes, local and international; and
- ix. Introduction of IT–based teaching methodology, incorporating Internet use.

15.

**EXAMINATION, GRADING SYSTEM & GRADUATION REQUIREMENTS**

**1. Definition of Course Credit System**

All academic programmes shall be run on a modularized system, commonly referred to as Course Unit System. All courses should therefore be subdivided into more or less self-sufficient and logically consistent packages that are taught within a semester and examined at the end of that particular semester. Credit units should be attached to each course.

**2. Credit Units**

Credit units are weights attached to a course. One credit unit is equivalent to one hour per semester of 15 weeks of lectures or tutorials/practicals.

**3. Grading of Courses**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalents (GPE), used for purpose of determining standards standing at the end of every semester. Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of credit points (TCP) by the total number of units (TNU) for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of marks scored in course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in Table 1.

**Table 1: Grade Point System**

Mark %	Letter Grade	Grade Point
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
45 - 49	D	2
< 45	F	0

16.

**4. Grade Point Average and Cumulative Grade Point Average**

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 2. The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

**Table 2: Computation of Grade Points**

Course	Units	Grade Point	Units x Grade Point (UGP)
C <sub>1</sub>	U <sub>1</sub>	GP <sub>1</sub>	U <sub>1</sub> x GP <sub>1</sub>
C <sub>2</sub>	U <sub>2</sub>	GP <sub>2</sub>	U <sub>2</sub> x GP <sub>2</sub>
-	-	-	-
-	-	-	-

C <sub>i</sub>	U <sub>i</sub>	GP <sub>i</sub>	U <sub>i</sub> x GP <sub>i</sub>
-	-	-	-
-	-	-	-
C <sub>N</sub>	U <sub>N</sub>	GP <sub>N</sub>	U <sub>N</sub> x GP <sub>N</sub>
<b>TOTAL</b>	<b>TNU</b>		<b>TUGP</b>

$$TNU = \sum_{i=1}^N U_i \quad TUGP = \sum_{i=1}^N U_i * GP_i$$

$$CGPA = \frac{TUGP}{TNU}$$

### 5. Classification of Master of Science Degree in Procurement

The class of the PGDPM Degree shall be determined by the Cumulative Grade Point Average (CGPA) earned at the end of the programme for all such degrees in the Social Sciences as shown in Table 3.

**Table 3: Classification of Master of Science Degree in Procurement**

Cumulative Grade point Average	Class of MSc Degree
4.50-5.00	Distinction
3.50-4.49	UPPER CREDIT
2.50-3.49	LOWER CREDIT
1.50-2.49	PASS

### GRADUATION REQUIREMENTS

To earn a PGDPM in Procurement, a student shall have a minimum of 36 credit units of workload broken into 30 credit units of course work and 6 credit units of dissertation.

### Industrial Attachment

The student industrial attachment scheme is designed to expose and prepare students towards developing the occupational competencies of the student which is aimed at bridging the existing gap between theory and practice by exposing them to their various areas of specialization. At the completion of the attachment, each student is expected to write a report, present and defend to the team of examiners to be constituted by the Head of Department. The course should comprise experiences from both the public and private sectors. Consequently, the attachment programme will be for three (3) months starting at the end of first semester.

## COURSE STRUCTURE

### FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS	LH	PH
PGDPM711	Fundamentals of procurement	3	C	45	-
PGDPM712	Governance and Ethics	2	C	30	-
PGDPM713	Principles of Management	2	C	30	
PGDPM714	Supply Market Research and Communications	2	R	30	
PGDPM715	Principles of Economics	2	R	30	-
PGDPM716	Quantitative Techniques in Finance	2	C	30	-
PGDPM717	Research Methodology	2	C	30	
		15			

INDUSTRIAL ATTACHMENT			
<b>MSP 718</b>	<b>Industrial Training</b>	<b>4</b>	<b>Three (3) months</b>



SECOND SEMESTER

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>	<b>STATUS</b>	<b>LH</b>	<b>PH</b>
PGDPM721	Supply market analysis and application to Procurement	2	C	30	-
PGDPM722	Logistics management	2	R	30	-
PGDPM723	Financial Management	2	C	30	
PGDPM724	Law of Contract	2	C	30	
PGDPM725	Field Work	4	C	-	60
PGDPM726	Research Project	4	C	-	60
		16			

## PGD Procurement Management List of Academic Staff

NAME OF ACADEMIC STAFF	AREA OF SPECIALIZATION	DISCIPLINE	QUALIFICATION	RANK
Prof. Alhassan Dahiru	Quantity Surveying	Construction Project Management	Ph.D., M.Tech, B.Tech	Professor
Prof. Usman Nuruddeen	Construction Management	Building	Ph.D., M.Eng. B.Tech.	Reader
Prof. Musa Mohammed Mukhtar	Quantity Surveying	Quantity Surveying	Ph.D., M.Sc. B.Sc.	Reader
Dr. Abdullahi Nafiu Zadawa	Project Management	Quantity Surveying	Ph.D., M.Sc. B.Tech.	LecturerI
Dr. Adekunle Moshood Abioye	Energy Management	Mechanical & Production Engineering	Ph.D., M.Eng. B.Eng	LecturerI
Dr. Gambo Nuru	Project Management	Quantity Surveying	Ph.D., M.Eng. B.Tech.	Senior Lecturer
Esq. Samira Ibrahim Jibril	Law	Estate Management	M.Sc. B.Sc.	LecturerI
Dr. Abdullahi Umar	Project Management	Quantity Surveying	HND, M.Sc Ph.D,	Senior Lecturer
Dr. Musa Muhammad	Construction Management/Building	Building	B.Tech, M.Sc, Ph.D	Senior Lecturer
Auwalu Sani Shehu	Quantity Surveying	Quantity Surveying	B.Tech, M.Tech	Lecturer 1

# CURRICULUM FOR MASTER OF SCIENCE DEGREE IN PROCUREMENT MANAGEMENT

## Procurement Standards

### Master of Science (M.Sc.) Degree in Procurement Management

The Master of Science (M.Sc.) Degree in Procurement Management will prepare its students for management positions in the Procurement cadre in the public and private sectors after graduation. It would seek to bridge the identified gap in human resource capacity in the procurement profession within the Nigerian economy. The program will balance theory and practice in procurement to prepare graduates to meet future challenges and create new synergies across disciplines that are relevant in today's changing manufacturing and service sectors. Graduates of the program will have the ability to manage procurement both in the private and public sectors, towards achieving higher levels of service delivery, business performance, and profitability. Some of the graduates may proceed to read for Ph.D. to prepare them for academic positions in the sub-specialization of procurement.

To broaden and deepen the intellectual exposure of students in procurement so as to develop their capacity to creditably hold managerial positions and undertake research in any of the core areas of the discipline.

The M.Sc. program is aimed at to:

- I. Train and develop prospective managers, academics, researchers, and specialists in the field of procurement by providing a thorough grounding in

- the intellectual traditions of the discipline.
- ii. To improve national economic growth and development by promoting manpower development in Procurement.
  - iii. Foster interdisciplinary teamwork focused on developing and implementing solutions to procurement challenges.
  - iv. Expose students to diverse perspectives and approaches to problem-solving in the procurement function.

### **Vision and Mission Statements**

The vision of Master of Science (M.Sc.) Degree in Procurement Management is to “provide the interconnectivity between procurement and sustainable development towards achieving efficiency and effectiveness in service delivery both at the public and private sectors of the Nigerian economy.”

Our **mission** is to “develop principled and accountable professionals to change the Nigerian nation for the better”

The M.Sc. students need to pursue a minimum of 4 and max. of 6 semesters. The degree required the student to accumulate 30 credits of coursework. The M.Sc. candidates will need to prepare and defend a graduation dissertation (6 credits). Strict compliance to issues of Copyright violation, use of the anti-plagiarism mechanism, etc. Proper usage and disposal of research and teaching materials in accordance with global social and environmental protection standards.

The criteria for admission into the program will be as follows:

- i. Candidates must meet the basic matriculation requirement of 5 O' Level Credits including Mathematics, English Language and Economics.
- ii. Candidates must have at least a BSc Procurement or any other related degree at Second Class Lower Division Bachelors. Candidates with PGD in Procurement after a relevant first degree at Credit Level pass (i.e. 3.5 of 5.0

Cumulative Grade Point Average) or 60% on weighted percentage average may also be considered.

Students shall normally complete registration of courses for the semester within the time frame of registration set by the University after the start of the semester. A student cannot withdraw from a course, after registering for it, without permission from the Head of the Department. A student who fails to sit for the final examination for any registered course, without reasons acceptable to the Faculty Board, shall be deemed to have failed that course.

The curriculum will be taught through classroom contact. Industry instructors will also be deployed to provide field perspectives on Procurement practice. The duration of the program is full-time as follows:

- i. Full-time: A Minimum of four (4) semesters and a maximum of six (6) semesters

Specifically, each module will include:

- i) Learning Objectives
- ii) Learning Content;
- iii) Power-Point presentations and
- iv) Group and Individual Assignments/presentation including case studies, where appropriate.

### **1. Definition of Course Credit System**

All academic programmes shall be run on a modularized system, commonly referred to as Course Unit System. All courses should therefore be subdivided into more or less self-sufficient and logically consistent packages that are taught within a semester and examined at the end of that particular semester. Credit units should be attached to each course.

## 2. Credit Units

Credit units are weights attached to a course. One credit unit is equivalent to one hour per semester of 15 weeks of lectures or tutorials/practicals.

## 3. Grading of Courses

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalents (GPE), used for purpose of determining standards standing at the end of every semester. Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of credit points (TCP) by the total number of units (TNU) for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of marks scored in course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in Table 1.

**Table 1: Grade Point System**

<b>Mark %</b>	<b>Letter Grade</b>	<b>Grade Point</b>
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
< 50	F	0

## 4. Grade Point Average and Cumulative Grade Point Average

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 2. The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

**Table 2: Computation of Grade Points**

<b>Course</b>	<b>Units</b>	<b>Grade Point</b>	<b>Units x Grade Point (UGP)</b>
C <sub>1</sub>	U <sub>1</sub>	GP <sub>1</sub>	U <sub>1</sub> x GP <sub>1</sub>
C <sub>2</sub>	U <sub>2</sub>	GP <sub>2</sub>	U <sub>2</sub> x GP <sub>2</sub>
-	-	-	-
-	-	-	-
C <sub>i</sub>	U <sub>i</sub>	GP <sub>i</sub>	U <sub>i</sub> x GP <sub>i</sub>
-	-	-	-
-	-	-	-
C <sub>N</sub>	U <sub>N</sub>	GP <sub>N</sub>	U <sub>N</sub> x GP <sub>N</sub>
<b>TOTAL</b>	<b>TNU</b>		<b>TUGP</b>

### 5. Classification of Master of Science Degree in Procurement

The class of the MSc Degree shall be determined by the Cumulative Grade Point Average (CGPA) earned at the end of the programme for all such degrees in the Social Sciences as shown in Table 3.

**Table 3: Classification of Master of Science Degree in Procurement**

<b>Cumulative Grade point Average</b>	<b>Class of MSc Degree</b>
4.50-5.00	Distinction
3.00-4.49	Pass
Below 3.00	Fail

### GRADUATION REQUIREMENTS

To earn a Master of Science Degree in Procurement, a student shall have a minimum of 36 credit units of workload broken into 30 credit units of course work and 6 credit units of dissertation.

### Industrial Attachment

The student industrial attachment scheme is designed to expose and prepare

students towards developing the occupational competencies of the student which is aimed at bridging the existing gap between theory and practice by exposing them to their various areas of specialization. At the completion of the attachment, each student is expected to write a report, present and defend to the team of examiners to be constituted by the Head of Department. The course should comprise experiences from both the public and private sectors. Consequently, the attachment programme will be for three (3) months starting at the end of first semester.

### **1. Master of Science (M.Sc.) Degree in Procurement Management.**

**Preamble:** This course is designed to bridge the manpower gap in procurement, and also to develop the critical mass of human capital needed to properly teach procurement students at the university level and to competently drive procurement activities at managerial level in both the private and public sectors of the economy. It is expected that it would adequately prepare graduates of the programme (by imparting to them the requisite skills and expertise) to deal decisively with contemporary and future procurement challenges.

**Learning Objectives:** At the end of this course, students will be able to:

- I. Demonstrate understanding of practical models of procurement and various instruments of strategic procurement.
- II. Critically analyze advances in project and programme management;
- III. Understand and apply big data analysis and virtual technologies in logistics development situations.
- IV. Demonstrate understanding and application of contract law and alternative dispute resolution in procurement settings.
- V. Understand and utilize advanced research techniques for solution finding in complex challenges in procurement.
- VI. Understand and conduct cost accounting for materials, labour, overheads and equipment;
- VII. Demonstrate knowledge of types and methods of costing;
- VIII. Demonstrate knowledge of the nature and use of accounting ratios.
- IX. Understand global logistics and supply chains, and apply such knowledge to



maintenance of sustainability in such chains for stability of transnational supplies in organizations.

- X. Successfully evaluate procurement risks and creditably manage the associated contracts.
- XI. Develop monitoring and evaluation systems in the procurement process;
- XII. Implement internal controls to reduce fraud risk and to detect and prevent fraud.
- XIII. Understand management theory and deploy such knowledge to organizational design and management of group processes.
- XIV. Demonstrate in-depth knowledge of intricacies of such corporate financial issues as leasing, mergers, acquisitions, and issuance of securities and develop appropriate solutions.
- XV. Develop and implement comprehensive strategies for stable Procurement Management in organizations.
- XVI. Understand micro and macro-economic activities and how to deploy the basic theories and principles to the procurement function.
- XVII. Demonstrate knowledge of existing online platforms that promote procurement activities and effectively deploy Information Technology toward organizational procurement.
- XVIII. Write and make a presentation on their research projects in procurement.
- XIX. At the end of the dissertation, students will be able to plan, conduct research and write a report on findings on a procurement subject.

**Specific Target:** This training course will benefit all levels of personnel engaged in contract management, negotiation, procurement, monitoring, oversight, operations, and disputes resolution. Others include consultants, contractors, store officers, purchasing and supply professionals with operational responsibility for procurement, as well as budget and planning officers. Interested participant can pursue a carrier path in procurement management.

First Year, First Semester,

Course Code	Course Title	Credit Unit	Status	LH	PH
MSP 811	Strategic Procurement	2	Core	2	-
MSP 812	Law of Contract and Alternative Dispute Resolution	2	Core	2	-
MSP 813	Cost and Management Accounting	2	Core	2	-
MSP 814	Procurement Risk and Contract Management	2	Core	2	-
MSP 815	Sustainable Procurement	2	Core	2	-
MSP 816	Management Theory and Practice	2	Required	2	-
<b>Total</b>		<b>12</b>			
<b>INDUSTRIAL ATTACHMENT</b>					
<b>MSP 817</b>	<b>Industrial Training</b>	<b>4</b>	<b>Three (3) months</b>		

First Year, Second Semester, Course Structure

Course Code	Course Title	Credit Unit	Status	LH	PH
MSP 82	Advanced Project Logistics Management	2	Core	2	-
MSP 82	Advanced Research Methods	2	Core	2	-
MSP 82	Global Supply Chain Management	2	Core	2	-
MSP 82	Fraud and Corruption Procurement	2	Core	2	-
MSP 82	Corporate Finance	2	Require	2	-
<b>PLUS ONE ELECTIVE</b>					
MSP 82	Economics of P-u Private Partnership	2	*Elective	2	-
MSP 82	E-Procurement	2	*Elective	2	-
<b>Total</b>		<b>12</b>			

\*Students are to choose one of the two Elective Courses

### Second Year, First Semester, Course Structure

Course Code	Course Title	Credit Unit	Status	LH	PH
MSP 817	Seminar I	2	Core	-	2
<b>Total</b>		<b>2</b>			

### Second Year, Second Semester, Course Structure

Course Code	Course Title	Credit Unit	Status	LH	PH
MSP 828	Seminar II	2	Core	-	2
MSP 829	Dissertation	6	Core	-	6
<b>Total</b>		<b>8</b>			

### First Year, First Semester,

#### **MSP 811: Strategic Procurement**

Understanding the functions of strategic procurement and how it plays a critical role in an organization, as well as its influence and inter-dependencies with their corporate functions, research, and development. Step by Step review of practical models of strategic procurement and various instruments of strategic procurement.

#### **MSP 812: Law of Contract and Alternative Dispute Resolution**

The contract law course covers the formation, validity, and enforcement of agreements between businesses and individuals. It covers the purpose and standard components of a contract. It is also concerned with contract enforcement, legal obligations under common contract law and sales contracts. While Alternative Dispute Resolution will cover, the legal and theoretical framework of ADR, Negotiation, Mediation, Early Neutral Evaluation, Ethics and Settlement, Expert Determination and Arbitration.

#### **MSP 813: Cost and Management Accounting**

Nature, scope and functions of cost and management accounting; Principle underlying the preparation and presentation of cost accounts for various types of businesses; The elements of cost; Cost accounting for materials, labour, overhead and equipment; The different meaning of costs, namely; historical, marginal, average etc.; Costing methods, job and process cost accounting, element of marginal

costing and budgetary control, double entry accounts for budgetary control; Nature and use of accounting ratios; and some current problems and issues.

### **MSP 814: Procurement Risk and Contract Management**

Overview of project risks; Effective management of procurement processes in a multiple environment; Implementation and sustainability of global supply chain management and their advantages and disadvantages.

### **MSP 815: Sustainable Procurement**

**Globalization And Its Implications:** Globalization and its implications; Thinking globally, acting locally; The new organizational paradigm; Some Global Strategies; Globalization drivers - Why Companies Go Global?; Consequences Of Globalization; Managing the supply chain of the future.

**Introduction to Global Supply Chain Management:** - What is supply chain; Supply Chain Structure; Critical Factors in Successful Partnership Relations; Supply Chain Management; Historical developments in supply chain management; Globalization era; Global Supply Chain Management; Network of Relationships; Types of International Sourcing Strategy; Global SCM Factors; Competencies Needed for Efficient Global SCM.

**Network Design in the Supply Chain:** - The critical need for new and improved logistics/supply chain networks. Factors to redesign a logistics/supply chain network. Multi-echelon networks; Structure an effective process for supply chain network design; Types of Relationships in Supply Chain.

**Global Supply Chain Planning and Sourcing:** - Supply Chain Planning Processes; Supply Chain Planning Decisions; Strategic global sourcing; Motives of buying overseas; Challenges on international sourcing.

**Global Site Location:** - Strategic Roles of a Facility; Key locational determinants on prospective locational alternatives; A strategic framework for facility location; Types of modeling approaches used in location decision making.

**Transportation In The Global Supply Chain:** - The role of transportation in the supply chain; Factors affecting transportation decisions; Modes of transportation and their performance characteristics; Design options for a transportation network; Trade-offs in transportation design; Tailored transportation; Routing and

scheduling in transportation; Making transportation decisions in practice.

**Global Supply Chain Measurement, Audit and Benchmarking:** Measuring supply chain performance; Eliminating Sources of Waste in Supply Chain; Balanced Score Card; SCOR Model; Integrated Supply Chain Metrics; Approaches to Benchmarking; The Responsibility for The Audit.

**Global Supply Chain Risk Management:** - Global SC Risk Management; Factors Impacting Exposure to Risks; Managing the Unknown-Unknown; Managing Global Risks; Global Integration Implementation.

**Information Technology Issues in GSM:** - Global Information Systems Infrastructure; The Impact of Information Technology on Transnational Firms; Country Diversity; Issues in the National IT Environment; Corporate Factors; Transnational IT Policy Issues; Alignment of Global Vision with IT using Global Drivers; The Major Dimensions of Global IT Management; Global Considerations for IT; Technology Appraisal Programme.

**International Humanitarian and Emergency Procurements:** - Global demand for humanitarian assistance; Challenges bringing Humanitarian Aid; Consequences of slow Custom Clearing Process; Major Trends in the International Humanitarian System; Why Manage for Emergencies; Types of Emergencies; Emergency Procurements.

**International Quality Standards:** - Understanding The ISO; Certification and Accreditation; ISO 9001 certificates; Quality Management from ISO 9001:2000 perspective; Environmental issues from ISO 14001:2004 perspective; Business Case for Quality.

**Issues in Global Supply Chain Management:** International vs Regional Products; Local Autonomy vs Central Control; Green Supply Chain Management; Miscellaneous Dangers; Ethical Issues in the Global Arena. Environmental protection, social progress and ethics, step by step approach to sourcing sustainable products from suppliers; Green procurement and sustainable development goals.

### **MSP 816: Management Theory and Practice**

Conventional and modern conceptions of management; definitions and dynamics of management theories; levels and features of theory in management; Applications and relevance of theory in the Nigerian context; Organizational design and outline

managing group processes, problems of integration and control; managing change and development, modern issues in management theory.

### **MSP 817: Industrial Training**

The student industrial attachment scheme is designed to expose and prepare students towards developing the occupational competencies of the student which is aimed at bridging the existing gap between theory and practice by exposing them to their various areas of specialization. At the completion of the attachment, each student is expected to write a report, present and defend to the team of examiners to be constituted by the Head of Department. The course should comprise experiences from both the public and private sectors. Consequently, the attachment programme will be for three (3) months starting at the end of first semester.

**First Year, Second Semester,**

### **MSP 821: Advanced Project and Logistics Management**

Evaluation of contemporary research and logistics and project management; Critical analysis of advances in project and programmes management; and Review of emerging technologies and innovations in logistics and project management such as big data analysis and virtual technologies.

### **MSP 822: Advanced Research Methods**

The course utilizes advanced research techniques to explore problems in the area of procurement. In addition, the course teaches students the use of advanced research techniques to investigate empirical issues in procurement. Some of the topics to be covered, among others include advanced research designs, qualitative and quantitative methods of research, advance measurement scale, multidimensional scaling, complex sampling approaches, meta-analysis, conjoint analysis. Specifically, the course aims to expose students to contemporary, but not common, research methods that are relevant for understanding and solving general business management problems. Students are to be exposed to scholarly works in journals and textbooks utilizing relevant advanced research techniques.

### **MSP 823: Global Supply Chain Management**

Critical evaluation of global logistics and supply chain to an organization competitive advantage; Sustainable approaches to supply chain management; Global trends impacting on the sustainability of supply chains; Strategies to improve the performance of supply chain against the triple bottom line (i.e. environmental, social, and economic/technological implications).

### **MSP 824: Fraud and Corruption in Procurement**

The course will focus on Rationale and principles of Procurement Management; Definition and understanding Procurement and purchasing, Critical Supply Strategies – the unnecessary need for RFQs, Definition of Category Management to facilitate Procurement, Models used in Category Grouping Strategy, Developing Spend Profiles and the ABC Analysis, Skill sets For Purchasing of the future; Implementing Internal Controls to Reduce Fraud Risk Principles and standards of purchasing practice, Developing, monitoring and evaluation systems – generating critical reports Identification and the prevention of Procurement Fraud, Developing Company Purchase Price Index, Developing Key Performance Indicators (KPI) For Procurement, Ethics and codes for purchasing personnel and Improving the Image of Procurement The Most Common Procurement Fraud Schemes and their Primary Red Flags, 6 common procurement fraud schemes, The seven global procurement fraud challenge, Procurement frauds and its effects, Basic Issues in Corruption and Fraud Prevention, 10 ways to control procurement fraud, Increasing the Level of Procurement Professionalism.

### **MSP 825: Corporate Finance**

The nature of the firm and corporate objectives; Implementation of the firms' goals for choice among alternative investment projects (Capital budgeting problems), marketing evaluation of non-assets under uncertainty and implication for capital budgeting, analysis and illustration with problems of alternative investment criteria, alternative approaches to value of the firm and the cost of capital, discussion of corporate financial problems such as leasing, mergers, acquisitions and issuance of securities.

## **MSP 826: Economics of Public-Private Partnership**

**Course synopsis** - this course will examine the growing prevalence of PPPs used by federal, state and local governments to transfer risk and responsibility to the private sector in exchange for financial or other incentives. The syllabus below is broken out into the multiple contexts in which public-private partnerships have been utilized, including in transportation, infrastructure, education, and public health. Here, we'll look at whether multi-stakeholder partnerships are an effective means to relieve financial burdens on communities, when it is most appropriate for public entities to utilize private sector expertise, and when shared risk makes fiscal sense for both the private and public sectors. Discussions will also emphasize the inherent management challenges within multi-stakeholder partnerships and their impact on performance in the delivery of public services. -

## **MSP 827: E-Procurement**

The course will create a fundamental understanding of e-Procurement implementation system as a tool to improve public procurement management, through the automation of all underlying processes. The course is composed of; understanding electronic procurement and developing a framework for establishing e-GP, as well as features and modules of e-Procurement systems

### **Second Year, First Semester,**

## **MSP 817: Seminar I**

This seminar introduces students to the most recent research in the area of procurement, examining current issues and trends. Students have an opportunity to present and discuss their own research and actively engage in the analysis and discussion of the work of others. Each student is expected to make at least one presentation during the course, focusing on the formulation, design, execution, and results of his/her research.

### **Second Year, Second Semester,**

## **MSP 828: Seminar II**

This seminar introduces students to the most recent research in the area of procurement, examining current issues and trends. Students have an opportunity to



present and discuss their own research and actively engage in the analysis and discussion of the work of others. Each student is expected to make at least one presentation during the course, focusing on the formulation, design, execution, and results of his/her research.

### **MSP 829: Dissertation**

Research work carried out by graduate students. The work should be original and tailored towards advancing knowledge.

<b>NAME OF ACADEMIC STAFF</b>	<b>AREA OF SPECIALIZATION</b>	<b>DISCIPLINE</b>	<b>QUALIFICATION</b>	<b>RANK</b>
Prof. Alhassan Dahiru	Quantity Surveying	Construction Project Management	Ph.D., M.Tech, B.Tech	Professor
Prof. Usman Nuruddeen	Construction Management	Building	Ph.D., M.Eng. B.Tech.	Reader
Prof. Musa Mohammed Mukhtar	Quantity Surveying	Quantity Surveying	Ph.D., M.Sc. B.Sc.	Reader

Dr. Abdullahi Nafiu Zadawa	Project Management	Quantity Surveying	Ph.D., M.Sc. B.Tech.	Lecturer I
Dr. Adekunle Moshood Abioye	Energy Management	Mechanical & Production Engineering	Ph.D., M.Eng. B.Eng	Lecturer I
Dr. Gambo Nuru	Project Management	Quantity Surveying	Ph.D., M.Eng. B.Tech.	Senior Lecturer
Esq. Samira Ibrahim Jibril	Law	Estate Management	M.Sc. B.Sc.	Lecturer I
Dr. Abdullahi Umar	Project Management	Quantity Surveying	HND, M.Sc Ph.D,	Senior Lecturer
Dr. Musa Muhammad	Construction Management/Building	Building	B.Tech, M.Sc, Ph.D	Senior Lecturer



# CURRICULUM FOR PROFESSIONAL MASTERS IN PROCUREMENT

## Procurement Standards

### MASTER OF PROCUREMENT MANAGEMENT (MPM)

The Master of Procurement Management will prepare its students for management positions in the Procurement cadre in the public and private sectors after graduation. It would seek to bridge the identified gap in human resource capacity in the procurement profession within the Nigerian economy. The program will balance theory and practice in procurement to prepare graduates to meet future challenges and create new synergies across disciplines that are relevant in today's changing manufacturing and service sectors. Graduates of the program will have the ability to manage procurement both in the private and public sectors, towards achieving higher levels of service delivery, business performance, and profitability.

To broaden and deepen the intellectual exposure of students in procurement so as to develop their capacity to creditably hold managerial positions and is oriented toward direct application of knowledge in areas of the discipline.

The MPM programme is designed to:

- I. Train and develop prospective managers, and specialists in the field of procurement by providing thorough grounding in the intellectual traditions of the discipline.
- ii. To improve national economic growth and development by promoting manpower development in Procurement.

- iii. Foster interdisciplinary teamwork focused on developing and implementing solutions to procurement challenges.
- iv. Expose students to diverse perspectives and approaches to problem-solving in the procurement function.

### **Vision and Mission Statements**

The vision of Master of Procurement Management (MPM) is to “provide the interconnectivity between procurement and sustainable development towards achieving efficiency and effectiveness in service delivery both at the public and private sectors of the Nigerian economy.”

Our **mission** is to “develop principled and accountable professionals to change the Nigerian nation for the better”

Full-time students need to pursue a minimum of 2 and max. of 4 semesters while part-time students need to pursue a minimum of 4 and max. of 6 semesters. The degree required the student to accumulate 30 credits of course work and the candidates are needed only to present a mini-project (6 credits), but need to defend in front of a committee.

Strict compliance to issues of Copyright violation, use of the anti-plagiarism mechanism, etc. Proper usage and disposal of research and teaching materials in accordance with global social and environmental protection standards.

The criteria for admission into the program will be as follows:

- I. Candidates must meet the basic matriculation requirement of 5 O' Level Credits including Mathematics, English Language and Economics.
- ii. Candidates must have at least a BSc Procurement or any other related degree at Second Class Lower Division Bachelors. Candidates with PGD in Procurement after a relevant first degree at Credit Level pass (i.e. 3.5 of 5.0

Cumulative Grade Point Average) or 60% on weighted percentage average may also be considered.

iii. Bachelors' Degrees with at least Second-Class Lower Division in areas not related to, Built Environment, Engineering, Management, and Administration may be considered.

Students shall normally complete registration of courses for the semester within the time frame of registration set by the University after the start of the semester. A student cannot withdraw from a course, after registering for it, without permission from the Head of the Department. A student who fails to sit for the final examination for any registered course, without reasons acceptable to the Faculty Board, shall be deemed to have failed that course.

The curriculum will be taught through classroom contact. Industry instructors will also be deployed to provide field perspectives on Procurement practice. The duration of the programme will vary depending on whether it is part time or full-time as follows:

- I. Full-time: A Minimum of two (2) semesters and a maximum of four (4) semesters; and
- ii. Part-time: A minimum of four (4) semesters and a maximum of six (6) semesters

Specifically, each module will include:

- i) Learning Objectives
- ii) Learning Content;
- iii) Power-Point presentations and
- iv) Group and Individual Assignments/presentation including case studies, where appropriate.

## EXAMINATION, GRADING SYSTEM & GRADUATION REQUIREMENTS

### 1. Definition of Course Credit System

All academic programmes shall be run on a modularized system, commonly referred to as Course Unit System. All courses should therefore be subdivided into more or less self-sufficient and logically consistent packages that are taught within a semester and examined at the end of that particular semester. Credit units should be attached to each course.

### 2. Credit Units

Credit units are weights attached to a course. One credit unit is equivalent to one hour per semester of 15 weeks of lectures or tutorials/practicals.

### 3. Grading of Courses

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalents (GPE), used for purpose of determining standards standing at the end of every semester. Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of credit points (TCP) by the total number of units (TNU) for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of marks scored in course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in Table 1.

**Table 1: Grade Point System**

Mark %	Letter Grade	Grade Point
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
< 50	F	0

### 1. Grade Point Average and Cumulative Grade Point Average

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by

dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 2. The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

Course	Units	Grade Point	Units x Grade Point (UGP)
C <sub>1</sub>	U <sub>1</sub>	GP <sub>1</sub>	U <sub>1</sub> x GP <sub>1</sub>
C <sub>2</sub>	U <sub>2</sub>	GP <sub>2</sub>	U <sub>2</sub> x GP <sub>2</sub>
-	-	-	-
-	-	-	-
C <sub>i</sub>	U <sub>i</sub>	GP <sub>i</sub>	U <sub>i</sub> x GP <sub>i</sub>
-	-	-	-
-	-	-	-
C <sub>N</sub>	U <sub>N</sub>	GP <sub>N</sub>	U <sub>N</sub> x GP <sub>N</sub>
<b>TOTAL</b>	<b>TNU</b>		<b>TUGP</b>

### 1. Classification of Master of Procurement Management

The class of the MPM Degree shall be determined by the Cumulative Grade Point Average (CGPA) earned at the end of the programme for all such degrees as shown in Table 3.

**Table 3: Classification of Master of Procurement Management**

Cumulative Grade point Average	Class of MPM Degree
4.50-5.00	Distinction
3.00-4.49	Pass
Below 3.00	Fail

To earn a Master of Procurement Management, a student shall have a minimum of 30 credit units of workload broken into semester units of course work.

## Internship

The student industrial attachment scheme is designed to expose and prepare students towards developing the occupational competencies of the student which is aimed at bridging the existing gap between theory and practice by exposing them to their various areas of specialization. At the completion of the attachment, each student is expected to write a report, present and defend to the team of examiners to be constituted by the Head of Department. The course should comprise experiences from both the public and private sectors. Consequently, the attachment programme will be for three (3) months starting at the end of second semester.

### First Year, First Semester,

Course Code	Course Title	Credit Unit	Status	LH	PH
MPM 811	International Humanitarian and Emergency Procurements	2	Required	2	-
MPM 812	Supply Chain Measurement, Audit and Benchmarking	2	Required	2	-
MPM 813	Strategic Procurement	2	Core	2	-
MPM 814	Procurement Laws	2	Core	2	-
MPM 815	Principles of Procurement	2	Core	2	-
MPM 816	Ethical Issues in Procurement	2	Required	2	-
<b>Total</b>		<b>12</b>			

### First Year, Second Semester, Course Structur

Course Code	Course Title	Credit Unit	Status	LH	PH
MPM 821	Supply Chain Risk Management	2	Core	2	-
MPM 822	Introduction to Report writing	2	Required	2	-
MPM 823	Advanced Project and Logistic Management		Required		
MPM 824	Public-Private Partnership Procuremen (PPPP)	2	Core	2	-
MPM 825	Project Management	2	Core	2	-
MPM 826	Category Management	2	Required	2	-
<b>Total</b>		<b>12</b>			

<b>INDUSTRIAL ATTACHMENT</b>					
<b>MPM 827</b>	<b>Internship</b>	<b>6</b>	<b>Three (3) months</b>		



## **First Semester**

**MPM 811: International Humanitarian and Emergency Procurements:** Global demand for humanitarian assistance; Challenges bringing Humanitarian Aid; Consequences of slow Custom Clearing Process; Major Trends in the International Humanitarian System; Why Manage For Emergencies; Types of Emergencies; Emergency Procurements.

**MPM 812: Supply Chain Measurement, Audit and Benchmarking:** Measuring supply chain performance; Eliminating Sources of Waste in Supply Chain; Balanced Score Card; SCOR Model; Integrated Supply Chain Metrics; Approaches to Benchmarking; The Responsibility for The Audit.

**MPM 813: Strategic Procurement:** Understanding the functions of strategic procurement and how it plays a critical role in an organization, as well as its influence and inter-dependencies with their corporate functions, research and development.

**MPM 814: Procurement Laws:** Introduction to law of contract (prerequisites of a valid contract, legal status of tenders, enquiries, quotations). Contractual terminologies (express vs implied terms, exclusions and limitations of liability, force majeure, transfer of property and risk, liquidated damages, dispute resolution, transition and exit). Remedies for contract breach (conditions and warranties, termination rights, damages). Introduction to the Legal and Regulatory frameworks for Public Procurement. Public procurement systems and regulatory provisions. Model law on procurement of goods, construction and services.

**MPM 815: Principles of Procurement:** Understanding Procurement (Concepts: procurement vs purchasing; role, goals and importance of procurement; procurement strategy). Role of Procurement in the Value Chain (Importance of procurement to business, type of purchasing goods and equipment; Current trends in procurement; e-procurement, ethical issues, risk management). Procurement

Management Process (core tasks, roles and responsibilities; planning the procurement activities and policy development, professionalizing the procurement personnel). The Competency Framework for the PP profession and Steps of the procurement process: procurement tasks at each of the three stages of the Procurement Process (supply Chain). Organization and Structure (determinants of the location of procurement in the organization; authority and the structure within procurement).

**MPM 816: Ethical Issues in Procurement:** Understanding the meaning of ethics and ethical behaviour as well as differences between the words Legal, Ethical and Moral. Set of values, attitudes and aptitudes in procurement. Areas of unethical conduct among parties (such as organization, supplier, contractor, personnel etc.) in the procurement cycle. Development, implementation and enforcement of ethical policy on procurement. Training and enforcement of procurement Ethical Policy.

## **Second Semester**

**MPM 821: Supply Chain Risk Management:** Global SC Risk Management; Factors Impacting Exposure to Risks; Managing the Unknown-Unknown; Managing Global Risks; Global Integration Implementation. International Quality Standards: Understanding The ISO; Certification and Accreditation; ISO 9001 certificates; Quality Management from ISO 9001:2000 perspective; Environmental issues from ISO 14001:2004 perspective; Business Case for Quality.

**MPM 822: Introduction to Report writing:** understanding how to write a high-quality report that clearly express expertise. This comprehensive report-writing training covers all the skills your team need to plan, structure and write effective reports that get results. We tailor the course content and practical exercises to your unique challenges and goals. This includes using real-life examples of your documents so everything is relevant for your sector, industry and the kinds of reports your team write. How to use an appropriate level of language for readers, make effective use of data and graphics and write in their organizations' tone of voice.

**MPM 823: Advanced Project and Logistics Management:** Evaluation of contemporary research and logistics and project management; Critical analysis of advances in project and programmes management; and Review of emerging technologies and innovations in logistics and project management such as big data analysis and virtual technologies.

**MPM 824: Public-Private Partnership Procurement (PPPP):** History, types, importance and modalities for Public-Private Partnership Procurement (PPPP). Examples of some successful PPPPs, legal frameworks PPPP, performance measurement for PPPPs. Key challenges and techniques for overcoming them. Reinventing Procurement through PPP.

**MPM 825: Project Management:** Understanding the nature and scope of project management. Product choice, market research, production planning and development. Technical, economic, financial feasibility and analysis. Evaluation of infrastructural facilities; Site selection; Social cost/benefit analysis; project finance; Sources and cost of capital. The essentials of Contract Control Rectangle (Time, Quality, Cost and Scope).

**MPM 826: Category Management:** Understanding the rationale and principles of category management, assessing the main categories of expenditure, models for category management, importance of market factors on implementing category management, behavioural and technical skills required to implement category management and making the category management approach work for your business.

**MPM 827: Internship:** The student industrial attachment scheme is designed to expose and prepare students towards developing the occupational competencies of the student which is aimed at bridging the existing gap between theory and practice by exposing them to their various areas of specialization. At the completion of the attachment, each student is expected to write a report, present and defend to the team of examiners to be constituted by the Head of Department. The course should comprise experiences from both the public and private sectors. Consequently, the

attachment programme will be for three (3) months starting at the end of first semester.

NAME OF ACADEMIC STAFF	AREA OF SPECIALIZATION	DISCIPLINE	QUALIFICATION	RANK
Prof. Alhassan Dahiru	Quantity Surveying	Construction Project Management	Ph.D., M.Tech, B.Tech	Professor
Prof. Usman Nuruddeen	Construction Management	Building	Ph.D., M.Eng. B.Tech.	Reader
Prof. Musa Mohammed Mukhtar	Quantity Surveying	Quantity Surveying	Ph.D., M.Sc. B.Sc.	Reader

Dr. Abdullahi Nafiu Zadawa	Project Management	Quantity Surveying	Ph.D., M.Sc. B.Tech.	Lecturer I
Dr. Adekunle Moshood Abioye	Energy Management	Mechanical & Production Engineering	Ph.D., M.Eng. B.Eng	Lecturer I
Dr. Gambo Nuru	Project Management	Quantity Surveying	Ph.D., M.Eng. B.Tech.	Senior Lecturer
Esq. Samira Ibrahim Jibril	Law	Estate Management	M.Sc. B.Sc.	Lecturer I
Dr. Abdullahi Umar	Project Management	Quantity Surveying	HND, M.Sc Ph.D,	Senior Lecturer
Dr. Musa Muhammad	Construction Management/Building	Building	B.Tech, M.Sc, Ph.D	Senior Lecturer





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# CURRICULUM FOR DOCTOR OF PHILOSOPHY DEGREE IN PROCUREMENT MANAGEMENT

## Procurement Standards

### Doctor of Philosophy (PhD.) Degree in Procurement Management

The Doctor of Philosophy (PhD.) Degree in Procurement Management is for students who wish to advance their knowledge and increase their understanding of the procurement world through research, scholarship, and teaching. The program provides students with research experience, familiarity with appropriate information studies theories and methods, and participation in an active research community. Students attain this level of research competence through close partnerships with our center experts who mentor and challenge them. Our curriculum offers flexibility to tailor coursework for individual needs, with the intention of preparing all students to produce high-quality, original, and relevant research aligned to our mission as a Centre: Our Vision & Values.

To broaden and deepen the intellectual exposure of students in procurement so as to develop their capacity to creditably hold managerial positions and undertake research in any of the core areas of the discipline.

The Ph.D. program is aimed at to:

- I. Train and develop prospective managers, academics, researchers, and specialists in the field of procurement by providing a thorough grounding in the intellectual traditions of the discipline.
- ii. To improve national economic growth and development by promoting

manpower development in Procurement.

- iii. Foster interdisciplinary teamwork focused on developing and implementing solutions to procurement challenges.
- iv. Expose students to diverse perspectives and approaches to problem-solving in the procurement function.

### **Vision and Mission Statements**

The vision of Ph.D. Degree in Procurement Management is to “provide the interconnectivity between procurement and sustainable development towards achieving efficiency and effectiveness in service delivery both at the public and private sectors of the Nigerian economy.”

Our **mission** is to “develop principled and accountable professionals to change the Nigerian nation for the better”

The Ph.D. full-time students need to pursue a minimum of 36 calendar months and a maximum of 60 calendar months, while part-time students need to pursue a minimum of 48 calendar months and a maximum of 84 calendar months. **The program is highly industry-focused and culminates in a period of time on work experience.**

Strict compliance to issues of Copyright violation, use of the anti-plagiarism mechanism, etc. Proper usage and disposal of research and teaching materials in accordance with global social and environmental protection standards.

The criteria for admission into the program will be as follows:

- i. Candidates must meet the basic matriculation requirement of 5 O' Level Credits including Mathematics, English Language, and Economics.
- ii. Graduates of Abubakar Tafawa Balewa University who hold Master's Degree



appropriate for the procurement standards with a minimum CGPA of 3.5 out of 5.0.

- iii. Graduates of other recognized universities who hold higher degrees considered by the university to be equivalent with a 3.5 out of 5.0 Cumulative Grade Point Average or 60% on the weighted percentage average may also be considered.

Students shall normally complete registration within the time frame of registration set by the University after the start of the semester. A student cannot withdraw from a course, after registering for it, without permission from the Head of the Department.

The curriculum will be taught through classroom contact on research. Industry instructors will also be deployed to provide field perspectives on Procurement practice.

- Research Colloquium presentations and doctoral research presentations.
- Group and Individual Assignments/presentations including case studies, where appropriate.
- etc

To earn a Ph.D. Degree in Procurement, a student shall have met a minimum university Postgraduate graduation requirement of presentations and publishing of at least two (2) peer-reviewed articles or three (3) peer-reviewed academic conferences, etc. the candidate must achieve the 3-months Industry Collaboration Project.

To earn a Ph.D. a student is expected to be examined by an external examiner in the area of specialization.

Doctor of Philosophy (Ph.D.) Degree in Procurement Management.

**Preamble:** This course is designed to bridge the manpower gap in procurement, and also to develop the critical mass of human capital needed to properly teach procurement students at the university level and to competently drive procurement activities at managerial level in both the private and public sectors of the economy. It is expected that it would adequately prepare graduates of the programme (by imparting to them the requisite skills and expertise) to deal decisively with contemporary and future procurement challenges.

**Learning Objectives:** At the end of this course, students will be able to:

- I. Understand and apply big data analysis and virtual technologies in logistics development situations.
- II. Understand and utilize advanced research techniques for solution finding in complex challenges in procurement.
- III. Develop monitoring and evaluation systems in the procurement process;
- IV. Understand management theory and deploy such knowledge to organizational design and management of group processes.
- V. Demonstrate in-depth knowledge of intricacies of such corporate financial issues as leasing, mergers, acquisitions, and issuance of securities and develop appropriate solutions.
- VI. Develop and implement comprehensive strategies for stable Procurement Management in organizations.
- VII. Understand micro and macro-economic activities and how to deploy the basic theories and principles to the procurement function.
- VIII. Demonstrate knowledge of existing online platforms that promote procurement activities and effectively deploy Information Technology toward organizational procurement.
- IX. Write and make a presentation on research projects in procurement.
- X. At the end of the dissertation, students will be able to plan, conduct research and write a report on findings on a procurement subject.

**Specific Target:** This training course will benefit all levels of personnel engaged in contract management, negotiation, procurement, monitoring, oversight, operations, and disputes resolution. Others include consultants, contractors, store officers, purchasing and supply professionals with operational responsibility for procurement, as well as budget and planning officers. Interested participant can pursue a carrier path in procurement management.

<b>Course Code</b>	<b>Course Title</b>
DPM 911	Seminar Research Colloquium presentation
DPM 912	Seminar II: Industrial case studies presentation
DPM 913	Seminar III: Doctoral research proposal presentation
DPM 914	Seminar IV: Progress Seminar Presentation

### **DPM 911: Research Colloquium**

This is to provide students with an opportunity to gain public speaking experience, learn about student research from fields outside their own academic discipline, and experience judging methods used by professionals. Also, some students used the opportunity to present research proposals or scholarships in which they are contemplating doing an in-depth study. It is also an avenue to highlight particular research topics of interest to their field.

### **DPM 912: Industrial case study project**

This is to provide students with a critical skill for an investigation to gain new knowledge and skills for the purpose of product development, processes, or services that lead to an improvement in existing products, processes, or services.

### **DPM 913: Doctoral research proposal**

This seminar is expected to introduce the most recent research in the area of procurement, examining current issues and trends. Students have an opportunity to present and discuss their own research.

## DPM 914: Progress Seminar presentation

This is a work-in-progress seminar where students have an opportunity to present and discuss their own research and actively engage in the analysis and discussion of the work of others.

<b>NAME OF ACADEMIC STAFF</b>	<b>AREA OF SPECIALIZATION</b>	<b>DISCIPLINE</b>	<b>QUALIFICATION</b>	<b>RANK</b>
Prof. Alhassan Dahiru	Quantity Surveying	Construction Project Management	Ph.D., M.Tech, B.Tech	Professor
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Dr. Abdullahi Umar	Project Management	Quantity Surveying	HND, M.Sc Ph.D,	Senior Lecturer
Dr. Musa Muhammad	Construction Management/Building	Building	B.Tech, M.Sc, Ph.D	Senior Lecturer





## *Environmental Standards*

### *B.Sc (Hons) Sustainable Environmental Studies*

Human activities exert a profound impact on the natural environment. Nigeria and many other African countries are becoming increasingly aware of prevailing environmental concerns. It has become crucial to incorporate environmental control and management as a vital component of development in these countries to ensure rational exploitation of resources and maintain ecosystems balance and environmental quality. Highly skilled environmental scientists and managers are critical for our environment's safe and responsible governance. The B.Sc (Hons.) Environmental Standard course can adequately prepare students of the Programme to acquire the requisite skills and expertise needed to carry out environmental assessments and audits, handle environmental information and work with geospatial data towards facing future environmental challenges.

The Bachelor of Science Degree in Environmental Standards is designed to produce graduates that are equipped with the requisite interdisciplinary knowledge necessary to understand complex and cross-cutting issues of environment across various sectors. It will also imbue students with the skills to undertake, supervise and provide oversight and leadership in environmental compliance and standards issues in both the public and private sectors.

The aim of the Environmental Standards programme is to deepen the mainstreaming of environmental compliance and standards into our national development process by producing graduates that are competent, intellectually mature, and professionally equipped to address the challenges of contemporary crosscutting environmental standards and compliance issues.

The specific objectives of the programme are to:

- i. Create knowledge on ethical and value systems, environmental law and policy, indigenous and religious beliefs, history and impact of past decisions, and environmental impact analysis.
- ii. Create in the student an awareness and comprehension of a wide range of environmental challenges and opportunities in the immediate and wider region
- iii. Provide comprehensive knowledge of management systems, legal framework and social/cultural issues pertaining to utilization of natural resources.
- iv. Develop skills and knowledge for translating the theory and concepts of resource and Environmental Standards into practice relevant to communities and workplaces today.
- v. Create knowledge about geophysical and biological processes and constraints characterizing human activities and their interaction with the environment.
- vi. Develop skills in the application of monitoring and Environmental Standards tools used by resource and environmental practitioners.

The Programme is designed such that it can attract various candidates who are the stakeholders in environmental standards such as the policy makers, the policy implementer, the academia, the Civil Society Organizations (CSOs) and the industry experts.



The BSc. Environmental Standard is expected adequately prepare all graduates of the Programme to acquire the requisite skills and expertise that can prepare them towards solving contemporary and future environmental challenges. In the course of its delivery, the programme should take into consideration the interconnection of all life forms and the need to protect and preserve biodiversity and ecosystem well-being. Any activity that involve human or animal subject must be approved by the University ethical committee.

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The B. Sc. Degree in Environmental Standards is of tremendous national relevance and demand because of the lack of experts in this field. The Environmental Impact Assessment (EIA) Department of the Federal Ministry of Environment identified lack of experts in cross-cutting knowledge areas and poor quality of Impact Assessment Reports as serious deficiency in Nigeria's quest for sustainable environment. Thus, this programme will produce a pool of well-trained individuals and professionals whose expertise have high market demand across the public and private sectors.

The degree will provide students the knowledge and understanding required by today's Environmental Scientists, with career opportunities in Environmental Management, Environmental Toxicology, Research, Consultancy, Policy and Environmental Protection, and in setting guidelines, values and environmental standards.

The degree programme emphasizes the importance of integrating Biology, Ecology, Chemistry, Physics, Geography and Geology in order to understand the Science of human impact on the environment, and how this knowledge needs to be applied within the context of social, legal and political frameworks to resolve some of the major environmental issues facing the world. The programme focuses on three targets viz.: the need to avoid adverse health impacts from high pollution levels, protect the environment, and to contribute to sustainable development.

Blended learning (also known as hybrid learning) will be used in the course delivery. This method combines the traditional physical classroom teaching with online learning and independent study, allowing the students to have more control over the time, pace and style of their learning.

For the physical classroom teaching, the classrooms will be equipped with the requisite teaching aids such as the smart board, projectors etc. The online delivery will be carried out using Google Classroom platform.

**(a) UTME Admission:**

- i) The minimum academic requirement is credit level at not more than two sittings in five subjects at O' Level in nationally recognized examinations including English Language, Mathematics, Chemistry and any other two subjects from the following list; Biology/Agriculture, Physics, Geography, Economics, and Government.
- ii) Advanced Certificate in Environmental Standards from ATBU SPESSE CE or any other SPESSE CE with at least Credit grade in addition to meeting the O' Level requirement will be given priority attention.

**(b) Direct Entry Admission:**

- (i) A' level credit passes, HSC/IJMB or any other recognized body credit

passes in at least three relevant subjects (Biology, Chemistry, Geography, Agricultural Science, and Physics or Mathematics) and any other in addition to the five O' Level credits passes as in 11a above;

- (ii) ND in a relevant discipline with at least lower credit grade in addition to the five O' Level credit passes as in 11a) above;
- (iii) HND with background in environmental courses and at least lower credit in addition to five 'O' Level credit passes as in 11a) above;

- I. Upon acceptance of the offer of provisional admission, each candidate must register for courses during the official registration period, normally at the beginning of the session. Candidates who register late shall pay the approved late registration fee.
- II. Candidates offered admission may register on payment of appropriate fees and production of the originals of the certificates claimed in their applications. Payment of fees and certificate clearance involve all candidates irrespective of their employers and which institution they had graduated from, respectively. If it is discovered at any point of the course of studies that the candidate does not possess either the entry qualification for the course of study or the qualifications claimed in the application form, the candidate will be withdrawn.

The programme is expected to last for a minimum of eight (8) or maximum of ten (11) academic semesters for UTME entry mode students and six (6) or eight (9) academic semesters for Direct Entry admission candidates respectively. A minimum of six months of Work Experience (SIWES) is required.

### **Examinations**

In addition to continuous assessment, final examinations should normally be given for every course at the end of each semester. All courses shall be graded out of a

maximum of 100 marks comprising:

Final Examination: 70%

Continuous assessment (quizzes, homework, tests and practicals): 30%.

### **External Examiner System**

The involvement of external examiners from other universities is a crucial quality assurance requirement for all courses in Nigerian University System. In this regard, external examiner should go beyond mere moderation of examination questions to examining of examination papers to scope and depth of examination questions vis-a-vis the curricular expectation.

### **Student Evaluation of Courses**

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course credit system to serve as an opportunity for feedback on the effectiveness of course delivery. Such an evaluation which should be undertaken by students at the end of each course should capture, among others:

- i. Improvement in the effectiveness of course delivery.
- ii. Continual update of lecture materials to incorporate emerging new concepts.
- iii. Effective usage of teaching aids and tools to maximize impact of knowledge on students and
- iv. Improvement in student performance through effective delivery of tutorials, timely in presentation of continuous assessment and high-quality examination.

It is very important that student evaluation of courses be administered fairly and transparently through the use of well-designed questionnaires. The completed questionnaires should be professionally analyzed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.

### **Attainment Levels**

Since the graduate degree programmes are graded from Distinction to pass levels, it is crucial that procedures for the attainment of these classes of degrees are clearly spelt out for all concerned. Accordingly, procedures used in the Department of

Environmental standards for determining students' attainment levels or for the assessment of student achievement in Environmental Standards should correspond to the knowledge, abilities and skills that are to be developed through the one-year programme. It is therefore expected that evidence is provided on which the assessment of student achievement [and class of degree awarded] is to be determined according to the following criteria, among others:

- i. Continuous Assessments;
- ii. Tutorial performances;
- iii. Field Practicum Reports;
- iv. Problem solving and experiential exercises;
- v. Oral presentation, in seminars and conferences;
- vi. Planning, conduct and reporting on project works;
- vii. Essay assignments given on regular basis;
- viii. Literature surveys and evaluation in examination;
- ix. Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills;
- x. Ability to transfer skills to appropriate practical situations; and
- xi. Extent to which the knowledge base of students is extensive and extend beyond the work covered in the certification programmes.

### **Maintenance of Curricular Relevance**

It is germane that in maintenance of curricular relevance, emphasis should be placed on problem solving in the society. Graduates should be tailored to employers' and society's needs and should be trained to be self-reliant through the following measures:

- a. Regular review of the curriculum with emphasis on its relevance to the ever changing and challenging needs of the economy, industry, polity and wider society;
- b. Effective feedback mechanism should be established with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability;
- c. Efforts should be made to retain senior experienced academic staff who continue to be productive and commit their experience and research

- output to books and other teaching aids;
- d. Constant research exercise to monitor the relevance of course and contents to the rapidly changing socio – economic and political environment;
  - e. Promotion of joint teaching programmes with professionals in practice;
  - f. More creative use of the system of external examination;
  - g. Constant study of students, evaluation reports of the programmes, views of Community leaders, retired academics, etc;
  - h. Regular academic exchange programmes with other universities and research institutes, local and international;
  - i. Introduction of IT–based teaching methodology incorporating Internet use.

### **Performance Evaluation Criteria**

Monitoring the performance of staff and students is very crucial for the implementation of this Benchmark Minimum Academic Standards. Consequently, quality control measures should be appropriately applied right from the admission and recruitment stage for both staff and students. In addition, demonstrable knowledge in problem solving contexts is an important criterion in performance evaluation.

In the University, there shall be constant attention to the quality of staff and students, feed-back mechanisms, staff-students ratio, quality of staff-students interactions and relationships in order to sustain a conducive learning environment, percentage of students who generate or create employment on graduation.

The performance evaluation should include:

- i. External Examiners' reports;
- ii. Internal Examiners' reports;
- iii. Employers' rating of graduates;
- iv. Professional body's reports on the programmes;
- v. Self-assessment of the entire programme yearly;
- vi. Quality and quantity of staff both academic and non-academic;
- vii. Adoption of a feedback mechanism for checking and balancing of all course components;

- viii. Total and/ or percentage of graduates who are self-employed within a period of two-three years;
- ix. International accreditation to give recognition of the degree awarded;
- x. Research findings on contemporary social sciences education and training;

High level of subscription to the programme by both local and international students and lecturers.

**In assessing student's work, i.e. projects, essays/oral presentations, case studies etc. some or all of the following criteria may be adopted:**

- (i) How far have students focused on questions asked and / or identified key problems;
- (ii) How well have students chosen the arguments, the relevant theory or model, to relate to the area specified or question asked;
- (iii) Quality of the of explanation by students;
- (iv) How well have students demonstrated consistency, coherence and purposeful analysis;
- (v) How successfully students used evidence in their responses;
- (vi) How well have students collect, process, analyze and interpret relevant data;
- (vii) Depth and extent of critical evaluation;
- (viii) How well have students demonstrated knowledge of the literature;

For the general performance evaluation of the learning environment, internal and external reviewers/assessors should focus on:

- a) The relevance and adequacy of the programme of study;
- b) The delivery of the content in terms of lectures/tutorials/practical sessions;
- c) The adequacy of available learning materials e.g. books, journals, equipment, consumables etc; and
- d) The adequacy of physical facilities e.g. classroom space, lecture theatres, laboratories, clinics, studios, etc.

All assessors are expected to be constructive but frank in the interest of respectable academic standards.

## **REQUIREMENTS FOR GRADUATION**

To be awarded the B.Sc Environmental Standards degree, students will be required to earn a minimum total credit units of 150 and 120 for UTME and Direct Entry students respectively of both course work and dissertation. In order to graduate, a student must pass all compulsory and required courses as indicated in this BMAS.

## **COURSE CREDIT SYSTEM**

### **Definition of Course Credit System**

The Bachelors Degree programme shall be run on a modularized system, commonly referred to as Course Unit System. All courses should therefore be sub-divided into more or less self-sufficient and logically consistent packages that are taught within a semester and examined at the end of that particular semester. Credit units should be attached to each course.

### **Credit Units**

Credit units are weights attached to a course. One credit unit is equivalent to one hour per semester of 15 weeks of lectures or tutorials/practicals.

## **GRADING OF COURSES**

### **Grade Point System**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalents (GPE), used for purpose of determining a standards standing at the end of every semester. Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of credit points (TCP) by the total number of units (TNU) for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of marks scored in course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in the Table 1 below:



**Table 1: Grade Point System**

<b>S C O R E</b>	<b>L E T T E G R A D</b>	<b>G R A D E P O I N T S (</b>
70–100	A	5
60–69	B	4
50–59	C	3
45 – 49	D	2
40–44	E	1
Below 40	F	0

### **Grade Point Average and Cumulative Grade Point Average**

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 2.

The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

<b>Course</b>	<b>Units</b>	<b>Grade Point</b>	<b>Units x Grade Point (UGP)</b>
C1	U1	GP1	U1 x GP1
C2	U2	GP2	U2 x GP2
-	-	-	-
-	-	-	-
C <sub>i</sub>	U <sub>i</sub>	GP <sub>i</sub>	U <sub>i</sub> x GP <sub>i</sub>
-	-	-	-
-	-	-	-
CN	UN	GPN	UN x GPN
TOTAL	TNU		TUGP

### **CLASSIFICATION OF BACHELOR DEGREE**

The class of Bachelor Degree shall be determined by the Cumulative Grade Point Average (CGPA) earned at the end of the programme as shown in the Table 3 below:

**Table 3: Classification of MSc degree in Environmental standards**

<b>Cumulative Grade Point Average (CGPA)</b>	<b>*Class of Degree</b>
4.50 – 5.00	1st Class Honours
3.50 – 4.49	2nd Class Honours (Upper Division)
2.40 – 3.49	2nd Class Honours (Lower Division)
1.50 – 2.39	3rd Class Honours

\*CGPAs below 1.5 are Failed and do not lead to any award

For students enrolled on a four- or five-year degree programme, a maximum period of 10 or 12 semesters respectively is allowed for an honours degree. Any additional period of study beyond this will qualify the candidate for the award of a pass degree. Candidates admitted into any of the programmes through direct entry, will normally be allowed eight or ten semesters for 4- and 5-year programmes respectively to earn an honours degree.

A student will normally be allowed to remain on a programme for a period not exceeding 1½ times the stipulated Programme Duration.

## **PROBATION AND WITHDRAWAL FROM THE PROGRAMME**

### **Probation**

Probation is a status granted to a student whose academic performance falls below an acceptable standard. A student shall be placed on academic probation if at the end of the second semester of an academic year the student earns less than 1.5 Cumulative Grade Point Average (CGPA). During Probation, a student will be expected to register for all failed courses as well as other compulsory and required courses which the student may have failed to register for in an attempt to improve the CGPA.

A student on probation may be allowed to register for courses at the next higher level in addition to his/her probation level courses provided that:  
the regulation in respect of student work-load is complied with; and  
Pre-requisite courses for the higher-level courses have been passed.

## Withdrawal

A student shall be asked to withdraw from a particular programme if at the end of a probation period the student fails to make satisfactory progress (CGPA at least above 1.5). Such a student may however be allowed a change of programme within the same university or alternatively asked to withdraw from the university.

There shall be teaching and research components to the programme. The research component shall be carried out in the fourth year (covering two semesters) of the programme. During that year, students shall engage in multi-disciplinary research in specialized fields, supervised by the faculty in line with the university guidelines. The teaching component shall be in conformity with innovative approaches such as research-based teaching and learning and problem-based models of instruction. Students will be introduced to qualitative and quantitative research techniques. The emphasis shall be to provide students with necessary capacity to undertake research, provide hands-on training and build competence required to address the identified environmental challenges.

<b>100 Level First Semester</b>					
<b>Course Code</b>	<b>Course Title</b>	<b>Status</b>	<b>Credit Units</b>	<b>LH</b>	<b>PH</b>
GST 111	Communication in English I	Core	2	30	0
GST 112	Nigerian Peoples and Culture	Core	2	30	0
MTH 111	General Mathematics I	Core	3	45	0
CHM 111	General Chemistry I	Core	2	30	0
CHM 113	General Chemistry Laboratory I	Core	1	0	3
GEO 111	Introduction to Earth Systems	Core	3	45	0
CSC 111	Introduction to Computer Science	Core	2	30	0
ENS 111	Introduction to Environmental Standards	Core	2	30	0
BIO 111	Introduction to Biology I	Core	2	30	0
BIO 112	Practical Biology I	Core	1	0	3
Total			<b>20</b>	270	6

<b>100 Level Second Semester</b>					
<b>Course Code</b>	<b>Course Title</b>	<b>Status</b>	<b>Credit Units</b>	<b>LH</b>	<b>PH</b>
ENS 121	Economics of Environmental Standards	Core	2	30	
ENS 122	Environmental Sociology	Core	2	30	
GST 123	Logic, Philosophy and Human Existence	Core	2	30	
ENS 124	Natural Resources/ Ecosystem Conservation and Environmental Management	Core	2	30	15
MTH 121	Elementary Algebra II	Core	3	45	
GST 121	Use of English II	Core	2	30	
CHM 121	General Chemistry II	Core	3	45	
ENS 125	Introduction to Statistics	Core	2	30	
BIO 121	Introduction to Biology II	Core	3	45	
	<b>Total</b>		<b>21</b>	<b>270</b>	<b>15</b>

<b>200Level First Semester</b>					
<b>Students are to register for any 14 credits from the following:</b>					
<b>Course Code</b>	<b>Course Title</b>	<b>Status</b>	<b>Credit Units</b>	<b>LH</b>	<b>PH</b>
GST 211	Environment and Sustainable Development	2	Core	30	0
GST 212	Entrepreneurship & Innovation	2	Core	30	
ENS 211	Environmental Standard Development	2	Core	30	
ENS 212	Statistics for Physical and Social Science	2	Core	30	15
ENS 213	Management and conservation of wildlife	2	Core	30	15
ENS 214	Environmental Flow	2	Core	30	15
ENS 215	Environmental Pollution and Degradation	2	Core	30	15
ENS 216	Population and Environmental Change	2	Core	30	15
GST 213	Peace Studies and Conflict Resolution	2	Core	30	15
ENS 217	Environmental Education and Ethics	2	Core	30	15
	<b>Total</b>	<b>20</b>		<b>150</b>	<b>150</b>
				<b>300</b>	

<b>200 Level Second Semester</b>					
<b>Course Code</b>	<b>Course Title</b>	<b>Status</b>	<b>Credit Units</b>	<b>LH</b>	<b>PH</b>
GST 221	Leadership Skills	Core	2	30	15
ENS 221	Hazardous Material and Health Care Waste Management	Core	2	30	15
ENS 222	Solid waste Management	Core	2	30	15
ENS 223	Tourism and the environment	Core	2	30	15
ENS 224	Geographic Information System	Core	2	30	15
ENS 225	Remote Sensing	Core	2	30	15
ENS 226	Environmental Health and Hygiene	Core	2	30	15
SIWES I	Student Industrial Work Experience Scheme (Internship I)	Core	2	30	30
ENS 227	Soil Quality Assessment	Core	2	30	
	<b>Total</b>		<b>19</b>	<b>270</b>	
			<b>18</b>		

<b>300 Level First Semester</b>					
<b>Course Code</b>	<b>Course Title</b>	<b>Credit units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
ENS 311	Risk Characterization and Evaluation	3	Core	45	
ENS 312	Critical Habitat and Fragile Ecosystem	2	Core	30	
GST 311	Business Creation and Growth	2	Core	30	
ENS 313	Environmental Protection	2	Core	30	
ENS 314	Computer Application in Environmental Standards	3	Core	45	
ENS 315	Climate change, ecosystem imbalances and proactive adaptive measures	3	Core	45	15
ENS 316	Guidelines Establishment and Standard Setting	3	Core	45	
Students are to register for 1 elective from any of the following					
ENS 317	Epidemiology	2	Elective	30	
ENS 318	Metropolitan Planning and Management	2	Elective	30	
	<b>Total</b>	<b>20</b>		<b>240</b>	<b>15</b>
		<b>22</b>		<b>300</b>	

<b>300 Level Second Semester</b>					
<b>Course Code</b>	<b>Course Title</b>	<b>Credit units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
ENS 321	Exposure Assessment	2	Core	30	
ENS 322	Environmental Law and Pol	3	Core	45	
ENS 323	Risk Assessment and Management	3	Core	45	
ENS 324	Quantitative Techniques in Environmental Standards	2	Core	30	
ENS 325	Qualitative Techniques in Environmental Standards	2	Core	30	
ENS 326	Water Management	2	Core	30	
ENS 327	Integrated Coastal Zone Management	2	Core	30	
SIW ES II	Student Industrial Work Experience Scheme (Internship II)	2		30	
Students are to register for 1 nos elective from any of the following					
ENS 328	Environmental Standard Modelling	2	Elective	30	
ENS 329	Environmental Management System	2	Elective	30	
	Total	21		300	

<b>400Level First Semester</b>					
<b>Course Code</b>	<b>Course Title</b>	<b>Credit units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
ENS 411	Research Method in Environmental Standard	3	Core	45	
ENS 412	Environmental Regulation	2	Core	30	
ENS 413	Environmental and Social Impact Assessment I	3	Core	45	
ENS 414	Field Course	2	Core	30	
ENS 415	Occupational Health and Safety	2	Core	30	
ENS 416	Air Quality Management	2	Core	30	
ENS 417	Outbreak Investigation	2	Core	30	
Students are to register for 1 nos elective from any of the following					
ENS 418	Managing Environmental and Social Performance	2	Elective	30	
ENS 419	Economics in Environmental Standard	2	Elective	30	
	Total	20		270	

<b>400Level Second Semester</b>					
<b>Course Code</b>	<b>Course Title</b>	<b>Credit units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
ENS 421	Environmental and Social Impact Assessment II	3	Core	45	
ENS 422	Community and Environmental Health Assessment	2	Core	30	
ENS 423	Environmental Audit	2	Core	30	
ENS 424	Water Quality Assessment	2	Core	30	
ENS 425	Project	6	Core		
ENS 426	The Environment and Food Security	2	Core	30	
ENS 427	Social Science in Environmental Standard	2	Core	30	
Students MUST register for 1 nos elective from any of the following					
ENS 428	Gender, Energy and Policy	2	Elective	30	
ENS 429	Environmental Toxicology	2	Elective	30	
	<b>Total</b>	<b>21</b>		<b>255</b>	

## **100 LEVEL FIRST SEMESTER**

### **MTH111 Elementary Algebra 1 (3 Units)**

Trigonometric Functions: Radian measures, Laws of sine and cosine, sum, difference and product formula, Trigonometric Solution of trigonometric equations, Exponentials and Logarithmic Function: Definition of  $a^x$  for any positive number  $a$  and any real number  $x$ . Definition of  $\log x$ , Laws of exponential and of logarithms, The number  $e$ , natural exponential and logarithm functions. Algebraic Function: polynomials; division algorithms, synthetic division, factor theorem, remainder theorem Rational functions, asymptotes, partial fraction decomposition. Roots of rational functions: the domain. Complex

Numbers: Representation in the plane. Sum, products and quotient, Modules, Argument Complex conjugate and its properties, Polar representation, unit circle, MTh Roots, De Moirés theorem Zeros of Polynomials, quadratic formula.

### **CHM111 General Chemistry I (3 Units)**

Physical quantities understood as consisting of numerical magnitude and Unit; international system units; Base units. Mass Length, time, current amount of substance. Other units expressed as products of quotients base units. Relative Masses of atoms Molecules Relative atomic, Isotopic Molecular and Formula Masses. The mole concept and Avogadro constant Determination of relative masses. Calculation of empirical and Molecular formula Chemical Stoichiometry. Atomic and Nuclear Basis Constituents: Protons and Neutrons their relative charges and masses. The nucleus atomic number, mass isotopes of the atom. Radioactivity: X-ray radiation and detection, Nuclear transformation and binding Energy Nuclear reaction and stability, Application of radionuclide, Electronic radiation, wavelength and frequency Radiation as energy the plank relation, Regions of Electromagnetic spectrum absorption and Emission of radiation Wave particle dualism and the de Broglie equation, The wave equation treated symbolically Heisenberg uncertainty principle, Energy levels in atomic hydrogen and their quantum number. Ionization energy: The size, shape and orientation of atomic orbital, Radical and polar diagrams and the effect of nuclear charge, Electron and nuclear spin the Stern-Gerlach experiment. Many electrons atoms configuration and Pauli principle. Hund's rule. Chemical Bonding Dependence of properties of solids and gases on type of chemical bonding. Electrovalent bonds between ions Including  $\text{CO}_2$  [linear]  $\text{CH}_4$  [tetrahedral]  $\text{NH}_3$  [pyramidal]  $\text{H}_2\text{O}$  [Non-linear]  $\text{SO}_3$  [trigonal]  $\text{SF}_6$  [octahedral]. Metallic bonds: Intermolecular bonds, Hydrogen bonding and its influence on properties.

### **CHM 113: GENERAL CHEMISTRY LABORATORY I (1 UNIT)**

Introduction to Practical Chemistry. Basic experiments in Chemistry especially in the areas of Physical and Analytical Chemistry: Volumetric analysis, Gravimetric analysis, Determination of substances, filtration, fractional distillation, e.t.c.

### **BIO111 Introductory Biology (Cell and Organism) (3Units)**

Chemosynthesis respiration Nutrient procurement, Gas exchange and internal transport in plants and animals, Regulation of body fluids and excretory mechanisms, Hormonal and nerves control, Tissue organs and organic system



{Skeleton}, respiratory, muscular, vascular, support and reproduction system both in Animal and Plants and photosynthesis system in plants

### **BIO 112: PRACTICAL BIOLOGY I (1 UNIT)**

General overview of practical Biology. Safety rules and regulations in the laboratory. Preparation of specimens for biological studies. Use and handling of microscope. Measurements using microscope. Preparation of reagents and stains. Preparation of slides.

### **GEO 111 Introduction to Earth Systems (1 Units)**

The Earth and its position in the solar system, Concepts of the layered internal structure of the earth (core Mantle and crust), The age of the earth, Minerals, their Chemical Composition form their occurrence in Nigeria

### **GST111 Use of English 1 (2 Units) Effective communication and writing in English**

Types of sentences structure, concord treatment of common faults, punctuation, direct and indirect speech. Note Taking Principle of note taking, study skills involved in note-taking practice. Comprehension and summary, Fundamental principle, comprehension summary and practice.

### **GST112 Nigerian People and Culture (2 Units)**

The concept of History, What is History, its value, and source materials for African History, written sources, Unwritten sources, oral tradition, Archeological findings and linguistics evidence. The usefulness and limitations of written and unwritten sources, A pre-history of Africa with concentration on the following sub-regions: the early state of western Sudan, the early States of the Guinea Forest, the early States of North and North-East Africa and the early States of equatorial and South Africa. Study of Nigerian history and culture in pre-colonial times: A Nigerian perception of his World, the tradition of some Nigerian peoples: the Yorubas, the Igos, the Hausa/Fulanis, the Jukuns, the Tivs and the Ijaws. Cultural areas of Nigeria and their characteristics, Evaluation of Nigeria as a cultural unit, Concepts of functional education, National Economy, Balance of trade and economic self-reliance, Social

justice, individual and National development, Norms and values, moral obligations of the citizen, Environmental Sanitation.

### **CSS111 Introduction to Computer Science (2 Units)**

The Historical development of digital computers, how computers work; the computer; the algorithms and basic computer programming concepts, The basic programming Language; computer applications, commercial.

### **ENS 111: Introduction to Environmental Standards (2 Units)**

The concept of environmental standards. The different Governmental institutions setting environmental standards such as; United Nations (UN), European Union, United States etc.

Understanding various environmental standards such as; Ambient air quality standards, Air emission standards. Impact of non-governmental organizations on environmental standards. International Organization of Standardization. Greenpeace, World Wildlife Fund. Operational environmental policies.

## **100 LEVEL SECOND SEMESTER**

### **BIO 121 Introductory Biology II (Biosystematics & Intro. to Ecology) (3 Units)**

Fundamentals Principles of classification, Plant classification; Viruses, Bacteria, Fungi, Algae, Lichens, Liverworts and Mosses, Vascular plants External morphology, internal structure and functions of stem root and leaf, flower, general structure and diversity, Animal classification; protozoan, coelenterates, Platyhelminthes, Nematoda, Annelida, Arthropoda, Mollusca, Echinodermates and Vertebrate, General characteristics and diversity

### **CHM121 Foundation Chemistry II (3Units)**

Gases liquids and Solids Deviation of ideal gas equation leading to Boyle's Law and Avogadro Hypothesis, The Avogadro constant, Boltzmann distribution and molecule speed, Boltzmann constant, Liquids: the kinetics concepts of the Liquid state simple kinetics, vaporization and vapour pressure, Saturated vapours metallic Solid: Lattice structure and spacing, NaCl as ionic lattice, Cu and a cubic closed

packet metal lattice energy and force between the particles in atomic molecular and ionic lattices. Electrochemistry: Electrolysis; The factor affecting the mass of substance liberated during electrolysis. Relationships between Faraday and Avogadro Constant and the charge of the electron EQUILIBRIA chemical, equilibria; Reversible reaction and dynamic equilibrium factors affecting chemical equilibria Le Chatelier's principle. Equilibrium constants; Their definition and calculation in terms of concentrations Effects of temperature. Effect: Effect temperature on equilibrium constants ionic equilibria; Brosted-Lowry theory of acids and bases, Strong and weak acids terms of conductivity, strong and weak acids electrolytes, Degree of disassociation, the ionic product of water  $K_w$ , pH and calculations, pH indicators, choice of indicators Buffer solutions Chemical Kinetics: Simple rate equation, order of reaction, rate constant (Rate- $K_9A$ )  $n$  (B)  $n$  treatment should be limited to simple cases of simple one step reactions. Simple calculations on half-life, Constant Catalyst

Thermo Chemistry And Chemical Energetics: Standard enthalpy changes of reaction. Formation, combustion and neutralization Hess' Law Lattice energy for simple ionic crystals, A treatment of the Born-Haber cycle is not required

### **MTH121 Elementary Algebra II (3Units)**

Plane Analytic geometry, matrices, graphs, sequences and series

### **GST121 Use of English II (2Units)**

Essay and letters; The paragraph definition, fundamental principles, the topic sentence, outlining, collection and organization of materials and logical presentation of papers. Types of essays. Narrative and Expositive, Argument and persuasion, The Business/Official letters, the information letters, introduction to the lexis and structure of scientific English; Sentence construction; passive; Laboratory, Report writing, Research paper writing and limiting a subject, sources of knowledge and organization of library Resources, compiling a preliminary Outline etc. Format of the research paper and footnotes and bibliography types and uses Oral English phonetics, public speaking aid oral communication.

### **ENS 121: Economics of Environmental Standards (2 Units)**

Land as a scarce and exhaustible resources. Location theory, economic basis of

urbanization, conflicting and competing demands for land use and conservation. Relationship between land use and land value. Effect of land use and land value on the operation of price mechanism. The process of land development economics of real estate, nature and function of the urban property, urban area, financial development and economic concepts.

### **ENS 122: Environmental Sociology (3 Units: LH 45)**

Definition and History. Concepts; Existential dualism, Neo-Malthusianism. New Ecological Paradigm. Eco-Marxism; Societal-environmental dialectic. Ecological modernization and reflexive modernization. Social construction of the environment. Modern environmentalism. Sociology in environmental phenomenon; climate change, sustainability etc.

### **ENS 123 Introduction to Logic and Philosophy**

Basic concept of logic and philosophy. Deductive and inductive argument. Scientific thinking; analogy. Relativism, truth and reality. Knowledge, belief and evidence. Arguments and categorical propositions

### **ENS 124: Natural Resources, Ecosystem Conservation and Environmental Management (2 Units)**

Natural resources, concepts and definitions; Natural resources exploitation; Environmental/ecological implications of threatened/endangered natural resources (i.e. forests and wildlife species); sustainable use and conservation of natural resources.

### **ENS125 Introduction to Statistics (2 Units)**

Data construction and arrangement, measure of central tendency, mean arithmetic, geometric, central, Empirical relationship between mean, median and mode. Dispersion: Standard deviation and variance, Sample space and events as sets, Properties of probability, Probability distribution, Statistical independence and conditional probability, Tree diagram, Bayed theorem, discrete and continuous variable, Bernoulli trials Binomial, Poisson and normal distribution, Normal approximation and Poisson distribution

## **200 LEVEL FIRST SEMESTER**

### **GST 211 Environment and Sustainable Development (2 Units)**

Introduction to Environmental Science: Understanding the environment; component, elements and their relationships, Matter, energy and life; origin and forms of environmentalism, environmental values and ethics, environmental justice,

Introduction to Sustainable Development: The History and Concept of Sustainable Development; Indicators of Sustainable Development. Tools of Sustainable Development.

### **GST 212 Entrepreneurship & Innovation (2 Units)**

Introduction early contributors to management, Entrepreneurship defined, Reason for being an entrepreneur, stipulating indigenous entrepreneurs, Factors in successful entrepreneurship pursuit, Characteristics, skills and regards of successful entrepreneurship, Preparing for entrepreneurship, Common start-up problems, Forms of business ownership, the sole proprietorship, the co-operatives, the company's statutory corporation of business, Business planning: financing, investment production and marketing, Business goals specific goals specific timing and specific financial agreement.

### **GST 213 Peace and Conflict Resolution**

Provides an introduction to the field of Peace and Conflict Studies. Emphasizes the interdisciplinary nature of peace and conflict studies. Provides students with the appropriate analytical tools to think critically about questions relating to the origins and dynamics of conflict, as well as the possibility of peace.

### **ENS 211: Developing a Standard (2 Units)**

As an introduction to the course proper, the student should be instructed on: why environmental standards are important. This can now be proceeded by the evaluation of the specific risk and the calculation of the expected value of the occurrence of the risk. The next stage involves the classification of possible damage. Three different types of damages exist: (i) changes due to physicochemical damages,

(ii) ecological damages in plants and animals, and (iii) damages to human health. Next stage is to establish an acceptable risk, in view of the expected collective benefit. The final stage is the balancing process which involves the following steps: (i) to establish objectives that serves the protection of life, health and environment, and allows a rational allocation of social resources, (ii) studying the possible outcomes of implementing these objectives, and considering social costs or damages, which will arise when any of the available options are not further pursued.

### **ENS 212 Statistics for Physical and Social Sciences (2 Units)**

Sampling and sampling distribution, test of small samples, test of large sample, Analysis of variance and co variance, chi-square and contingency analysis, correlation and regression. Hypothesis testing and estimation, SPSS and other related statistical packages.

### **ENS 213 Management and Conservation of Wildlife (2 Units)**

Nigerian forest wildlife and conservation policies; Concept of wildlife, wildlife values, basic terminologies, biological principles of wildlife conservation. Wildlife studies techniques, principles of wildlife management, the wildlife resources in Nigeria, traditional land use practices, changes-in land-use practices, population growth and land use practices. Management planning of game reserves and national parks. Wildlife management needs.

### **ENS 214 Environmental Flow (2 Units)**

Definition of Environmental Flow. Purpose of Environmental Flows. Linkages between Environmental Flows and MDGs. Environmental Flow Assessment (EFA). Methods, Tools and Model of Environmental flow. EFA Integration and Implementation Requirements

### **ENS 215 Environmental Pollution and Degradation (2 Units)**

Definition of pollution; pollutants; classification of pollutants; point and non-point sources of pollution; transfer and fate of pollutants within different mediums, concept of biotransformation and bioaccumulation, Appreciation of pollution from industrial activities; transportation; burning of fossil fuels Urban waste and agricultural activities. Oil spills and eutrophication as special cases, Surface and ground water pollution.

Comprehensive studies of the types, causes and consequences of environmental

degradation. Highlights of environmental degradation factors (e.g. uncontrolled deforestation, urbanization, industrialization, wars, erosion, flood, desertification, salinity, bush fires, etc.) Protective measures to sustainably conserve and manage the environment.

### **ENS 216 Population and Environmental Change (2 Units)**

Analytical framework for population analysis. Population census and population data utilization, Approaches to population pressure and productivity analysis, Population dynamics, modelling, integrated approach to planning and management of population resource. Size and growth of population and labour force Global environment and population carrying capacity World demographic trends and resources utilization. Population growth and human development, Population growth and agricultural sustainability. The nexus of population growth, agricultural stagnation and environmental degradation. Population structure and health concern; Urban population, settlement pattern and employment distribution; Population education and enlightenment; Transportation system and population growth; Population and land-use; Gender and the Environment.

### **ENS 217 Environmental Education and Ethics (2 Units)**

Introduction: What is environmental ethics? History of environmental ethics (Gaia to Bookchin) Anthropocentrism, Ecological footprint analysis. Environmental Ethics and World Views; Indigenous and world views, Ecofeminism, Deep Ecology, Animal Rights, Social Ecology and Socially Just Conservation. Global Ethics in Practice; Global ethics in practice, Corporate social responsibility (CSR), Climate Justice, Food Security, Water rights and Fishing. Ethics in (Individual) Practice; Consumer ethics and Food ethics; Environmental Ethics and Management why does it matter? Role of educational intervention in environmental action; Methods of dissemination of environmental information; case studies of information to various target groups. Methods of public opinion assessment. Social theory for environmental psychology, ecological, psychology theory of participation, social response to environmental pollution, environmental damage and compensation.

## **200 LEVEL SECOND SEMESTER**

### **GST 221 Leadership Skills (2 Units)**

Develop a fundamental understanding of leadership and the skills that manifest in effective leaders. Demonstrate effective techniques and strategies for articulating a vision. steps involved in setting goals. Demonstrate comprehension of the elements and processes involved in decision making. Communication skills.

### **ENS 221 Hazardous Material and Health Care Waste Management (2 Units)**

Definition of Hazardous Materials. Different Types of hazardous materials. International Conventions on Hazardous Chemicals and Waste. The National Legislation in Nigeria related to Hazardous Waste. Classification of Hazardous Waste Characteristics. Exposure to Hazardous Materials; Impact on Health. Physical and Chemical Hazards of Hazardous Materials. Hazardous Waste Management.

What is Healthcare Waste (HW). Classification of HW). Healthcare Waste Management. Requirements of Special health Care Management (SHW). Related impacts for chemicals commonly used in healthcare. Color Codes of HW. Segregation, collection and Transports of SHW. Treatment Methods for SHW. Advantages and Disadvantages of SHW Treatments. Managing Infectious Medical Waste during the COVID-19 Pandemic.

### **ENS 222 Solid Waste Management (2 Units)**

Justification for Solid Waste Management. Principles and criteria for a MSW strategy. Concept of Integrated Sustainable Waste Management. The Strategic ISWM Plan. Waste Minimization Approach. Recycling, Composting, Landfilling, Incineration. Illustrative cost for Technologies

### **EMT 223 Tourism Development and Planning (2 Units)**

To advance the knowledge of recreation and tourism (R&T), attributes and categorization of (R & T) resources, infrastructure services and participation, socio-economic evaluation and the ecological impacts. Definition and Concept. Nature



and classification of tourism resources and recreational land uses. Water based (R&T) Land based (R&T). Urban and Rural distributions Infrastructure and services. Administration and Management of (R & T). The positive and negative impacts of Recreation and Tourism.

### **ENS 224 Geographic Information System (2 Units)**

Techniques of Geocoding; preparing geocoding, Spatial data; Location and spatial attribute, database; creation and management. Visualization and map design: types of charts and graphs, design and composition main map elements graphic design colour and typography. Methods of spatial data analysis: type's analysis, simple query, reclassification geo-processing, optimal location/suitable analysis, Boolean operators, modelling expert data system and rule-based, rule-based reasoning and interpolation Geospatial data processing and analysis. Application of GIS techniques

### **ENS 225 Remote Sensing**

Introduction to remote sensing: its meaning, application, advantages and limitations. Electromagnetic energy: its sources, mechanism of interaction with matter. Remote sensing sequence, types of remote sensing platforms; their advantages and limitations, remote sensing imaging system (photographic, scanning, passive microwave radiometers, radar), the aerial photography, types and properties of aerial photos, introduction to air photo interpretation. Image processing and basic remote sensing techniques

### **ENS 226 Environmental Health and Hygiene (2 Units)**

Historical perspective of health and hygiene. Definition of basic terms: Public health definition of Environment, Health, Environmental Health, Disease, Hygiene and Environmental Hygiene. Human body and the Environment. Contributors to the Environment. Basic requirement of a healthy environment. Environmental Health and Disease transmission. Environmental pollution (air, water, soil, noise) and health. Food supply, hygiene and safety.

Basic components of Hygiene (Personal hygiene, water supply, human waste/excreta disposal). Community hygiene and safety. The role of hygiene

education. Key hygiene behaviours.

Sanitation: Basic and improved sanitation, sanitation in public places. Health-supportive cities and built environments.

### **ENS 227 Soil Quality Assessment**

Soil Quality and the SDG. Definition of Soil Health. Definition of Soil Quality and Assessment.

Soil Components. Soil Properties (Physical, Chemical, Biological and Organic Matters). Soil Properties Indicators. Soil Quality Management

### **SIWESI Student Industrial Work Experience Scheme**

To be conducted for the period of 8 weeks

## **300 LEVEL FIRST SEMESTER**

### **GST 311 Business Creation and Growth (2 Units)**

Introduction to entrepreneurship and new venture creation; Entrepreneurship in theory and practice; the opportunity, Forms of business Staffing, Marketing and the new venture; Determining capital requirements, Raising capital; Financial planning and management; Starting a new business, Feasibility studies; Innovation; Legal issues; Insurance and environmental considerations. Importance of the use ICT to Entrepreneurship Possible business opportunities in Nigeria Relevant Agencies SMEDAN, NBTI, NDE, RMRDC, etc Entrepreneurship and social Responsibilities, Globalization and Entrepreneurship.

### **ENS 311: Risk Characterization and evaluation (2 Units)**

Risk Characterization: the qualitative and/or quantitative estimation, including attendant uncertainties, of the probability of occurrence and severity of known or potential adverse health effects on a population based on hazard identification, hazard characterization and exposure assessment. Requirements for risk characterization include: some mathematical knowledge (e.g. in modelling data), knowledge of the process under consideration, and microbiological knowledge and expertise is invariably needed. Stages of risk characterization: (i) combining

previous MRA steps; (ii) summarizing the risk; (iii) variability in risk; (iv) validation against experience. Individual and group assignments on the various stages of risk characterization.

### **ENS 312 Metropolitan Planning and Management**

Principles and Concepts of Environmental Planning; Environmental Action Plans, Planning for Sustainability; Understanding Features of Environmental Planning; Environmental Plans Presenting Environmental Plans. Project Management Concepts. The concept of compact and health supportive cities.

### **ENS 313: Environmental Protection (2 Units)**

Soil erosion: causes, prevention and control technique (e.g. tree planting, use of sustainable farming system etc.). Reclamation techniques for degraded mine sites, polluted sites, sand dune management (e.g. sand dune fixation with indigenous, and exotic plant species), zone afforestation and reforestation programmes. Reclamation/Rehabilitation of wetland, shelter belt establishment and management, micro and macro climatic applications.

### **ENS 314 Computer Application in Environmental Standards (2 Units)**

To understand the basic techniques of map making, use of variety of cartographic and other devices for mapping and gathering environmental data; scope and limitations of the visual presentation of statistics sources. Scale and error factors, map design, the logic of conceptual diagrams including system diagrams.

### **ENS 315: Climate change, ecosystem imbalances and proactive adaptive measures (3 Units)**

Climate change: definition and meaning: Causes and effects/impacts of climate change; Earth's energy budget and climate system. Climate variability. Concept of Global Warming: Causes and effects of global warming. Greenhouse gasses. Relationship between global warming and climate change. Greenhouse gasses. Potential Policy Solutions. Nigeria's Intended Nationally Determined Contribution. Adaptation strategies.

### **ENS 316: Guideline Establishment and Standard Setting (3 Units)**

What are Guidelines? How are Guidelines related to standards? The environment standards are based upon guidelines. The guideline value is the maximum permissible concentration that guarantees an acceptable health condition or environmental quality. Types of guidelines. Who establishes guidelines? In general, guidelines are established by (international) panels of experts acting for and on behalf of relevant international organizations, e.g World Health Organization (WHO). Components of Environmental Standards: (a) the standard should apply in near – ground level outdoor locations where a person might reasonably be expected to be exposed over the relevant average period; (b) environmental standards should not only protect human health, but also protect the environment; (c) contributing to sustainable development. Thus, avoiding adverse health from high pollution levels, protecting the environment and contributing to sustainable development are the main targets of environmental standards. A 'standard' is a value 'fixed by authorities'. In general, it is enshrined in a legal regulation and therefore has a legal force.

### **ENS317 Epidemiology (2 Units)**

Introduction and history of epidemiology. The concept of disease occurrence and epidemiological triad. Spectrum of disease. Iceberg phenomenon of disease. Natural history of disease. Measures of risk and measures of association. Study designs. Chain of infection. Epidemic disease occurrence. Concept of disease causation. Principles of disease control. Communicable and non-communicable disease. Case studies and specific environmental issues will be used to illustrate the application of epidemiologic theory to understand the role of environmental factors in the epidemiology of disease. Disease surveillance.

### **ENS318 Critical Habitat and Fragile Ecosystems**

What is critical habitat and fragile ecosystem and why does it matter? Designation of Critical Habitat. Impact of Critical Habitat Designation. Discussion on wetlands. Protecting critical habitat and fragile ecosystem.

## **300 LEVEL SECOND SEMESTER**

### **ENS 322 Environmental Law and Policy (3 Units)**

Environmental Law defined. Historical Development/Sources of Environmental Law [National and International (domestication of laws)]. Overview of Statutory and Subsidiary Provisions on the Environment. Environmental Legislations within the national context (Differences between Edicts, Decrees, Acts, Guidelines etc.). Specific Legislation on Nigerian Environment (Decree 58 of 1988 as amended by Decree 59 of 1988, Guidelines and Standard for Environmental Pollution control in Nigeria (1991 as reviewed in 2004, update of reviews, Establishment of FEPA, NESREA), and the National Policy on Environment. Federal Ministry of Environment as Institutional framework for environmental protection in Nigeria. Role of CBO and FBO in Environmental protection (NEST, ESN, etc).

### **ENS 323 Risk Assessment and Management (3 Units)**

The definition of Risk and Risk Assessment; Factors for Determining Risks; Human Health Risk assessment; Ecological Risk Assessment; Climate Change Risk Assessment; Program/Project Risk Assessment for the Environment and Social Assessment.

### **ENS324 Quantitative Techniques in Environmental Standards (2 Units)**

Review of descriptive and basic inferential techniques; non parametric and parametric. Hypothesis testing; correlation and regression; Analysis of variance.

### **ENS 325 Qualitative Techniques in Environmental Standards (2 Units)**

Principles of qualitative study. Approaches to qualitative research. Qualitative research design. Methods of data collection and analysis in qualitative studies. Interview techniques. The use of themes and coding. Writing qualitative research.

### **ENS 326 Water Management (2 Units)**

Water Resources Management and Characterization, Water quality definition. Common Water Variables, Major Ions, Organic and Inorganic Variables and Metals.

Adverse Effects on Human Body. Microbiological indicators and concern. Measurement Methods. Water Quality Assessment and Monitoring. Water Quality Standards. Waste water management techniques and Integrated water resource management.

### **ENS 327 Integrated Coastal Zone Management (2 Units)**

The Coastal Areas and Boundaries. The Environmental Issues of the Coastal Areas. Impacts of climate change on coastal areas. The Integrated Coastal Zone Management (ICZM). ICZM Definition and objectives. ICZM approaches and Dimensions. ICZM Constraints. Formulation of an ICZM Plan. ICZM in Operation. Coastal Degradation in Nigeria. Pattern of Causes of Environmental Degradation. Cost of Coastal Zone Degradation in Nigeria

### **ENS 328 Environmental Standard Modelling**

Basic introduction to environmental modelling: Concept, definition and types of environmental models. Computational models; (Analytical models), Conceptual models (Empirical and Mechanistic models, Deterministic and Probabilistic models, Dynamic and Static models, and Generic equations by model type). Application of models in formulating environmental regulations and management decisions and policies. Models for Human Health Risk/Exposure Assessment. Ecological/Ecotoxicological risk assessment models. Models for Air Quality/Emissions monitoring.

### **ENS 329 Environmental Management Systems**

Concept of Environmental Management Systems (EMS); the process and practices of achieving EMS. EMS development. The International Standard Organization (ISO) and quality management.

### **SIWES II Student Industrial Work Experience Scheme (3 Units)**

To be conducted within the period of 10 weeks

## **400 LEVEL FIRST SEMESTER**

### **ENS 411: Research Method I (2 Units)**

Understanding of the role of research in Environmental Standards and ways to undertake research. Identifying potential research areas. Literature review: elements, structure, and importance. Generation of research problem. Formulating aims and objectives. Types and sources of data for research in Environmental standard.

Current methodology of Environmental Standards research; study designs. Theories and models in Environmental Standards. Data collection instrument. Overview of research process

### **ENS 412: Environmental Regulation (2 Units)**

International Law and Regulation as a framework for the protection of the Global Environment. Regulatory framework for Atmospheric protection, Ozone protection, Control or Removal, Movement and disposal of Hazardous waste along/across boundary areas. Principles and concepts of international Environmental Law [as Convention, Protocols, Treaties etc., and the trend of contemporary agreements (e.g. Paris agreement etc.). Policy measures to address the causes and consequences of a wide range of Environmental problems (Comparison between some developed and developing nations). The impacts of Socio-political divides, inequalities, contentions over values and knowledge in hindering political response to Environmental problem. International Environmental Law, politics and Environmental justice.

### **ENS 413 Environmental and Social Impact Assessment I**

Definition of ESIA Environmental and social framework (Environmental Standards). Characteristics and key aspect of the ESF. Classification of risk in ESIA. Classification of Impacts. Steps for conducting ESIA

### **ENS 414 Field Course**

Practical application of the various Environmental Standard Techniques in the field.

### **ENS 415 Occupational Health and Safety (2 Units)**

Historical background of occupational safety. Overview of occupational health and safety (Safety, Danger, Hazard and Risk). Occupational health and safety regulations. Occupational health hazards and its recognition. Occupational diseases and its detection. Prevention of occupational diseases. Hierarchy of Control. Occupational safety and accident prevention. Hazards in different industries. Fire and its prevention. Emergency response and readiness. Understanding signs and symbols. Principles of first aid. Application of Epidemiological methods in occupational health and safety.

### **ENS 416 Air Quality Management (2 Unit)**

Definition of Air Quality Management. The Air Quality Management Cycle. Air Pollution Types. Ambient Air Quality Standards. Health Effects Associated with Primary Exposure to Criteria Pollutants and Noise. Control Strategies to achieve Air Pollution Reduction. Definition Monitoring as a System. Ambient Air Monitoring and Methods. Types of Emissions; Point Source and Fugitive Emissions. Emissions Monitoring and Measurements. Air Quality Modelling. Air Pollution In Nigeria: Causes, Effects

### **ENS 417 Outbreak Investigation (2 Units)**

Overview of epidemics, pandemics and outbreak investigation. Identifying a potential outbreak. Verifying the diagnosis and confirming the outbreak. Defining and finding cases. Disease surveillance. International and travel health. Orienting data by person, place, and time. Developing and testing hypotheses. Study designs (–Cohort studies, –Case-control studies. Sampling).

Preparing for questionnaire design. Questionnaire types; Question types, Question design, Questionnaire format. Overview of interviewing methods. Standardizing interviews. Interviewer training (–Interviewing techniques, –Confidentiality). Analysis planning and data cleaning. Attack rates. Hypothesis testing in analytic epidemiology –Measures of association -Tests of significance. Writing an outbreak report. Risk and crisis communication.



### **ENS 418 Managing Environmental and Social Performance (2 Units)**

Identify and manage environmental and social risks. Promote IFC's Performance Standards. Techniques of presenting environmental and social risks to clients, highlighting opportunities; identify what information to disclose to stakeholders and when; and where to go for more information.

### **ENS 419 Economics in Environmental Standard (2 Units)**

Review of basic Economic Concepts: Demand and Supply, Elasticity, Marginal Utility, Scarcity and Choice, Law of Diminishing returns etc; Natural laws vs Externalities; Public goods vs Private goods (Excludability and rivalness); Environmental valuation; Economic Instruments in Environmental Management, Grounding Economics to Biophysical World. Cost benefit analysis.

## **400 LEVEL SECOND SEMESTER**

### **ENS 421 Environmental and Social Impact Assessment II (3 Units)**

The development of Environmental and Social Management Plan. The development of Environmental and Social Commitment Plan. Grievance Redress Mechanism. Terms of Reference

### **ENS 422 Community and Environmental Health Assessment (2 Units)**

Impacts and risks of the Community Health and services resulting from the infrastructure and equipment design and services; traffic and road safety, ecosystem services; safety of deliveries of hazardous materials, and of storage, transportation and disposal of hazardous materials and wastes, and safety of new, existing, and dams under construction.

Health Effects of Air Pollution, Climate Related Health Issues, Health Effects of Unhygienic and Inadequate Water Supply, Health Effects Of Poor Food Hygiene, Health Effects Of Insanitary Refuse Disposal, Health Effects Of Insanitary Sewage Disposal, Health Effects Of Poor Housing, Health Effects Of Poor Vector Control, Health Effects Of Noise And Integrated Approach To Environmental Health Problems.

### **ENS423 Environmental Audit (2 Units)**

General definition of Environmental Audit; Auditing and Monitoring; Audit as part of the Environment Management System; Environmental Auditing in accordance with ISO 14010-14012 and ISO 17021; The Six principles of the Environmental Audit; Environment and Social Audit by the World Bank; The Audit Process; The Environmental and Social Audit Report

### **ENS 424 Water Quality Assessment (2 Unit)**

Sampling and analysis of water for various biological and physico-chemical water quality parameters: pH, hardness, alkalinity, chloride, phosphate, nature, ammonia, sulphate, sulphide, sulphite, faecal bacteria, etc. Determination of dissolved oxygen (D.O), chemical oxygen demand (COD), biochemical (BOD) dissolved and suspended solids, conductivity, turbidity, temperature, saturation index, sodium adsorption rationing, etc. (This course is to be assessed 100% on practical).

### **ENS425 Project and Dissertation (4 Units)**

The student is expected to undertake research work on any chosen topic as a special area of study as it pertains to the environment and environmental management. Students are required to demonstrate ability for individual research techniques, making contribution to knowledge with some guidance of an academic staff throughout the project. The examination will be conducted with a viva, which will be attended by the external examiner.

### **ENS426 The Environment and Food Security (2 Units)**

Overview of food supply, hygiene and safety. Food borne diseases. Food hygiene and its principles. Keys to safer food. Food premises (regulated and unregulated) and its regulation. Food spoilage and preservation. Hygiene and health requirement of food handlers. Food poisoning and food infections, their prevention and control. Food sampling. Food quality control. Abattoir and its inspection. Food safety laws and regulations.

### **ENS427 Social Science in Environmental Standard**

The concept of social sciences; the history, development, methods and approaches of social sciences in general. Developing students' awareness of a 'social perspective' on the world around them. 'Social difference' (on sociology and anthropology), 'Social inequality' (on economics and social policy), and 'Social security' (on politics, law and sociology). Critical thinking and application.

### **ENS428 Gender, Energy and Policy**

Biomass Energy, Renewable Energy, Non-renewables. Gender and Energy; gender integration in energy policies, Energy and Extractives. Effects of fossil fuels to the environment. Health effects of indoor pollution from energy use. Clean Stove Initiative.

### **ENS429 Environmental Toxicology**

Uptake and distribution of environmental pollutants in an organism and how pollutants can affect molecular, cellular and organismal processes. Introduction to Environmental Toxicology (History, Tasks, Scope and ethical principles of Toxicology), Cellular and Molecular Toxicology, Toxicokinetic and Toxicodynamic, General Toxicology and Introduction to Risk Assessment, Environmental Toxicology, Exposure Assessment and Biomonitoring, Reproductive and Development Toxicology, Toxic effects of pesticides, POPs, Metals and of Radiation and radioactive Materials, Food toxicology, Nanotoxicology, Ecotoxicology.



# POSTGRADUATE DIPLOMA CURRICULUM

## Environmental Standards

### *PGD Sustainable Environmental Studies*

With increasing urbanisation, industrialisation and developmental activities as well as new technologies at various sectors of the economy in both developing and developed countries of the world, there are concerns on the concomitant exploitation and depletion of natural resources, environmental degradation and pollution.

Nigeria and many other African countries are now gripped by these concerns and it has become crucial to incorporate environmental standards and control as a vital component of development in these countries to ensure rational exploitation of natural resources, ecosystem balance and environmental quality. Achieving this requires sound scientific understanding and specialized training on environmental standards that rest on applied ecological principles.

The Postgraduate Diploma programme is to provide remedial training in basic courses in Environmental Standards to prepare graduates of universities or equivalent qualifications of those who did not have first degrees in Environmental Standards and related programmes to either pursue postgraduate degree programmes in that field of study or seek employment with certificate obtained.

The programme will lead to the award of Post Graduate Diploma (PGD) in Environmental Standards. The programme will consist of course work, field trip, practical, examination and project.

The fundamental philosophy underlying the Postgraduate Diploma (PGD) in Environmental Standards programme is the provision of sound, specialized, effective and practical-oriented advanced training in environmental issues. The programme is designed to bridge the gap in students that may wish to undertake either a Master of Science (M.Sc.) programme in Environmental Standards or a Masters in Environmental Standards, but do not meet the stipulated academic qualification. In addition, it will also facilitate further studies for graduates with 3rd class degree in Environmental Standards and other related programme/discipline.

The programme is designed to provide postgraduate level study of Environmental Standards and related issues. It will further provide career and personal development for current and potential professional environmental specialists, as well as for those seeking to develop their general understanding of Environmental Standards

The objectives of the programme are to:

- i. Increase the students understanding of the multi-disciplinary nature of environmental issues;
- ii. Provide sound specialized and effective practical oriented training of course work, fieldwork and research in environmental monitoring, management and control;
- iii. Provide high-level skilled manpower with both academic and professional competence for tackling environmental issues in all their ramifications;
- iv. Produce skilled manpower, trained specifically for environmental surveillance, monitoring and management;
- v. Improve national economic growth and development by promoting manpower development in environmental management;
- vi. Foster interdisciplinary teamwork focused on developing and validating solutions to environmental challenges;
- vii. Provide the broad knowledge necessary to engage in 21st century environmental challenges while gaining the depth required to offer expertise;

- viii. Expose students to diverse perspectives and approaches to environmental problem-solving; and
- ix. Develop skills for environmental auditing and/or building up reliable geographic information system that leads to enlightenment of environment-based policy and decision making process.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### **Regime of Subject Knowledge**

Graduates should have a comprehensive knowledge of their areas of specialisation, embodying an understanding of the theoretical foundations and quantitative tools of the areas of specialisation, as well as the ability to apply this knowledge to solving actual problems.

At the end of the programme, graduates will be able to:

- i. Demonstrate problem-solving capacity through lateral, critical, innovative and creative connections among diverse fields of study in analyzing problems;
- ii. Have a global perspective, based on an understanding of both the domestic and global environments of the organization;
- iii. Communicate effectively both graphically, in writing and orally in ways appropriate for a variety of objectives and audiences;
- iv. Understand advances in information technology and be able to effectively integrate the innovations in their decision-making processes; and
- v. Understand and demonstrate the ethical considerations and environmental ramifications of their decisions.

Graduates should understand human behaviour in organizations. They should particularly:

- i. Have the ability to utilize leadership skills effectively;
- ii. Be able to Interact effectively in group situations;
- iii. Have the competence to manage culturally diverse environments;
- iv. Be able to help others develop their skills; and
- v. Resolve conflict effectively and act independently in low feedback environments.

Provided other matriculation requirements are satisfied, candidates must have minimum of:

- i. Five (5) Ordinary Level ('O' level) credits passes including English Language and Mathematics at not more than 2 sittings;
- ii. Bachelor's Degrees not lower than Third Class from recognized Universities in Natural or Applied Sciences, Engineering, Agricultural and Social sciences;
- iii. Higher National Diploma (HND) with a minimum of Lower Credit or its equivalent in Natural or Applied Sciences, Agriculture, Social sciences and Engineering from recognized higher institutions.

The duration of the programme is as follows:

The Full- time PGD shall run for a minimum of two (2) Semesters and a maximum of four (4); and

The mode of the course delivery for the programme shall be by a combination of classroom contact, virtual teaching, multimedia resources and presentations, interactive sessions, capstone approach/case studies and student feedback mechanism. Industry players should also be deployed to handle some of the environmental standards - related courses.

A candidate must pass a minimum of 38 credit units including all the compulsory courses and a three (3) internship to be qualified for the award of the PGD in Environmental Standards.



In Nigeria, graduates do not seem to fit into specific contexts of practical value. Self-employment orientation is lacking, hence the current problem of graduate unemployment in the country and in the discipline. It is germane that in the development and maintenance of curriculum relevance, emphasis should be placed on problem - solving in the society. Curriculum should be tailored to meet the employers' and society's needs in addition to training of graduates to be self-reliant through the following measures:

- I. Regular review of the curriculum with emphasis on its relevance to the ever changing and challenging needs of the economy, industry, polity and wider society;
- ii Establishment of effective feedback mechanism with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability;
- iii. Efforts to retain senior experienced academic staff who continue to be productive and commit their experience and research output to books and other teaching aids;
- iv. Constant research exercise to monitor the relevance of course and contents to the rapidly changing socio – economic and political environment;
- v. Promotion of joint teaching programmes with professionals in practice and experienced technocrats;
- vi. More creative use of the system of external examination;
- vii. Constant study of students, evaluation of reports of the programmes, views of Community leaders, retired academics, etc;
- viii. Regular academic exchange programmes with other universities and research institutes, local and international; and
- ix. Introduction of IT–based teaching methodology, incorporating Internet use.

## FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS	LH	PH
PGDES711	National and Global Environmental Issues	2	C	30	-
PGDES712	Introduction to Public Health and Law	2	C	30	-
PGDES713	Seminar on Environmental Standards	2	C	30	-
PGDES714	General Mathematics 1	2	C	30	-
PGDES715	Environmental Quality and Standards	2	C	30	
PGDES716	Environmental Instrumentation	2	C	15	30
PGDES717	Environmental Aspects of Mining	2	E	30	
PGDES718	Municipal & Industrial Waste Management	2	E	15	30
PGDES719	Occupational Health & Safety	2	E	15	30
IT		-	-	-	-
	<b>TOTAL</b>		<b>18</b>		

## SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS	LH	PH
PGDES721	Environmental Monitoring	2	C	30	45
PGDES722	Environmental Pollution and Control	2	C	30	45
PGDES723	Risk Assessment and Management	2	C	30	-
PGDES724	Environmental Impact Assessment	2	C	30	45
PGDES725	Global Warming and Climate Change	2	C	30	
PGDES726	Research Project	4	C		180
PGDES727	Environmental Engineering	2	E	30	

COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS	LH	PH
PGDES728	Land Use Planning and Management	2	E	30	
PGDES729	Transportation Planning	2	E	30	
IT	Six (6) weeks internship	-	-	-	-
	<b>TOTAL</b>	20			

## FIRST SEMESTER

### **PGDES 711: National and Global Environmental Issues (2 units LH 30)**

Climate change and Global warming, Acid Rain, Ozone layer depletion, Loss of biological diversity, Trans-boundary movement of hazardous wastes and living modified organisms (LMOs), Endangered species of flora and fauna, Oil and gas pollution, Desertification, Drought, Nuclear Pollution, Land degradation, Deforestation. Sound management of chemicals and other land use changes.

#### **Learning Outcomes**

Students are expected to be able to: identify environmental issues; use and evaluate the sources of scientific and social evidence; identify stakeholders and the social processes affecting environmental issues; communicate environmental issues in a professional manner; understand how to work in a team in a scholarly and professional setting; and understand consequences of man's developmental activities on the environment.

### **PGDES 712: Introduction to Public Health & Environmental Law (2 units LH 30)**

The course will examine the concept of the environment, the meaning and scope of environmental law, public health and environmental laws, including the various factory legislation, and the laws proscribing environmental pollution, and including the dumping of the toxic and radioactive substances, within the context of the rights of citizens to a clean environment and good health and ultimately, the rights of life. It will also examine the extent of the responsibilities of the various bodies set up by the Federal and State Governments for the regulations of environmental protection, vis-a-vis the rights of individuals, etc. It will further examine the criminal liabilities and offence(s) created under the various laws relating to environmental protection, the

problem of proof, locus standing, and the crucial role of courts in enforcing these laws, as well as the evaluation of our domestic laws with such international framework.

### **Learning Outcomes**

At the end of the course, students' awareness about the health effects of environmental and occupational factors will increase. In addition, Students will be conversant with existing Federal and State laws, regulations, edicts, as well as protocols and conventions to which Nigeria is signatory.

### **PGDES 713: Seminar on Environmental Standards (2 Units LH 30)**

Literature/field search and presentations on topical and special local, national and global environmental issues.

### **Learning Outcomes**

Students must have acquired knowledge on review of relevant literature, field work and presentation of seminar papers. Subsequently, they can conduct scientific literature survey pertaining to their study within the context of the environmental standards discipline.

### **PGDES 714: Quantitative Techniques & Research Methods (2 Units LH 30)**

Simple techniques for analyzing planning data (continuous and discontinuous); functions applied to planning forecasts. Population projection technique; spatial interaction models; cohort survival and other techniques. Basic statistics; Research design and methodology; source of information in planning; samples and sampling techniques; data collection and statistical analysis including regression, analysis of variance, factor analysis, etc.

### **Learning Outcomes**

Students must: know Methods of sampling techniques and data presentation using statistical tools; compare and contrast different sampling methodologies and assess suitability for a range of situations.

### **PGDES 715: Environmental Quality and Standards (2 Units LH 30)**

This lays down the maximum allowable concentration of substance in the

environment- air, soil and water. The following topics will be covered in the course. Air quality standards; Air quality parameters; The primary sources of information on air quality standards, criteria and policies; Air environmental setting; Air impacts; prediction of air impacts, impact assessment; and impact mitigation. Concepts of soil quality and their significance. Development of framework for evaluation of soil quality. Soil quality

### **PGDES 717: Environmental Aspects of Mining (2 Units LH 30)**

Analysis of elements of surface mine. Operation and design of surface mining systems/components (with emphasis on minimization of adverse environmental impacts and maximization of mineral resources). Environmental pollution, definition and inter-relationships with emphasis on mining and mineral processing operations. Mine atmosphere, detection of mine gases, physiological effects, inflammation and detonation, gas layering and diffusion, dust hazards. Environmental pollution-related hazards. Explosion, gassing, fires, pneumoconiosis. Pollution monitoring and control, methods of control of gaseous and particulate pollutants, absorption, combustion, catalytic destruction, cyclone, inertia separators, electrostatic separators, bag filters, wet trawlers, respiratory etc. Effluent treatment methods, flocculation, coagulation, sedimentation, etc. Treatment processes, water recovery and recycling, ventilation technology and design of ventilation systems.

#### **Learning Outcomes**

Students will: be familiar with pollution associated with mining activities as well as treatment processes; Know how wastes are created and managed during the different stages of mineral resource production and what can be done to minimize the negative effects of mining and related processes; Give examples of how mining activities affect or are influenced by societal factors (i.e., economics, politics, population).

### **PGDES 718: Municipal and Industrial Waste Management (2 Units LH 15 PH 45)**

Principles of waste management. Origin, collection, storage and treatment of various waste streams such as electronic waste, solid waste, municipal and industrial waste.

Integrated Solid Waste Management Systems. Methods of sewage disposal. Management of municipal sewage system. Major industries and their waste. Waste treatment methods, theories and application. Solid waste minimization (reduction, reuse, recycling and recovery).

### **Learning Outcomes**

Students will be exposed to a broad understanding of the key aspects of waste management especially the management options of reduction, collection, reuse, recycling and disposal as well as turning waste to wealth. Students should be able to develop a waste disposal strategy.

### **PGDES 719: Occupational Health & Safety (2 units LH 15 PH 45)**

Components of Occupational Health. Safety in workplaces. Occupational Hazards and Diseases. Occupational Hazards Control & Legislation. Occupational Medicine. Principles of Industrial Ventilation.

### **Learning Outcomes**

Students will be familiar with occupational accident, and hazards in industries and its health implication as well as expected safety measures. In addition, they should be able to contribute to the development and maintenance of a healthy and safe work environment. Be conversant with basic occupational legislation.

## **SECOND SEMESTER**

### **PGDES 721: Environmental Monitoring (2 units LH 15 PH 45)**

Introduction, principles and applications of environmental monitoring. Environmental sampling methodology, Sample preservation, processing, etc. Analytical techniques for environmental monitoring. Criteria for selection of methods. Analysis of air, water, soil, sediment, food and biological samples for inorganic and organic pollutants. Data management and presentation.

### **Learning Outcomes**

Students learn procedures to establish environmental monitoring. They are able to choose the appropriate type of environmental monitoring, both in terms of choice of sampling locations and measured parameters, as well as in terms of choice of medium.

**PGDES 722: Environmental Pollution and control (2 units LH 15 PH 45)** Pollution and their sources. Effects of pollution. Ecological disasters and their causes. Environmental effects of urbanisation and industrial development. Types of control: legal, social, economical and technological measures; measurement of pollution.

### **Learning Outcomes**

Students will be made to: Understand key current environmental problems associated with pollution; Identify and value the effect of the pollutants on the environment: atmosphere, water and soil; Analyse an industrial activity and identify the environmental problems; Plan strategies to control, reduce and monitor pollution.

### **PGDES 723: Risk Assessment and Management (2 units LH 30)**

Risk Assessment is the process of thinking about what might cause harm to people and deciding what steps need to be taken to avoid/mitigate them. Difference between hazard and risk, Risk assessment in industry, Hazard identification in industry, hazard characterization and exposure assessment, methods of risk assessment and evaluation, identification, probability and impact, moment of risk, treatment, secondary risk, residual risk, and monitoring and review. The techniques of managing environmental risks. Vulnerability and management.

### **Learning Outcomes**

Students will be familiar with risk associated with projects, the techniques for reduction and determination of priorities for future action.

### **PGDES 724: Environmental Impact Assessment (2 Units LH 15 PH 45 30)**

Definitions and concept. Framework for environmental impact assessment (EIA). Environmental impact assessment of development projects. Strategic Environmental Assessment.

### **Learning Outcomes**

Students will understand that EIA is a tool towards sustainable development. They will also be familiar with EIA report writing.

### **PGDES 725: Global Warming and Climate Change (2 units LH 30)**

Meaning of Global Warming as a major aspect of current climate change. Causes and effects of global warming. Possible societal responses to global warming. Regional trends. Greenhouse gases. Relationship between global warming and climate change. Climate change: definition and meaning. Causes and effects/impacts of climate. Earth's energy budget and climate system. Climate variability. External forcing mechanisms: Greenhouse gases; orbital variations; solar output; volcanism; plate tectonics; and cosmic rays. Carbon mechanism and energy conservation.

#### **Learning Outcomes**

Students will be familiar with causes and effect of global warming and climate change, energy conservation and carbon mechanism.

### **PGDES 726: Research Project (4 Units PH 180)**

Students are expected to carry out a well-researched essay in any area of interest within the confines of the curriculum structure and research interest of the Department in the second semester. The Project work is expected to be an original long essay on an aspect of Environmental Standards by the student in consultation with a Departmental Supervisor. The research project which will be based on library research and content analysis will cover five chapters, namely:

- i. Introduction;
- ii. Literature review;
- iii. Research methodology;
- iv. Data analysis, and
- v. Discussion and Conclusion.

#### **Learning Outcome**

At the end of this, learners will be able to:

- i. Identify both quantitative and qualitative research design;
- ii. Design research instrument and other tools to data generation and gathering;
- iii. Construct a sampling frame to match the research design; and
- iv. Identify suitable analytical tools for data analysis leading to report writing.



### **PGDES 727: Environmental Engineering. (2 units LH 30)**

This is the application of science and engineering principles to improve the environment (air, water and land resources) that may have been degraded by man by providing healthy water, air and land for human habitation. Other areas are methods of effluent treatment in industries.

#### **Learning Outcomes**

The course will enable students to: recognise environmental engineering and main topics that an environmental engineer deals with; Knowledge on different ways to effluent treatment in industries.

### **PGDES 728: Land Use Planning and Management. (2 Units LH 30)**

Purpose and scope of land resources studies. Principles of land resources evaluation. Rural land resources appraisal, classification and evaluation using integrated surveys. Land evaluation for capacity and sustainability classification. Remote sensing and other techniques of data collection, analysis and compilation. Conservation of rural land resources. Water resources mapping, cost/benefit analysis of resource development projects. Impact assessment on rural land theory/project of appreciation of man-made landscape. Landscape elements and their contribution to open space design. Landscape architecture. Climate and environmental constraints. Elements of urban landscape. Use of natural resources in urban landscaping.

#### **Learning Outcomes**

Students that pass through this course will be familiar with land resources evaluation, conservation and landscape architecture. They should demonstrate understanding of how urban regions function within the larger urban space economy as well as the challenges facing urban regions; demonstrate an understanding of the institutional and legal frameworks and policies guiding planning and development; identify current and development opportunities within the spatial planning framework context.

### **PGDES 729: Transportation Planning (2 Units LH 30)**

Definition, role and significance of transport. Different modes and characteristics of

transport. Overview of aviation, maritime inland waterways, rail and road transport. Transport coordination and model integration. Transport infrastructure, maintenance planning and control for rail, road and air transport. Nigerian transport operating environment. State of vehicle transport operation in Nigeria. Transport planning and traffic operation management. The concept of Traffic Management Scheme (TMS); traffic management scheme techniques/options. Traffic management in Nigeria urban centres. Overall appraisal of traffic management in Nigeria. Appreciation of traffic intelligent systems. Institutional planning, transport policy issues and planning processes as related to urban development. Traffic survey and data collection. Traffic data collection and monitoring, principal traffic parameters and system approach for transport survey.

### **Learning Outcomes**

Students will: be familiar with basic understanding of what transportation planning is, its theoretical backgrounds and applications; have ability to understand the important concepts about public transport system; know how to plan the transport system and traffic management during urban development design.

## MSc ENVIRONMENTAL STANDARDS CURRICULUM

M. Sc. Sustainable Environmental Standards

### OVERVIEW OF THE PROGRAMME

*Provide here the general overview of the of the Postgraduate Degree Programme*

Human activities exert a profound impact on the natural environment. Nigeria and many other African countries are becoming increasingly aware of prevailing environmental concerns. It has become crucial to incorporate environmental control and management as a vital component of development in these countries to ensure rational exploitation of resources and maintain ecosystems balance and environmental quality. Highly skilled environmental scientists and managers are critical for our environment's safe and responsible governance. The MSc. Environmental Standard course can adequately prepare all graduates of the Programme to acquire the requisite skills and expertise needed to carry out environmental assessments and audits, handle environmental information and work with geospatial data towards facing future environmental challenges

### PHILOSOPHY

The fundamental philosophy behind creating M.Sc. the environmental standards programme is the provision of sound, specialised, effective and practical-oriented advanced training in environmental issues, standards and management. The Programme is expected to provide its graduates with the required competencies to address the identified developmental challenges in environmental standards. In addition, it will provide the candidates with an advantage of access to career paths through unique opportunities in environmental standards, hence, addressing the gap in the needs for services from well-trained middle-level professionals in Environmental Standards. It is expected that the course will promote the implementation of environmental policies across Africa and other developing nations across the world.

### AIM

Aim of the M.Sc. Environmental Standards Programme is to train environmental scientists and managers with requisite skills and expertise needed to incorporate environmental control and management as a vital component of development, to carry out environmental assessments and audits, handle environmental information and work with geospatial data for our environment's safe and responsible governance.

## OBJECTIVES

- i. Increase the students understanding of the multi-disciplinary nature of Environmental Standards.
- ii. Provide sound, specialised and effective practical oriented training of course work, fieldwork and research in environmental standards, management and control.
- iii. Provide high-level skilled manpower with both academic and professional competence for tackling key environmental concerns in all their ramifications.
- iv. Produce skilled manpower, trained specifically for environmental surveillance and monitoring for standards and management.
- v. To improve the national economic growth and development by promoting manpower development in Environmental Standards.
- vi. Foster interdisciplinary teamwork focused on developing and validating solutions to environmental challenges and management.
- vii. Provide the broad knowledge necessary to engage in 21st century environmental challenges especially as they are noted across Africa while gaining the depth required offering expertise management strategies.
- viii. Expose students to diverse perspectives and approaches to problem-solving on environmental concerns.

## UNIQUE FEATURES OF THE PROGRAMME

The Programme is designed such that it can attract various candidates who are the stakeholders in environmental standards such as the policy makers, the policy implementer, the academia, the Civil Society Organisations (CSOs) and the industry experts.

## SCOPE & ETHICAL CONSIDERATIONS

The MSc. Environmental Standard is expected adequately prepare all graduates of the Programme to acquire the requisite skills and expertise that can prepare them towards contemporary and future environmental challenges. In the course of its delivery, the programme should take into consideration the interconnectedness of all life forms and the need to protect and preserve biodiversity and ecosystem well-being. Any activity that involve human or animal subject must be approved by the university ethical committee.

### ETHICAL CONSIDERATIONS

Strict compliance to issues of Copyright violation, use of anti-plagiarism mechanism, etc. Proper usage and disposal of research and teaching materials in accordance with global social and environmental best practices.

<b>ADMISSION REQUIREMENTS</b>
<p>The criteria for admission into the programme will be as follows:</p> <ol style="list-style-type: none"> <li>i. Candidates must meet the basic matriculation requirement of individual universities including 5 O' Level Credits including Mathematics, English Language and Chemistry and any other two relevant subjects.</li> <li>ii. Candidates must have at least Second class Lower Division Bachelor's degree in Environmental Standards, Environmental Sciences or Management, Natural or Applied Sciences, Medical Sciences, Agriculture, Engineering, Education Science and the Social Sciences.</li> <li>iii. Candidates with PGD at Credit Level pass (i.e. 3.5 of 5.0 Cumulative Grade Points Average) or 60% on weighted percentage average may be considered.</li> <li>iv. Candidates with HND Lower Credit minimum or its equivalent in Natural or Applied Sciences, Agriculture and Engineering from recognized higher institutions may also be considered.</li> </ol>
<b>REGISTRATION PROCEDURES</b>
<ol style="list-style-type: none"> <li>I. Upon acceptance of the offer of provisional admission, each candidate must register for courses during the official registration period, normally at the beginning of the session. Candidates who register late shall pay the approved late registration fee.</li> <li>II. Candidates offered admission may register on payment of appropriate fees and production of the originals of the certificates claimed in their applications. Payment of fees and certificate clearance involve all candidates irrespective of their employers and which institution they had graduated from, respectively. If it is discovered at any point of the course of studies that the candidate does not possess either the entry qualification for the course of study or the qualifications claimed in the application form, the candidate will be withdrawn.</li> </ol>
<b>MODE OF STUDY/ DELIVERY</b>
<p>Blended learning (also known as hybrid learning) will be used in the course delivery. This methods combines the traditional physical classroom teaching with online learning and independent study, allowing the students to have more control over the time, pace and style of their learning.</p> <p>For the physical classroom teaching, the classrooms will be equipped with the requisite teaching aids such as the smart board, projectors etc. The online delivery will be carried out using Google Classroom platform.</p>
<b>EXAMINATION, GRADING SYSTEM &amp; GRADUATION REQUIREMENTS</b>
<p><i>Provide here the details of procedures of examinations, grading, GPA determination, repeat, probation, withdrawal, and graduation requirements.</i></p>

## Examinations

In addition to continuous assessment, final examinations should normally be given for every course at the end of each semester. All courses shall be graded out of a maximum of 100 marks comprising:

*Final Examination: 70%*

*Continuous assessment (quizzes, homework, tests and practicals): 30%.*

### 8.1. External Examiner System

The involvement of external examiners from other universities is a crucial quality assurance requirement for all courses in Nigerian University System. In this regard, external examiner should go beyond mere moderation of examination questions to examining of examination papers to scope and depth of examination questions vis a vis the curricular expectation.

### Student Evaluation of Courses

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course credit system to serve as an opportunity for feedback on the effectiveness of course delivery. Such an evaluation which should be undertaken by students at the end of each course should capture, among others:

- i. Improvement in the effectiveness of course delivery.
- ii. Continual update of lecture materials to incorporate emerging new concepts.
- iii. Effective usage of teaching aids and tools to maximize impact of knowledge on students and
- iv. Improvement in student performance through effective delivery of tutorials, timely in presentation of continuous assessment and high quality examination.

It is very important that student evaluation of courses be administered fairly and transparently through the use of well-designed questionnaires. The completed questionnaires should be professionally analyzed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.

Students should be given tutorials.

## 9. Attainment Levels

Since the postgraduate diploma programmes are graded from Distinction to pass levels, it is crucial that procedures for the attainment of these classes of degrees are clearly spelt out for all concerned. Accordingly, procedures used in the Department of Environmental standards for determining students' attainment levels or for the assessment of student achievement in Environmental Standards should correspond to the knowledge, abilities and skills that are to be developed through the one-year programme. It is therefore expected that evidence is provided on which the assessment of student achievement [and class of degree awarded] is to be determined according to the following criteria, among others:

- i. Continuous Assessments;
- ii. Tutorial performances;
- iii. Field Practicum Reports;
- iv. Problem solving and experiential exercises;
- v. Oral presentation, in seminars and conferences;
- vi. Planning, conduct and reporting on project works;
- vii. Essay assignments given on regular basis;
- viii. Literature surveys and evaluation in examination;
- ix. Demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills;
- x. Ability to transfer skills to appropriate practical situations; and
- xi. Extent to which the knowledge base of students is extensive and extend beyond the work covered in the degree programme.

#### **Maintenance of Curricular Relevance**

It is germane that in maintenance of curricular relevance, emphasis should be placed on problem solving in the society. Graduates should be tailored to employers' and society's needs and should be trained to be self-reliant through the following measures:

- i. Regular review of the curriculum with emphasis on its relevance to the ever changing and challenging needs of the economy, industry, polity and wider society;
- ii. Effective feedback mechanism should be established with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability;
- iii. Efforts should be made to retain senior experienced academic staff who continue to be productive and commit their experience and research output to books and other teaching aids;
- iv. Constant research exercise to monitor the relevance of course and contents to the rapidly changing socio – economic and political environment;
- v. Promotion of joint teaching programmes with professionals in practice;
- vi. More creative use of the system of external examination;
- vii. Constant study of students, evaluation reports of the programmes, views of Community leaders, retired academics, etc;
- viii. Regular academic exchange programmes with other universities and research institutes, local and international;
- ix. Introduction of IT-based teaching methodology incorporating Internet use.

#### **Performance Evaluation Criteria**

Monitoring the performance of staff and students is very crucial for the implementation of this Benchmark Minimum Academic Standards. Consequently, quality control measures should be

appropriately applied right from the admission and recruitment stage for both staff and students. In addition, demonstrable knowledge in problem solving contexts is an important criterion in performance evaluation.

In the University, there shall be constant attention to the quality of staff and students, feed-back mechanisms, staff-students ratio, quality of staff-students interactions and relationships in order to sustain a conducive learning environment, percentage of students who generate or create employment on graduation.

The performance evaluation should include:

- i) External Examiners' reports;
- ii) Internal Examiners' reports;
- iii) Employers' rating of graduates;
- iv) Professional body's reports on the programmes;
- v) Self-assessment of the entire programme yearly;
- vi) Quality and quantity of staff both academic and non-academic;
- vii) Adoption of a feedback mechanism for checking and balancing of all course components;
- viii) Total and/ or percentage of graduates who are self-employed within a period of two-three years;
- ix) International recognition of the degree awarded;
- x) Research findings on contemporary social sciences education and training;

High level of subscription to the programme by both local and international would be students and even lecturers.

In assessing student's work, i.e. dissertation, essays/oral presentations, case studies etc. some or all of the following criteria may be adopted:

- (i) How far have students focused on questions asked and / or identified key problems;
- (ii) How well have students chosen the arguments, the relevant theory or model, to relate to the area specified or question asked;
- (iii) Quality of the of explanation by students;
- (iv) How well have students demonstrated consistency, coherence and purposeful analysis;
- (v) How successfully students used evidence in their responses;
- (vi) How well have students collect, process, analyze and interpret relevant data;
- (vii) Depth and extent of critical evaluation;
- (viii) How well have students demonstrated knowledge of the literature;

For the general performance evaluation of the learning environment, internal and external reviewers/assessors should focus on:

- i. The relevance and adequacy of the programme of study;



- ii. The delivery of the content in terms of lectures/tutorials/practical sessions;
- iii. The adequacy of available learning materials e.g. books, journals, equipment, consumables etc; and
- iv. The adequacy of physical facilities e.g. classroom space, lecture theatres, laboratories, clinics, studios, etc.

All assessors are expected to be constructive but frank in the interest of respectable academic standards.

### **REQUIREMENTS FOR GRADUATION**

To be awarded the M.Sc. Environmental Standards degree in any of the specializations, students will be required to earn a minimum of 30 credit units of both course work and dissertation. This shall consist of core courses (10 Credit units) and specializations (14 credit units) to be offered in two semesters. In addition, and during the second year, students must register for, and earn, 6 credit units of dissertation in their areas of specialization.

### **COURSE CREDIT SYSTEM**

#### **Definition of Course Credit System**

The Master's Degree programme shall be run on a modularized system, commonly referred to as Course Unit System. All courses should therefore be sub-divided into more or less self-sufficient and logically consistent packages that are taught within a semester and examined at the end of that particular semester. Credit units should be attached to each course.

#### **8.1. Credit Units**

Credit units are weights attached to a course. One credit unit is equivalent to one hour per semester of 15 weeks of lectures or tutorials/practicals.

### **9. GRADING OF COURSES**

#### **9.1. Grade Point System**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point Equivalents (GPE), used for purpose of determining a standards standing at the end of every semester. Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of credit points (TCP) by the total number of units (TNU) for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point Equivalent of marks scored in course. Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in the table below

### Grade Point System

SCORE %	LETTER GRADES	GRADE POINTS (GP)
70 – 100	A	5
60-69	B	4
50-59	C	3
Below 50	F	0

### Grade Point Average and Cumulative Grade Point Average

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 2.

The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

### Computation of Grade Point

Course	Units	Grade Point	Units x Grade Point (UGP)
C <sub>1</sub>	U <sub>1</sub>	GP <sub>1</sub>	U <sub>1</sub> x GP <sub>1</sub>
C <sub>2</sub>	U <sub>2</sub>	GP <sub>2</sub>	U <sub>2</sub> x GP <sub>2</sub>
-	-	-	-
-	-	-	-
C <sub>i</sub>	U <sub>i</sub>	GP <sub>i</sub>	U <sub>i</sub> x GP <sub>i</sub>
-	-	-	-
-	-	-	-
C <sub>N</sub>	U <sub>N</sub>	GP <sub>N</sub>	U <sub>N</sub> x GP <sub>N</sub>
<b>TOTAL</b>	<b>TNU</b>		<b>TUGP</b>

$$TNU = \sum_{i=1}^N U_i \quad \text{Total Units Taken for M.Sc. & above} \quad TUGP = \sum_{i=1}^N U_i \times GP_i \quad \text{Total Units x Grade Point} \quad CGPA = \frac{TUGP}{TNU}$$

## CLASSIFICATION OF MASTERS DEGREE

The class of Masters Degree shall be determined by the Cumulative Grade Point Average (CGPA) earned at the end of the programme as shown in the table below:

Classification of MSc degree in Environmental standards

Cumulative Grade point Average	Class of MSc Degree
4.50-5.00	Distinction
2.50-4.49	Pass
Below 2.50	Fail

## PROBATION AND WITHDRAWAL FROM THE PROGRAMME

### Probation

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 2.50 at the end of the year of study, earns a period of probation for one academic session.

### Withdrawal

A candidate whose Cumulative Grade Point Average is below 2.50 at the end of two consecutive semesters shall be deemed to have withdrawn from the programme.

Subject to the conditions for withdrawal and probation, a student may be allowed to repeat the failed course Unit(s) at the next available opportunity, provided that the total number of credit units carried during that semester does not exceed 15, and the Grade Points earned at all attempts shall count towards the CGPA.

## COURSE STRUCTURE

### SPECIALIZATIONS

There shall be teaching and research components to the programme. The research component shall be carried out in the second year (covering two semesters) of the programme. During that year, students shall engage in multi-disciplinary research in specialized fields, supervised by a senior academic in line with the university postgraduate studies guidelines. The teaching component shall be in conformity with innovative approaches such as research-based teaching and learning and problem-based models of instruction. Students will be introduced to qualitative and quantitative research techniques. The emphasis shall be to provide students with necessary capacity to undertake research, provide hands-on training and build competence required to address the identified environmental challenges. The following specializations are recommended:

- a. M.Sc. Livelihood and Environmental Resource Management

- b. M.Sc. Environmental Risk Assessment and Management
- c. M.Sc. Geographic and Environmental Information Systems
- d. M.Sc. Climate Change and Natural Resource Management

**COURSE DISTRIBUTION BY SEMESTER**

Students under each of the above specializations are required to register for a minimum of 24 credit units of taught courses made up of core courses (10 Credit units) and specializations (14 credit units) to be offered in two semesters respectively (on Full-time) or four semesters (on Part-time). In addition, and during the second/third year, candidates must register for, and earn 6 credit units of dissertation in their areas of specialization.

First Semester					
Course Code	Course Title	Status	Credit Units	LH	PH
ENS 801	Environmental Standards: Practical Issues	Core	2	30	15
ENS 802	Research Methods in Environmental Management	Core	2	30	15
ENS 803	Analytical Methods	Core	2	30	15
ENS 804	Remote Sensing Applications in Environmental Studies	Core	2	30	15
ENS 805	Environmental Impact Assessment	Core	2	30	15
	Internship at the end of second Semester (SIWESS)	core	4		
<b>Total</b>			<b>10</b>	<b>150</b>	<b>75</b>

Second Semester					
Course Code	Course Title	Status	Credit Units	LH	PH
<b>1<sup>st</sup> Specialization: MSc. Livelihood and Environmental Resource Management</b> Students are to register for <b>any</b> 14 credits from the following:					
ENS 811	Environment and Development	3	Core	45	15
ENS 812	Spatial Economics	3	Core	45	15
ENS 813	Resource and Industries	2	Core	30	15
ENS 814	Land use and Conservation	2	Core	30	15
ENS 815	Remote Sensing and Land Survey	2	Elective	30	15
ENS 816	Land Tenure	2	Elective	30	15
ENS 817	Approaches to Land Evaluation	2	Elective	30	15
ENS 818	Contemporary Urban Land Issues	2	Elective	30	15
<b>Total</b>		<b>22</b>		<b>270</b>	<b>120</b>

Second Semester					
Course Code	Course Title	Status	Credit Units	LH	PH
<b>2<sup>nd</sup> Specialization: MSc. Environmental Risk Assessment and Management</b> Students are to register for <b>any</b> 14 credits from the following:					

ENS 821	Geospatial Policy and Law	3	Core	45	15
ENS 822	Municipal and Industrial Waste Management	2	Core	30	15
ENS 823	Health, Environment and Development	2	Core	30	15
ENS 824	Environmental Protection and Pollution Control	3	Core	45	15
ENS 825	Ecological Effects of Chemicals on the Environments	3	Elective	45	15
ENS 826	Water Quality Assessment	2	Elective	30	15
ENS 827	Environmental Monitoring	2	Elective	30	15
ENS 828	Integrated Water Resource Management (IWRM)	3	Elective	45	15
<b>Total</b>		<b>24</b>		<b>240</b>	<b>120</b>
<b>Second Semester</b>					
<b>3<sup>rd</sup> Specialization: MSc. Geographic and Environmental Information Systems</b>					
Students are to register for <b>any</b> 14 credits from the following:					
<b>Course Code</b>	<b>Course Title</b>	<b>Status</b>	<b>Credit Units</b>	<b>LH</b>	<b>PH</b>
ENS 831	Principles of Geographical & Environmental Information Systems	Core	3	45	15
ENS 832	Sources of Data for Geographical & Environmental Information Systems	Core	3	45	15
ENS 833	Database Design and Management	Core	2	30	15
ENS 834	Geographic Visualization	Core	2	30	15
ENS 835	Programming Add-ons in GIS System	Core	2	30	15
ENS 836	Project Design and Implementation in GIS	Elective	2	30	15
ENS 837	Simulation and Modelling	Elective	2	30	15
ENS 838	Geostatistics	Elective	2	30	15
<b>Total</b>			<b>22</b>	<b>220</b>	<b>120</b>
<b>Second Semester</b>					
<b>4<sup>th</sup> Specialization: MSc. Climate Change and Natural Resource Management</b>					
Students are to register for <b>any</b> 14 credits from the following					
<b>Course Code</b>	<b>Course Title</b>	<b>Credit units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
ENS 841	Climate Dynamics	3	Core	45	15
ENS 842	Climate Change: Issues and Debates	3	Core	45	15
ENS 843	Vulnerability and Adaptation to Climate Change	2	Core	45	
ENS 845	Climate Change Adaptation and Mitigation Strategies	2	Core	30	15
ENS 844	Low Carbon Development	2	Elective	30	15
ENS 846	Climate Data Analysis	2	Elective	30	15
ENS 847	Climate Resilient Development	2	Elective	30	15

	<b>Total</b>	<b>20</b>	<b>195</b>	<b>90</b>
<b>Third &amp; fourth semesters: Project Dissertation</b>				
<b>DETAILED COURSES DESCRIPTIONS</b>				
<b>CORE COURSES:</b>				
<b>ENS 801: Environmental Standards: Practical Issues - 2 Units</b>				
Students are expected to be guided towards: Policy and Principles; Environmental Sustainability, Community Health, Safety, Working Conditions and Livelihood; Biodiversity Conservation and Sustainable Natural Resource Management; Pollution Prevention and Resource Efficiency.				
<b>ENS 802: Research Methods in Environmental Management - 2 Units</b>				
The methodological needs of environmental studies are unique in the breadth of research questions that it is essential to cover the following areas: General research design principles – both quantitative and qualitative research; types of data and sampling; qualitative methods and analysis: spatial analysis and GIS; Case Study Methods, the ethnographic approach.				
<b>ENS 803 Analytical Methods - 2 Units</b>				
The course builds on early knowledge on Descriptive Statistics that it follows up with in-depth teaching of the concept of covariance, correlation and regression. Analysis of data using bivariate analysis – linear, exponential power is explained using variance and partial correlation. The course further teaches inferential statistics – samples and population, sampling distribution, standard error of mean and best estimates of standard deviation, concept of random numbers. Hypothesis formulation, reject rule, one and two tailed tests, significance level, degree-of-freedom. Finally the course introduces Students t-test using ANOVA – one way, two- way (single entry and multiple entry) and Chi-square test-one way and two-way-Continuous Assessment primarily entails class work.				
<b>ENS 804 Remote Sensing Application in Environmental Studies - 2 Units</b>				
The course introduces the basics of remote sensing: Concept, History and Development. It reviews the fundamentals of aerial photography to the basic geometric characteristics of aerial photographs including Projection, Tilt, Swing, Scale, Resolution Image Displacement, Parallax and Stereoscopy, Measurement of height on aerial photograph. The course then introduces basics of satellite remote sensing: Optical, Thermal and Microwave. It explains the characteristics of electromagnetic radiation (EMR): EMR spectrum, concept of black body. Interaction of EMR with the earth's surface and atmosphere: Reflection, Absorption, Transmission, scattering, Refraction, Atmospheric Windows, Orbits, Platform, Sensors and Scanning Systems (Pushbroom and Whiskbroom).				
<b>ENS 805 Environmental Impact Assessment (EIA) - 2 Units</b>				
Students will be exposed to the basic concepts of project design and appraisal and how proposed projects will be examined for their identifiable impacts on both the physical and human environment. Topics under the course will include survey of existing environment - physical and socioeconomic variables; description of facilities and infrastructure, land use and economy. Students are also to be				

in a position to evaluate projects for their potential positive and negative impacts and to build mitigation measures and alternatives in the face of stakeholder concerns, and to offer objective recommendations. Extensive data analysis forms part of the course.

**LIVELIHOOD AND ENVIRONMENTAL RESOURCE MANAGEMENT SPECIALISATION COURSES:**

**ENS 811 Environment and Development - 3 Units**

Environment and Development examines economic development processes across the world. It examines 'development' as it varies across the world: Goals of development through the eyes of the neo-classical and the radicals: it reviews the works of many global institutions of the world including the UN, World Bank, IMF, WHO etc. and questions their activities as they influence and determine development including levels of production and consumption. The course attempts to answer the question "should development be promoted at all?" It further examines other fundamental issues and presents and evaluates the different theoretical approaches to development. Each country has its own tale to tell and by using valuable case-study materials the course discusses how different policies have impacted on the geography of regions and the 'standardization' question. Extensive library search is encouraged in the course and forms its Continuous Assessment.

**ENS 812 Spatial Economics - 3 Units**

The course is about principles of Spatial Economics. It explains the principles and nature of economics around the world and approaches of such study. It uses various economic concepts and principles and presents, for analyses, various hypotheses in spatial economics; modeling out various economic landscapes. The course then identifies and discusses the evolution of world economy and factors of production. Rostow's model of economic development will be used to explain regional development of economic growth and development, following elements like modes of transport and cost of transport. The course reviews the characteristics of internal trade following the scheme of comparative cost trade theory.

**ENS 813 Resource and Industries - 3 Units**

The course examines the nature of African resources especially as they relate to production, processing and marketing. It relates development to industrial revolution, different commodities of manufacturing and significance of manufacturing in the world economy. It presents, reviews, and critiques the basis of industrialization. It localizes manufacturing and models industrial location following Weber's, Losch's, Green hut's and Isrard's models. It identifies contemporary Industrial problems and prospects of industrial America, Russia, Western Europe, Japan and China, and tries to situate Africa as an all-time production region.

**ENS 814: Land use and Conservation - 3 Units**

Recent trends on global demand for food and bioenergy change – which are closely linked to food and energy price spikes and volatility – have raised concerns on the impact of Land use Land Cover Change (LUCC) on biodiversity and other environmental impacts. The course teaches how LUCC change could lead to natural resource degradation. It explores the science of LUCC change; How LUCC changes

happen in practice: the analysis of the land management programmes: the effectiveness of market-based instruments: LUCC modeling.

**ENS 815: Remote Sensing and Land Survey - 2 Units**

This course is designed as an introduction to Remote Sensing technology and how it applies to the Surveying and Mapping industry. Remote Sensing is one of the most revolutionizing technologies to be integrated with surveying since GPS. This course will expand the students' knowledge of how Remote Sensing and Aerial Photography work and integrate into the map-making process.

**ENS 816: Land Tenure - 2 Units**

The course is about the land tenure as an institution, i.e., rules invented by societies to regulate behaviour. The course reviews rules of tenure including rights, access, control, and transfers. It discusses its importance in social, political and economic structures. The course further discusses interests as overriding interests (of sovereign power), overlapping interests (when rights are allocated to several parties), complementary interests (when different parties share the same interest in the same parcel of land), and competing interests (when different parties contest the same interests in the same parcel). The course also categorizes land tenure: Private; Communal; Open access; and State.

**ENS 817: Approaches to Land Evaluation - 2 Units**

The course is on evaluating land as a necessary process for determining the potential capabilities and suitability of the land under different uses. It reviews the FAO scheme and other land evaluation models, including, Storie Index (SI) and Productivity Index (PI), the Normalized Difference Vegetation Index (NDVI). The course teaches Principles of land use evaluation; framework and classification towards capability and suitability; conceptual steps; determination of requirements; land utilization types (LUT): Mapping land qualities; Matching land use qualities (requirements and actual): Automated Land Evaluation tool and Land Use Planning tools.

**ENS 818: Contemporary Urban Land Issues - 2 Units**

Urban issues have risen high on many agendas that deal with global questions. Most of the world's resources are consumed in cities, where the majority of people live. This course reviews several conditions in urban centres around the world with emphasis on cities around Africa. It reviews issues including migration, segregation, integration and inclusion; climate change awareness and action in uncertainty; buildings to systemic solutions; recentralization to decentralization and metropolitanization: and many other issues. It then proposes Sustainable City situations: i.e., "Green" and other colors of the visions for the future Green or "Green" cities?; Triple zero or energy cities, Eco-cities etc. The course further discusses transport and urban density; Sustainable buildings and construction. Energy systems for decentralized "prosumption" and Cities as agents of behavioural change.



## **ENVIRONMENTAL RISK ASSESSMENT AND MANAGEMENT SPECIALIZATION COURSES:**

### **ENS 821: Geospatial Policy and Law - 3 Units**

The course is intended to examine principles of environmental laws as they are to ensure sustainable development based on power management of the environment. It reviews a number of complementary policies, strategies and management approaches that are to be put in place which should ensure that environmental concerns are integrated into major economic decision-making process; environmental remediation costs are built into major development projects, economic instruments are employed in the management of natural resources; environmentally friendly technologies are applied; Environmental Impact Assessment is mandatorily carried out before any major development project is embarked on. The course further dwells on the following sustainable development principles.

### **ENS 822: Municipal and Industrial Waste Management - 2 Units**

Principles of waste management; Origin, collection, storage and treatment of solid waste from communities; Methods of sewage disposal; Management of municipal sewage system; Major industries and their waste; Waste treatment methods, theories and application; and Solid waste minimization (reduction, reuse, recycling and recovery.

### **ENS 823 Health, Environment and Development - 2 Units**

The course exposes students to public (lack of) awareness and perception of environment, health and safety requirements, standards and practices. It discusses how this can lead to limited consideration of the Health, Environment and Safety in land use planning and physical infrastructure development. The conclusion of the course is that where this is the case, it culminates into a multiplicity of Health, Environment and Safety problems such as fatal collapse of mega-structures; unpredicted floods and fire outbreaks; defective municipal waste management system; inadequate household and public toilet facilities; poor food safety and hygienic protocols; defocus on the prevention of environment related and food-borne diseases and their predisposing factors; and the full manifestation of aesthetic pollution indices in densely populated settlements e.g. obnoxious odour, irritating sounds, offensive sights, overcrowded places and destruction of urban open spaces and green areas.

### **ENS 824 Environmental Protection and Pollution Control - 3 Units**

The course exposes students to the different forms of pollution including industrial, agricultural effluents, oil spills, gas flaring, sewage wastes and its pollution. It attempts to identify the different sources of the pollution which include, and not limited to, industrial factories, automobiles and diesel-powered electric generators. The course will venture to find out that emissions of carbon from especially the automobiles and electric generators cause major ailments and loss of environmental esthetics. The course further ventures to introduce the students to an emerging and rapidly growing source of e-waste especially resulting from spent ICT materials imported from developed countries. These are proving to contain deadly chemicals and toxins. Finally, attempts are made in the course to

review national efforts at addressing the three categories of the environmental problems including institutional/policy; legal/regulatory and special initiatives and actions.

**ENS 825 Ecological Effects of Chemicals on the Environment - 3 Units**

Types, nature and characteristics of different kinds of chemicals: physical and chemical properties of chemical which are ecologically important. Toxicants: their formulation, modes of action (structural activity relationships), metabolism and movement in the environment synergism, antagonism, perturbation and relative potency, half-life systematic. Acceptable daily intake (ADI) of pesticides, contact and stomach poison. Dose-response relationships; Handling, storage and safety precautions.

**ENS 826: Water Quality Assessment - 2 Units**

The course is designed to develop and/or review water classification systems as an important component in water quality Assessment. The course will dwell on the water quality Standards as they are established and used. Water quality and also effluent standards will be made to be interpreted with respect to the water classification system that is developed. For this, surface water bodies in Nigeria will be identified and classified in terms of best usage and water quality to be maintained. Field and laboratory activities are important components of the course.

**ENS 827: Environmental Monitoring - 2 Units**

Introduction, principles and applications of environmental monitoring; Environmental sampling methodology, Sample preservation, processing, etc.; Analytical techniques for environmental monitoring; Criteria for selection of methods; Analysis of air, water, soil, sediment, food and biological samples for inorganic and organic pollutants; and Data management and presentation.

**ENS 828 Integrated Water Resource Management (IWRM) - 3 Units**

The course is about the key concept of Integrated Water Resource Management (IWRM) as it is applied in Africa. It traces the origin of water resource management in different parts of Africa, especially from the post-Independence periods. These included the needs for electricity, irrigation, urban and rural water supplies etc, which in many places gave rise to the adoption of the initial periods; and the 1990s realization of failures primarily the results of the non- integrative nature of initial schemes. The course further reviews contemporary attempts to address the shortcomings leading to the adoption of integrated Water Resources Management (IWRM) scheme and the levels of implementations in different parts of rural Africa which often is faced by some challenges in the forms of ethno-cultural biases leading to conflicts at various locations. It will provide evidences by which the principles of equitable sharing and use of Common Pool Resources is eminent. Field activities form significant part of the course.

## **GEOGRAPHIC AND ENVIRONMENTAL SYSTEMS SPECIALIZATION COURSES:**

### **ENS 831: Principles of Geographic and Environmental Information Systems - 3 units**

The course studies the principles, methodology and analysis of geographic information systems and spatially-referenced data. Data representation in GIS environment including raster, vector and TIN will all be covered. Digital mapping of spatial information; spatial coordinate systems; terrain analysis using digital elevation models; river and watershed networks; soil and land use mapping; and integration of time series and geospatial data. The course will focus on learning through practical exercises using real-world datasets to give students a better understanding of how GIS can be applied to actual situations. Students are required to choose a problem in an area of interest to be solved using GIS – must be submitted and approved during the semester. This problem must include analysis beyond the basics learned in class.

### **ENS 832: Sources of Data for Geographic and Environmental Information Systems - 3 Units**

The course provides an understanding on how to collect, correct and use the various sources of GIS data including GPS, remotely sensed data, archival data sources and how such data could be integrated in GIS environment, particularly students will be introduced to GPS technology and applications, GPS data in a geographic information system (GIS) environment.

### **ENS 833: Database Design and Management - 2 Units**

This course examines the concepts of implementing relational databases, including the logical, conceptual and physical design. Students are expected to understand the process of designing a relational database, entity relationship modeling process and learn the various forms of database normalization.

### **ENS 834: Geographic Visualization - 2 Units**

This course provides an overview of geographic visualization with a concentration on the theories, concepts and approaches of information visualization. Lectures and laboratory exercises focus on theoretical and practical issues associated with exploratory data analysis (EDA), symbolic encoding and decoding, web cartography, data quality and generalization, visualizing uncertainty, data exploration, map animation and other multi-media applications. This class provides students with a working knowledge of commercial software commonly used for graphic-based applications such as ArcGIS, and Microsoft Excel. Students are expected to utilize their hands on experience gained from the lab exercises to further enhance their proficiency in graphic software and design.

### **ENS 835: Programming Add-ons in GIS Software - 2 Units**

This course simply introduces students to basic techniques for Geoprocessing script programming for customizing geographic information system (GIS), utilizing GIS tools, and implementing application-specifics to spatial analysis, modeling algorithms and procedures.

### **ENS 836: Project Design and Implementation in GIS - 2 Units**

This course raises the question of what sorts of problems are connected to the implementation of GIS in an organization and how to solve these. Laws ethics and availability of geographical data are also

discussed. The course treats staff and data as well as technical problems. Cost/benefit-analysis is also an important aspect, but this subject is only briefly covered in the course.

**ENS 837: Simulation and Modeling - 2 Units**

This course offers students an opportunity to approach environmental modeling using GIS techniques. The course focuses on the quantification of physical and human processes using GIS techniques. The course consists of three components; review of key processes (traffic flow dynamics, hydrological and ecological processes, such as runoff generation, evapotranspiration, etc.); the implementation (quantification) of these processes in a computer environment; and the GIS techniques for parameterizing the physical landscape for simulating these processes over large spatial extent.

**ENS 838: Geostatistics - 3 Units**

This course takes interested students from no knowledge of statistics or geostatistics through to the mysteries of ordinary kriging and its variants. There are geological and geographical applications. However, application of the techniques in the fields as hydrology, ground water and air pollution, soil science and agriculture, forestry, epidemiology, mining and weather prediction will form a major exercise in the course. No prior knowledge of statistics or geostatistics is assumed.

**CLIMATE CHANGE AND NATURAL RESOURCE MANAGEMENT SPECIALIZATION COURSES:**

**ENS 841: Climate Dynamics - 3 Units**

The climate dynamic aims at introducing the students to the fundamentals interaction between climate, future climate change and human society. It covers introduction to climatology and how regional climate results in different human adaptation including the provision of water, food, sanitation and shelter. It analyses fundamental interactions between atmosphere, ocean, land and biosphere and also the long-term role and control of atmospheric greenhouse gasses; the effects of increased greenhouse emissions due to human activity; the changes in both regional and global climate due to other human activities. The course also introduces students to the scenario building for future global carbon emissions and modeling future climate change. It discusses "hot topics" in climate change; regional impact assessment, biodiversity assessment, dryness, desiccation and aridity as well as national and global policies to limit emissions.

**ENS 842: Climate Change: Issues and Debate - 3 Units**

The course introduces key concepts underpinning climate resilient development, including vulnerability, risk, uncertainty; and resilience, as well as the role of climate and disasters science in informing policy and practice. The course analyses the overlaps between disasters, climate change and poverty, focusing on climate change adaption and disaster risk reduction approaches and their contribution to achieving climate resilient development. Lectures will balance theoretical debates with issues in international policy (especially the UN Framework Convention on Climate Change) and practical case study examples from development policy and practice. Major topics will include downscaling global climate data, impact modeling and sectoral planning, seasonal forecasts and early

warning, vulnerability based approaches and community based adaptation, Climate Change linkages with migration and conflict, National adaption planning, Disaster risk reduction practices, mainstreaming and organizational change Adaptation delivery instruments, Economics of adaptation and adaptation finance.

**ENS 843: Vulnerability and Adaptation to Climate Change - 2 Units**

The course introduces the students the disproportionate ways by which people living in poor countries are more exposed to the impacts of Climate Change through the los of biodiversity and reduced ecosystem services. It discusses that although they are responsible for emitting the lowest levels of greenhouse gases, they suffer most from the impacts of climate change. It presents ways by which various resource users especially the rural households engaged as subsistence and smallholder farmers are ascertained to be vulnerable to the impact of Climate Change through: Increased likelihood of crop failure; increase in diseases and mortality of livestock, and/or forced sales of livestock at disadvantageous prices; Increased livelihood insecurity, resulting in assets sale, indebtedness, out-migration and dependency on food aid; and downward spiral in human development indicators, such as health and education. The course further dwells on farmers' adaption strategies which are often challenged by poverty and limited technical capacity.

**ENS 844: Low Carbon Development - 2 Units**

This course considers the implications of Climate Change mitigation policy and the transition to a low carbon development for developing countries. Students will engage with critical debates (including tensions and commonalities between developed and developing economies) in relation to climate change and economic development. These are definitive of the contemporary international policy debate and on-going negotiations under the auspices of the United Nations Framework on Climate Change and the Kyoto Protocol. Major topics will include: Climate change scenario generation, Greenhouse gas emission and stabilization targets. Technology and technology transfer, Renewable energy, Low carbon pathways and transitions, Carbon Offsetting, Energy models, Carbon markets, the CDM and post Copenhagen International market instruments including REDD.

**ENS 845: Climate Change Adaptation and Mitigation Strategies - 2 Units**

The course reviews the terms "Adaptation" and "mitigation" fundamental in the climate change debate. It examines various experts' including IPCC's definition of both adaptation as reducing vulnerability to climate and mitigation which tackles the causes of climate change. Based on these, the course examines, especially the potential of Africans to adjust in order to minimize negative impact and maximize any benefits from changes in climate (adaptive capacity). Major topics in clued: Vulnerability and strengthening existing coping strategies; preparatory adaptation, impacts of past inaction in reducing greenhouse gas emissions, adaptation etc. The courses concludes that as less mitigation means greater climatic change, climate change mitigation and adaptation should not be seen as alternative to each other, as they are not discrete activities but rather a combined set of action in an overall strategy to reduce greenhouse gas emissions.

**ENS 846: Climate Data Analysis - 2 Units**

The course provides training in the characteristics of large scale global climate data sets and their analysis. The aim is to provide students with (a) Increased understanding of (i) climate dataset characteristics (ii) the methods of climate prediction science (iii) possible future climate sceneries and the associated uncertainty, (b) Key skills in climate data analysis and visualization, including data processing, display, trend analysis, compositioning, statistical analysis, downscaling, uncertainty analysis and 4-D visualization. Students will gain familiarity with the range of observational datasets available and the climate model output from the IPCC AR4 and model inter-comparison projects. Through specific projects the students will gain direct experience of data analysis using the suite of web-based climate analysis and climate change impact tools, as well as programming experience using the GRADS scripting language.

**Learning Outcomes**

Students should be able to analyze earth's climatic past and how scientists measure and collect climate data. Describe the causes of short-term and long-term climate change. Determine why the overwhelming majority of scientists believe the current warming of the planet is because of human activity.

**ENS 847: Climate Resilient Development - 2 Units**

The course analyses the overlaps between disasters, climate change and poverty, focusing on climate change adaptation and disaster risk reduction approaches and their contribution to achieving climate resilient development, including vulnerability, risk, uncertainty and resilience, as well as the role of climate and disasters science in informing policy and practice. Lectures will balance theoretical debates with issues in international policy, (especially the UN Framework Convention on Climate Change) and practical case study examples from development policy and practice. Each lecture will be followed up by a seminar in which students work further on the topics, relating development issues to climate change challenges.

**RESEARCH WORK**

*Provide details of how the research component is handled covering issues of supervision, internal and external examination, thesis writing and other regulations*

The research work shall be done in line with the Center's Research Plan. As part of requirements for graduation in Master of Environmental standard of any options, a student must register for, and earn 6 credit units of dissertation in their areas of specialization. The dissertation writing and supervision shall be done in accordance with ATBU project/thesis/dissertation guidelines found in Postgraduate Guidelines, 2018 edition.

In assessing student's work, i.e. dissertation, essays, oral presentations, case studies etc. some or all of the following criteria may be adopted:

- i. How far have students focused on questions asked and / or identified key problems;
- ii. How well have students chosen the arguments, the relevant theory or model, to relate to the area specified or question asked;
- iii. Quality of the of explanation by students;
- iv. How well have students demonstrated consistency, coherence and purposeful analysis;
- v. How successfully students used evidence in their responses;
- vi. How well have students collect, process, analyse and interpret relevant data;
- vii. Depth and extent of critical evaluation;
- viii. How well have students demonstrated knowledge of the literature;

For the general performance evaluation of the learning environment, internal and external reviewers/assessors should focus on:

- i. The relevance and adequacy of the programme of study;
- ii. The delivery of the content in terms of lectures/tutorials/practical sessions;
- iii. The adequacy of available learning materials e.g. books, journals, equipment, consumables etc; and
- iv. The adequacy of physical facilities e.g. classroom space, lecture theatres, laboratories, clinics, studios, etc.
- v. All assessors are expected to be constructive but frank in the interest of respectable academic standards.

**LIST OF ACADEMIC STAFF**

S/N	Name	Rank		Area of specialization
1	Suleiman Dangana ABDUL Istifanus Yarkasuwa	Professor	B.Sc. (Hons), PhD, PhD	Plant biodiversity & Conservation, Genetic studies, Population studies,
2	CHINDO Doris Ezekiel	Professor	B.Tech. (Hons), PhD, PhD	Organic Chemistry
3	Amin BORYO Usman	Professor	B.Tech. (Hons), PhD, PhD	Polymer Chemistry
4	Hayatu DUKKU Ahmed Faruk	Professor	B.Sc. (Hons), PhD, PhD	Entomology, Medicinal Plants and Environment
5	UMAR	Professor		Environmental Microbiology Environmental Management, Pollution Control and Waste Management, Transboundary Water Management
6	Bukar Abba GANA Haruna	Professor	B Sc., M. Sc., MBA, PhD	
7	ADAMU	Reader	B.Tech. (Hons), PhD, PhD	Environmental Chemistry Biochemical and Environmental Engineering, Process Engineering
8	Jibril MOHAMMED	Reader	B.Engr. (Hons), M.Engr., PhD	Ecosystem Management, Biodiversity Conservation, Forestry and Wildlife
9	Isah MOHAMMED Usman	Reader	B.Tech. (Hons), PhD, PhD	
10	Dadum HAMZA	Senior Lecturer	B.Engr. (Hons), M.Engr., PhD	Environmental and Energy Engineering Environmental Engineering, Waste Management, Pollution Abatement
11	Saeed Isa AHMED Saidat	Senior Lecturer	B.Engr. (Hons), M.Engr., PhD	Environmental Engineering; Process Modeling, Simulation and control; renewable energy
12	Olanipekun GIWA	Senior Lecturer	B.Engr. (Hons), M.Engr., PhD	Environmental Health and Risk management
13	Lami Karimatu ABDULLAHI	Senior Lecturer	B.Tech., (Hons), PhD, PhD	



<b>DEPARTMENT/STANDARDS</b>
Social Standards
<b>POSTGRADUATE PROGRAMME</b>
Professional master’s Degree in Sustainable Social Development
<b>OVERVIEW OF THE PROGRAMME</b>
<p>MSc Sustainable Social Standard is built on the enhanced integration of educational, methodological, and research activities focused on preparing the postgraduate students with a high level of professional and academic knowledge, enhanced talents, skills, and competencies in the application of social standards and policies in the society. Therefore, it shall be concerned with the ways government, institutions and communities strive to provide for human needs in terms of security, education, empowerment, health and wellbeing.</p> <p>The programme is customized to provide graduates with knowledge, skills and insights necessary for properly responding to global challenges on social, political demographic, economic and technological changes. In doing so, students shall be exposed to issues such as poverty, child mortality, inequality, gender, family and community health, migration, insecurity, resettlement risk, environmental sustainability and globalization alongside the different roles of federal, states and local governments, the family, civil society, the market, and international organizations in developing policies and providing support services to the citizenry as well as identifying social challenges and proffering solutions.</p> <p>The programme shall be multidisciplinary in nature with universal scope, at the end of which graduates should also be able to demonstrate applied talents necessary for building career as academic practitioners. The curriculum shall be subjected to regular review to keep pace with the ever changing and challenging developmental needs of the economy, industry, polity and wider society. The curriculum implementation shall involve the establishment of effective feedback mechanism with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability. In doing so, the center shall make effort to retain senior experienced, productive, committed staff. In addition, there shall be constant monitoring and evaluation exercise to monitor the relevance of course and contents to the socio – economic and political challenges. The application of the curriculum should promote the practice of joint teaching programmes with professionals in practice and experienced technocrats. To maintain the efficacy of the curriculum implementation, there shall be constant study of students, evaluation of reports of the programmes, and views of relevant stakeholders. It shall also encourage industry linkages and academic partnerships with other relevant institutions and individuals. Information and communication technologies shall be adequately acquired, deployed and adopted for effective implementation of the curriculum through the use of LMS.</p>
<b>PHILOSOPHY</b>
<p>The underlying philosophy of postgraduate Master programme in Social Standards is to produce a crop of graduates equipped with appropriate knowledge and skills in conduct of research and professional practice in proffering solutions of contemporary and emerging social issues. It will ensure advancing knowledge in human dignity, equity and fundamental human rights, thereby contributing to the development of Nigeria, Africa and the global community.</p>

## OBJECTIVES

The major aim is to strengthen the capacity in problem-solving analysis. Students should be able to articulate, develop and implement research using social standards concepts and methodologies, while the objectives of the programme are to:

- a. equip students with broad knowledge of social standards and application of theories, models, methods and approaches.
- b. instill in students a sound knowledge of social standards, in appreciation of its application in different socio-cultural contexts.
- c. cultivate in students the ability to apply social standards knowledge to understanding of growing societal problems in Nigeria and elsewhere;
- d. expose students to appreciate the importance of social standards in socio-cultural, legal, economic, political, industrial and environmental contexts;
- e. equip students with skills in critical thinking and problem-solving skills through social standards;
- f. impart in students the relevant knowledge and skills needed to proceed for further studies in special areas of social standards; and
- g. provide career opportunity to teach the next generation of educators, researchers, and practitioners; and
- h. equip students with knowledge and skills for scholarly research in the fields social standards and related areas.

## LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### a. Regime of Subject Knowledge

At the end of the programme, graduates should be able to:

- i. have comprehensive knowledge of their areas of specialization, theoretical foundation, and qualitative tools including the ability to apply this knowledge to practical problems;
- ii. demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge/areas identified;
- iii. meet the needs of public/private sectors in Nigeria and beyond; and
- iv. demonstrate problem solving capacity through literal, critical, innovative and creative thinking among diverse fields of study in analyzing problems, using multidisciplinary approaches.

### b. Skills and Competencies

At the end of the programme, graduates should be able to:

- i. demonstrate problem-solving capacity using multidisciplinary approaches in an innovative and creative way;
- ii. apply such practical skills to the solution of social problems;
- iii. recognize and analyse new problems and plan strategies for their solutions;
- iv. Communicate and present Social Standards scientific research materials and logical argument, both orally and in written forms, to a range of audience;
- v. Process relevant quantitative and qualitative data using information technologies; and
- vi. pursue wide range of careers in areas of social standards after graduation.

### c. Behavioural Attributes

At the end of the programme, graduates should be able to:

- i. demonstrate a proper understanding of human behaviours in organisations;
- ii. resolve or reduce the impact of social problems on individuals, social groups, and communities;
- iii. develop policies and recommendations for resolving or reducing social problems;
- iv. appreciate constructive criticisms;
- v. interact effectively in group situations;
- vi. inclined to mentoring and peer review; and
- vii. develop the ability to work in a team.

<b>UNIQUE FEATURES OF THE PROGRAMME</b>	
	<p>Multidisciplinarity built on the causative areas of knowledge such as sociology, psychology, anthropology, economics, education, social work, organizational behaviour, environment, technology, innovation and engineering management represent the unique character of the programme. Consequently, the postgraduate degree shall ultimately provide students with promising career opportunities in the ever- growing need for experts in the social standards fields.</p> <p>Additionally, delivery of the course shall involve the process of lectures, practical workshop sessions and</p>
	<p>activity-based engagements to provide opportunities for students to acquire hands-on experience. Adoption of technology media inform of digital tools to access, manage, evaluate, synthesize and communicate useful information is a necessity in this programme.</p>
<b>SCOPE</b>	
	<p>The scope of the programme shall be based on NUC provisions and in accordance with the National policy on education. The scope shall also cover the relevant contributing fields of knowledge. There shall be teaching and research components to the programme. The research component shall be carried out in the second year (covering two semesters) of the programme. During the year students shall engage in multi- disciplinary research in specialized fields, supervised by a senior academic in line with the university postgraduate studies guidelines.</p> <p>The teaching component shall be in conformity with innovative approaches such as research-based teaching and learning and problem-based models of instruction. Students will be introduced to qualitative and quantitative research techniques. The emphasis shall be to provide students with necessary capacity to undertake research, provide hands-on training and build competence required to address the identified challenges in areas such as insecurity, social conflict resolution and grievance redress, social impact assessment and management, land acquisition, displacement, resettlement, social sustainability, gender and Development etc.</p>
<b>ETHICAL CONSIDERATIONS</b>	
	<p>The ethical considerations shall be in accordance with the professional standard practices and the centres/university policy on staff and students conducts in terms of teaching, research and service to humanity. Laws and policy regulations on issues of research, copyright, patent and license shall be respected by lecturers and students. Research and teaching material would be used in the best manners to avoid causing unwanted effects to human health, animals and the environment. After usage, research and study materials shall be properly disposed of based on standard practices. Gender and vulnerability issues shall also be applied in accordance with the policies of the centre and the university on such matters.</p>
<b>ADMISSION REQUIREMENTS</b>	
	<p>The criteria for admission into the M.Sc. programme in social standards shall be as follows:</p> <ol style="list-style-type: none"> <li>a. Matriculation requirement of individual universities which must be 5 O'level credits including O' level credit in English Language and Mathematics;</li> <li>b. Candidates with Second Class (Lower Division) Bachelor's degree in Social Standards, Social Work, Sociology or related discipline from an approved University or the Postgraduate diploma with a CGPA of not lower than 3.0 on a 5-point scale from an accredited university; and</li> <li>c. Candidates with a PGD at credit level pass or 60% on weighted percentage average.</li> </ol>
<b>REGISTRATION PROCEDURES</b>	
	<p>Students shall normally complete registration of courses for the semester within the time frame of registration set by the Centre/University after the start of the semester. A student cannot withdraw from a course, after registering for it, without permission from the Coordinator of the Programme. A student who fails to sit for the final examination for any registered course, without reasons acceptable to the Programme Board, shall be deemed to have failed that course.</p> <p>All other matters concerning deferment, extension and reabsorption shall be applied in accordance to the</p>

university's postgraduate regulations.

#### **DURATION OF THE PROGRAMME**

##### **Professional Master in Sustainable Social Standard**

The Professional Master's degree programme will run for a minimum of 3 semesters (18 months) and maximum of 4 semesters (24 months).

In either case, the research project (dissertation) must take place during the second or third year of the programme.

#### **MODE OF STUDY/ DELIVERY**

The curriculum should be taught through classroom contact, multimedia resources and presentations, interactive sessions, field work, capstone approach/case studies and students' feedback mechanism, Industry players should also be deployed to provide field perspectives on Social Standards practice.

#### **CONTINUES ASSESSMENT, EXAMINATION, GRADING SYSTEM & GRADUATION REQUIREMENTS**

- i. Continuous Assessment, which shall be through essays, tests, term papers, tutorial exercises, quizzes, homework and attendance at seminars.
- ii. In addition to continuous assessment, a final examination shall be given for every course at the end of every semester. To qualify for the examination, the student must have attended at least 75% of the lectures in that course.
- iii. The total scores obtained in continuous assessment and final examination in every course is 100%. The breakdown shall be as follows:
 

Continuous Assessment	30%
Final Examination	70%
Total	100%
- iv. Grading system:
 

A - 70-100	- Excellent	- 5
Points B - 60-69		-
Very Good	- 4 Points	
C - 50-59	- Good	- 3
Points F - Less than 50		- Fail
-	0 Point	

The minimum pass mark in any course shall be 50%.

Students are required to register for a minimum of 30 credit units of taught courses to be offered in the first two semesters respectively (on Full-time) or four semesters (on Part-time). In doing so, a student shall select one elective course in each of the semesters. In addition, during the second year, candidates MUST register for, and earn 6 credit units of Thesis/project in their respective area of research specialization.

Graduates shall be awarded either M.Sc. in Social Standards or Professional Masters in Social Standards. For the M.Sc. degree programme, students will be required to earn a minimum of **36** credit units including all the prescribed compulsory courses in the area of specialization. This includes 6 compulsory units for Research Thesis which must be defended.

On the other hand, to earn a professional Master Degree in Social Standards which is a terminal degree, students shall earn the required 36 credit units, including a Project of 6 credit units. The project may not necessarily be defended but moderated.

**Table 10.1 Courses Structure for MSc Sustainable Social Development****1<sup>st</sup> Semester Year 1**

<b>FIRST YEAR</b>					
<b>Course Code</b>	<b>Course</b>	<b>Credit Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
SST 801	Theories, Problems and Institutions in Social Standards	2	C	30	-
SST 803	Social Standards Policy, Planning and Administration	2	C	30	-
SST 805	Advanced Research Methods for Social Standards	2	C	30	-
SST 807	Statistical Methods in Social Standards	2	C	30	-
SST 809	Legal Issues in Social Standards, Law and Society	3	C	45	-
SST 811	Inclusive Workplace	2	C	30	-
SST 813	Fieldwork/Practicum	2	C	-	60
SST 815	Valuation and Compensation	2	E	30	-
SST 817	Social Standards, Emergency and Disaster Management	2	E	15	45
SST 819	Social Dialogue and Collective Bargaining	2	E	30	-
	<b>Total</b>	<b>21</b>			

## 2<sup>nd</sup> Semester Year 1

SST 821	Land Law and Land Use Planning	2	E	30	-
SST 804	Social Standards in Medical/Mental Health and Rehabilitation	3	C	30	45
SST 806	Principles of Housing	2	C	30	-
SST 808	Social Standards, Gender and Community Development	2	C	30	-
SST 810	Social Impact Assessment (SIA)	2	C	15	45
SST 812	Industrial Relation and Labour Administration	2	C	30	-
SST 814	Criminal Behaviour, Deviance and Criminal Justice System	2	E	30	-
SST 816	Social Standards, Poverty and Human Security	2	E	30	-
SST 818	Organization and Administration of Social Welfare	2	E	30	-
<b>TOTAL</b>		<b>19</b>			
<b>SECOND YEAR</b>					
<b>SST 823</b>	Research Project	6	C	-	270

### COURSE SYNOPSES

#### **SST 801: Theories, Problems and Institutions in Social Standards (2 units, LH 30)**

This Advanced Social Standard Theories course will illuminate some of the most influential as well as promising perspectives. In-depth analysis of theories like Theory of individual action by Talcott Parson, Self-categorization theory of Turner et al and Natural-law theory. This course will also explore other theories like social norms theory, cultural standards model, ecological theory, social identity theory, social rule theory, cost-benefit model, and game theory through the critical reading of theoretical and analytical texts. Students will engage with advanced concepts in social standards and will explore the connections between theoretical arguments and the practice of social standards in agencies and organizations.

#### **Learning Outcomes:**

At the end of this course, students should be able to identify the major theories in the tradition of social

standards, discuss the assumptions and applicability of social standard theories and adopt a critique of each of the theories of social standards.

### **SST 803: Social Standards Policy, Planning and Administration (2units LH 30)**

The course will focus on various international social standards on social policy planning and administration by ILO, World Bank, United Nations and so on. Topics such as social capital, economic development, community capacity building, project development, and social exclusion/inclusion will be discussed. The work of policymakers, social planners, and social administration and adherence to social standards of practice will be highlighted.

#### **Learning Outcomes**

At the end of this course, students should be able to distinguish between social policy, planning and administration; understand international social standards document as it relates to social policy, planning and administration as well as appreciate the role of policymakers, social planners, and social administration in formulating and maintaining social standards.

### **SST 805: Advanced Research Methods for Social Standards (2 units, LH 30)**

This course focuses on analyzing the need for research as well as methodological problems for students. It discusses the ethics and politics of research; problem formulation; conceptualization and operationalization; measurement; validity and reliability; sampling; sources of data and the techniques of relevant data gathering (quantitative and qualitative). The course also examines issues in evaluating social standards documents as well as techniques of proposal and report writing. Computer Appreciation and Applications will be taught.

#### **Learning Outcomes**

At the end of this course, students will be able to:

- i. Distinguish between experimental and non-experimental designs;
- ii. Undertake the computerization of their research;
- iii. Articulate the process of evaluating social standards documents; and
- iv. Ability to conduct a research and write a report.

### **SST 807: Statistical Methods in Social Standards (2 units, LH 30)**

This course focuses on the use of advanced statistical methods for social standards related data. Emphasis will be placed on analysis of descriptive data involving socio-economic variables such as age, social status, income and education as they affect different aspects of social standards such vulnerability, health seeking , service delivery and utilization. Beyond mere descriptive analysis cross



tabulation of bivariate and multivariate data will be discussed. Methods such as regression, correlation, factor analysis and analysis of variance (ANOVA) will be discussed. For purpose of projections, time-series analysis will be examined to aid in examining best-fit in social relations.

### **Learning Outcomes**

At the end of this course, students will be able to make distinction between the statistical methods to use in relation to their research problem, distinguish between statistic to be used for relational data and other non-probabilistic data and utilize the best and rigorous statistic for the peculiarity of their research design.

### **SST 809: Legal Issues in Social Standards, Law and Society (2units LH30)**

The course deals with the relationship between law (as an institution) and society. A critical analysis of the relationship between law and social structure; legislation, law enforcement, and the public will also be examined. Particular attention will be paid to the discussion of law and conflict resolutions, judicial behaviour, and the legal profession.

The content of the legal issues in social standards documents and implementation places emphasis on the people working with individuals, families, groups, communities and organization reflecting a broad spectrum of racial, ethnic sexual, gender and cultural backgrounds. Social issues such as perspectives on culture, sexual orientation, social change, and advocacy are explored in the context of how it will affect the social standards of an organisation. Additionally, issues related to organizational culture, social inequalities and deprivations; and human displacement within a fast changing world will be explored.

### **Learning Outcomes**

At the end of this course, students should be able to demonstrate an understanding of the laws governing the development of social standards and appreciate some of the legal issues in social standards documents and implementation.

### **SST 811: Inclusive Workplace (2 Units LH 30)**

This course addresses how to achieve an inclusive workplace; issues related to race, ethnicity, age, gender, religion, political opinion, sexual orientation, disability, and other aspects of diversity in work organizations. The course will also look at a key future issue in industrial and employment relations such as the challenges presented by an aging workforce. Here, we will look at both the public policy, public service rule, terms and conditions of employment as well as the aspects of aging and how these might impact the employment relationship.

### **Learning outcome**

At the end of the course students should have adequate knowledge of workplace inclusion in line with

the ILO Convention on Discrimination (Employment and Occupation) Convention 111 which promotes equality of opportunity and treatment in respect of employment and occupation and appreciate key issues in industrial and employment relations.

**SST 813: Fieldwork/Practicum ( 2units PH 60)**

Students are required to go on fieldwork placement at the end of the first session. For eighteen (18) weeks. The course offers the student an educational experience in an institution that has social standards for practice and it is being implemented. The purpose of the course is to integrate materials gained in academic course with practice in the field. At the end of the placement, the student will be expected to submit a field work practicum report to the Department using a departmental format. The field practicum here should focus on students going to various agencies and institutions to find out if they have different social standards guiding different aspects of their service delivery or practice. Then, also assess if they need help in developing one or implementing what they have. Also determine if the institution are being guided by the social standards they have set up.

**Learning Outcomes**

The student is expected to have practical experience of how to implement social standards and know how to develop a social standards document.

**SST 815: Valuation and Compensation (2units LH 30)**

The course is expected to develop the student's skills and knowledge to carry out valuations for rating and taxing purposes and assess compensation for compulsory acquisition and resumption of land with focus on maintaining social standards. Introduction to principles of Statutory Valuations, Types of valuations used for rating & taxing, Valuation of Land Act, Role of Court in Statutory Values, Specialist Valuations, Valuation methods of statutory valuations, Practical application in rating and taxing values, Principles of Acquisition and resumption, Land acquisition and compensation Act, Determination of compensation.

**Learning Outcomes**

At the end of this course, students will be able to understand the standard practices in the carrying out valuation and compensation, demonstrate understanding of land acquisition and its associated problem as well as offer quality counseling on the subject where necessary.

**SST 817: Social Standards, Emergency and Disaster Management (2 units, LH 15, 45)**

This course explores social standards required in emergency situations and the various strategies of handling emergencies in different localities based on the magnitude and intensity. The students will be

exposed to various forms of social standards that need to be put in place in an emergency situation. Such topics like: Inclusion, human rights, equity, fairness and so on will be discussed. . Also, various forms of social and health voluntary organizations as well as the methods employed by selected agencies will be explored. The role of international organizations and global instruments governing humanitarian responses will also be evaluated.

### **Learning Outcomes**

At the end of this course, students will be able to explain the social effects of disaster and emergency, understand the form of social standards that are required during emergency and disaster and also understand how to resettle at risk people in emergency and disaster using an approved social standards procedure.

### **SST 819: Social Dialogue and Collective Bargaining (2 units, LH 30)**

This course addresses how to ensure that workers participate through social dialogue in decision making affecting their rights at work. This is very important; in fact, it is one of the decent work components. The course will also look at the techniques adopted for effective collective bargaining strategy. Discussion would be centred on how to negotiate/ renegotiate the working conditions and terms of employment, and regulating relations between employers or their organisations and workers' organisation.

### **Learning outcome**

At the end of the course students should have adequate knowledge of social dialogue and collective bargaining, ability to negotiate the terms and conditions of employment as well as understand negotiable items and non-negotiable items during negotiation. This includes appointment, promotion, discipline and transfer.

### **SST 821: Land Law and Land Use Planning (2units LH 30)**

The course is in two parts, Part one expose students to Legal concept of Land, Doctrine of Estates, Concept of property rights and types of interest in land-Lease, Tenancy, license, Easement and other rights and interest in Land, Concept of land ownership and types of Land tenure system, Principles in sales, assignment, pledges and mortgages in common law and equity, registrable instruments and importance of Land Title Registration ,Land Use Act of 1978 and its implication on Land transaction in Nigeria, Land reform in Nigeria, ,Law of Agency. While in part two, students will be taught overview of land use planning concepts, frameworks, institutions, movements, and methods. Historical evolution of planning, Objectives of urban & Regional Planning and Components of planning, Planning agencies and authorities in Nigeria, Development control and public participation in

planning, Urban planning theories, Planning models and techniques and Concept of city, Rationale of Land use planning. Land use management system- Building code and regulations, Development Plan, Intensity of Development, Development Parameters, Systems and Procedures of plan approval, density, zoning, sub-division, development control etc. Planning and land values, site layout and analysis.

### **Learning Outcomes**

At the end of the course, students will be able to understand the land laws and administration in Nigeria and also understand the concept of land use planning and its application to national development.

### **SST 823 Research Project (6 units PH 270)**

In the third semester the student is expected to carry out an original research project on a standards practice/social service/social problem/ and write a report under the direct supervision of departmental staff. The research project is quantitative and qualitative. It will be based on library and/or fieldwork research. The research project report is to be defended before a panel of examiners to qualify students for graduation. The research project is to be written in five chapters:

- i. Introduction;
- ii. Literature review;
- iii. Research methodology;
- iv. Data analysis; and
- v. Discussion and Conclusion.

### **Learning Outcomes**

By the end of this fieldwork, learners will be able to;

- i. Identify both quantitative and qualitative research design.
- ii. Design research instrument and other tools to data generation and gathering.
- iii. Construct a sampling frame to match the research design; and
- iv. Identify suitable Analytical tools for data analysis leading to report writing.

### **SST 804: Social Standards in Medical/Mental Health and Rehabilitation (2 units, LH 15 PH 45)**

This course will discuss organization role, relationship values, beliefs and social standards required in the practice of medical and mental health. The societal perception of mental institution and the practice of mental health will be discussed. As a standard promotion of health human resources and management, the course will examine mode of engagement, distinguish prognosis in medical and mental health. Ethics and culture of mental health in service delivery and utilisation will be discussed.

The need to have a social standard in line with international best practices will be examined. Community health care role in promoting medical and mental health will be discussed.

Furthermore, the course introduces various forms of disabilities and their physical, emotional, social and economic impact on persons. The various forms of rehabilitation (physical, emotional, educational, social and economic) services available in Nigeria are also discussed as well as the social standards for working people living with disability. The organization of rehabilitation services and modern trends in rehabilitation projects such as community based vocational rehabilitation (CBVR) will be examined in line with international best practices and acceptable social standards. Current forms of skills acquisition useful for self-employment or employment in the formal wage sector will also be discussed. And so, the areas covered in the course include institutional care of challenged persons, community based rehabilitation, vocational and occupation rehabilitation services, social standards with refugees and internally displaced persons, rehabilitation of trafficked and abused persons, social policies for persons living with disability, rehabilitation services aimed at enabling chronically ill older adults with functional disabilities to gain considerable functional independence, and mental health care.

### **Learning Outcomes**

At the end of this course, students should be able to:

- i. Discuss how values and beliefs affect social standards in medical and mental health care delivery;
- ii. Explain the international best practices in medical and mental health;
- iii. Justify the need for more collaborative model of medical and mental health care delivery; and
- iv. Explain the concept of rehabilitation and social standards required when working people living with disability in the society.

### **SST 806: Principles of Housing (2 units, LH 30)**

This course exposes students to the housing needs of families; economics, social; and psychological factors in owning/buying and renting a house. Housing standards, principles and design, and layout of different types of houses. Rural housing and community development. Local materials for rural housing. Public participation in rural development. A study of housing policies of Federal and State Government in Nigeria. Various methods of financing housing investment in the public, private, and cooperative societies.

### **Learning outcomes**

At the end of this course students will be able to understand and demonstrate the basic principles of planning and designing a house as well as the various types of houses and their peculiarity.

**SST 808: Social Standards, Gender and Community Development (2 units, LH 30)**

This course aims to give participants a basic understanding in social standards that need to be adhered to when working with women in community development. The course will present obstacles for women in community driven development. Students will be exposed United Nations social standards in gender related enterprise. Also gender and development (GAD) approach and women in Development – WID with emphasis on differences and convergence will be highlighted. Furthermore, consideration will be given to social standards practices that emphasize equity and equality in gender representation for purpose of development.

**Learning Outcomes**

At the end of this course, students will be able to identify cultural factors that instigate gender discrimination in developmental drive, make distinction between WID and GAD as well as specify the international best practices that can promote gender-driven development.

**SST 810: Social Impact Assessment (SIA) (2 units LH 15 PH 45)**

This course will explain the specific and operational definition of social impact assessment (SIA) and how it (SIA) is a process of identifying and managing the social impacts of industrial projects. The various application areas of SIA in projects will be described. A comprehensive guide for social impact assessment in line with international best practices will be discussed. Distinctions will be made between Environmental Impact Assessment (EIA) and Social Impact Assessment (SIA).

**Learning Outcomes**

At the end of this course, students will be able to describe SIA, explain the specifics for carrying out SIA and distinguish between SIA and EIA

**SST 812: Industrial Relation and Labour Administration (2units LH 30)**

This course intends to expose students to how industrial relations practice, human resources and employment relations help organisation to maintain industrial peace and harmony in the world of work. Students will be exposed to various internationally recognized social standards required in industrial relations practice. It also enables the students to appreciate industrial relations history and the role of human resources management as well as employment relationships in the workplace. Furthermore, the course will expose students to the tools in which government uses to achieve International Labour Organisation's (ILO) decent work objectives. Such as: formulation, enforcement of labour legislation, supervision of national labour standards, employment and human resources development, research and statistics on labour, and offer solutions to the various and complex problems in the workplace.

### **Learning Outcomes**

At the end of the course, students should be able to understand the history of industrial relations and how to apply it for industrial peace and harmony in the workplace and understand the role of labour administration in addressing complex problems in the workplace.

### **SST 814 Criminal Behaviour, Deviance and Criminal Justice System (2 units LH 30)**

This course will introduce student to the various social standards required in the criminal justice system in line with international best practices. A make a clear distinction between criminal behaviour and deviance will be made. Individual and group behaviour of adults and juveniles that are classified as crime and delinquency will be discussed. The intervention between the criminal justice system intervention in crime and delinquency will be properly discussed. Theories of crime and deviance, typology of criminal behaviour and juvenile delinquency will also be covered.

### **Learning Outcomes**

At the end of this course, students should be able to make a distinction between crime and deviance, classify behaviours as crime and delinquency appropriately and also explain social standards intervention of the criminal justice system in crime and delinquency.

### **SST 816: Social Standards, Poverty and Human Security (2units, LH 30)**

The course examines the definition and measurement of poverty; incidence of poverty and its impact on the economy; structural and profile analysis of the poor in terms of gender and rural-urban composition. It will review the basic theories of economic development and the relevance and implications for poverty alleviation and gender equity. The course will also explore the understanding of the relationship between under development, gender inequalities and poverty as well as various social standards by different organisations in poverty alleviation programmes. It will interrogate approaches to engendering development and poverty alleviation programmes; roles of Government and the private sector in enhancing gender equity and poverty alleviation in developing countries. While exploring the 'feminization' of poverty, the course will examine the role of gender in the interface of issues relating to human security e.g. security of life and property, food security, and access to basic needs such as food, shelter, clothing, education, employment, and a safe environment among others.

### **Learning Outcomes**

At the end of this course, the students should be able to identify the factors that generate poverty in the security, explain the impact of poverty in human security and also discuss different social standard put in place for implementing poverty alleviation programmes.

**SST 818: Organisation and Administration of Social Welfare (2units, LH 30)**

This course will discuss the competing philosophic and ideological models of the role of the state in the provision of, and planning for, social welfare services to individuals, family and community. Various social standards by different agencies for implementing social welfare programmes will be discussed. Historical and comparative approaches to the problems of social policy and planning will be discussed. The theories of formal organisation and social Administration in human services will also be discussed. Key concepts such as control, coordination, budgeting, and personnel management will be examined. The nexus between social policy, planning and administration will also be explored.

**Learning Outcomes**

At the end of this course, students will be able to operationalize the concepts of organization and administration of social welfare, explain the principles, techniques and social standards required in social welfare administration as well as discuss the characteristics of social welfare organization.



## PhD ENVIRONMENTAL STANDARDS CURRICULUM

PhD Sustainable Environmental Standards
<p><b>OVERVIEW OF THE PROGRAMME</b></p> <p><i>Provide here the general overview of the of the Postgraduate Degree Programme</i></p> <p>The course recognizes that Human activities exert a profound impact on the natural environment and prepares students to recognize and analyse relationships between scientific, technological, societal and economic issues. It also prepares Students to be able to understand the uses of research in a data-driven decision and policy-making process, firmly rooted in current scientific knowledge and methodology. It has become crucial to incorporate environmental control and management as a vital component of development in these countries to ensure rational exploitation of resources and maintain ecosystems balance and environmental quality. Highly skilled environmental scientists and managers are critical for our environment's safe and responsible governance. The PhD. Environmental Standard course can adequately prepare all graduates of the Programme to acquire the requisite skills and expertise needed to carry out environmental assessments and audits, handle environmental information and work with geospatial data towards facing future environmental challenges</p>
<p><b>PHILOSOPHY</b></p> <p>The fundamental philosophy behind creating PhD Sustainable Environmental Management is to broaden knowledge on significance of protecting the environment for sustainable development, applying analytical and technical skills, and creative thinking required in Environmental Science and Management, the provision of sound, specialised, effective and advanced training in environmental issues, standards and management. The Program is also expected to provide its graduates with the required competencies to address the identified developmental challenges in environmental standards. In addition, it will provide the candidates with an advantage of access to career paths through unique opportunities in environmental standards, hence, addressing the gap in the needs for services from well-trained middle-level professionals in Environmental Standards. It is expected that the course will promote the implementation of environmental policies across Africa and other developing nations across the world.</p>
<p><b>AIM</b></p> <p>Aim of the PhD Environmental Standards Programme is to train environmental scientists and managers with requisite skills and expertise needed to incorporate</p>

environmental protection and management for sustainable development and carry out environmental assessments and audits, handle environmental information and work with geospatial data for our environment's safety and responsible governance.

**OBJECTIVES**

The Ph.D. Sustainable Environmental Management program is aimed at:

- ix. Applying analytical and technical skills, and creative thinking needed in Environmental Science and Management,
- x. The provision of sound, specialised, effective and advanced training in environmental issues, standards and management.
- xi. Increase the students understanding of the multi-disciplinary nature of Environmental Standards.
- xii. Provide sound, specialised and effective practical oriented training of course work, fieldwork and research in environmental standards, management and control.
- xiii. Provide high-level skilled manpower with both academic and professional competence for tackling key environmental concerns in all their ramifications.
- xiv. Produce skilled manpower, trained specifically for environmental surveillance and monitoring for standards and management.
- xv. To improve the national economic growth and development by promoting manpower development in Environmental Standards.
- xvi. Foster interdisciplinary teamwork focused on developing and validating solutions to environmental challenges and management.
- xvii. Provide the broad knowledge necessary to engage in 21st century environmental challenges especially as they are noted across Africa while gaining the depth required offering expertise management strategies.
- xviii. Expose students to diverse perspectives and approaches to problem-solving on environmental concerns.

**UNIQUE FEATURES OF THE PROGRAMME**

The Programme is designed to attract various stakeholders in environmental management such as the policy makers, the policy implementers, the academia, the Civil Society Organisations (CSOs) and the industry experts and develop their capacity towards environmental protection and sustainable Development.

**SCOPE & ETHICAL CONSIDERATIONS**

The Ph.D. Environmental Standard is expected to develop students' capacity to use modern tool of geospatial investigation such as RS and GIS, Qgis, Global Mapper to adequately prepare all graduates of the Programme to acquire the requisite skills and expertise that can prepare them towards solving contemporary and future environmental challenges. In the

	<p>course of its delivery, the programme should take into consideration the interconnectedness of all life forms and the need to protect and preserve biodiversity and ecosystem well-being. Any activity that involve human or animal subject must be approved by the university ethical committee.</p> <p><b>ETHICAL CONSIDERATIONS</b></p> <p>Strict compliance to issues of Copyright violation, use of anti-plagiarism mechanism, etc. Proper usage and disposal of research and teaching materials in accordance with global social and environmental best practices.</p>
	<p><b>ADMISSION REQUIREMENTS</b></p> <p>The criteria for admission into the programme will be as follows:</p> <ul style="list-style-type: none"> <li>v. Candidates must meet the basic matriculation requirement of individual universities including 5 'O' Level Credits including Mathematics, English Language, Chemistry and any other two relevant subjects.</li> <li>vi. Graduates of Abubakar Tafawa Balewa University who hold Master's Degree appropriate for the procurement standards with a minimum CGPA of 3.5 out of 5.0.</li> <li>vii. Graduates of other recognized universities who hold higher degrees considered by the university to be equivalent with a 3.5 out of 5.0 Cumulative Grade Point Average or 60% on the weighted percentage average may also be considered.</li> </ul>
	<p><b>REGISTRATION PROCEDURES</b></p> <ul style="list-style-type: none"> <li>III. Upon acceptance of the offer of provisional admission, each candidate must register for courses during the official registration period, normally at the beginning of the session. Candidates who register late shall pay the approved late registration fee.</li> <li>IV. Candidates offered admission may register on payment of appropriate fees and production of the originals of the certificates claimed in their applications. Payment of fees and certificate clearance involve all candidates irrespective of their employers and which institution they had graduated from, respectively. If it is discovered at any point of the course of studies that the candidate does not possess either the entry qualification for the course of study or the qualifications claimed in the application form, the candidate will be withdrawn.</li> </ul>
	<p><b>MODE OF STUDY/ DELIVERY</b></p> <p>Basically by Research, Blended with</p> <ul style="list-style-type: none"> <li>- Classroom contact on research with Industry instructors sharing field experience on environmental management practice.</li> <li>- Research Colloquium/Seminar Presentations</li> <li>- Doctoral research work presentations, and are assessed.</li> </ul>
	<p><b>GRADUATION REQUIREMENTS</b></p> <p><i>Provide here the details of procedures of graduation requirements.</i></p> <ul style="list-style-type: none"> <li>- To earn a Ph.D. Degree in Sustainable Environmental Management, a student shall have to meet a minimum university Postgraduate graduation requirement</li> </ul>

of presentations and publishing of at least two (2) peer-reviewed articles or three (3) peer-reviewed academic conferences, etc. the candidate must achieve the 3-months Industry Collaboration Project.

- To earn a Ph.D. a student is also expected to be examined by an external examiner in the area of specialization.
- In addition to continuous assessment, final examinations should normally be given for every course at the end of each semester. All courses shall be graded out of a maximum of 100 marks comprising:

*Final Examination: 70%*

*Continuous assessment (quizzes, homework, tests and practicals): 30%.*

### **9.1. External Examiner System**

The involvement of external examiners from other universities is a crucial quality assurance requirement for all courses in Nigerian University System. In this regard, external examiner should go beyond mere moderation of examination questions to examining of examination papers to scope and depth of examination questions vis a vis the curricular expectation.

## **GRADUATION REQUIREMENTS**

To earn a Ph.D. Degree in Procurement, a student shall have met a minimum university Postgraduate graduation requirement of presentations and publishing of at least two (2) peer-reviewed articles or three (3) peer-reviewed academic conferences, etc. the candidate must achieve the 3-months Industry Collaboration Project.

To earn a Ph.D. a student is expected to be examined by an external examiner in the area of specialization.

## **COURSE STRUCTURE**

Doctor of Philosophy (Ph.D.) Degree in Sustainable Environmental Management

**Preamble:** This course is designed to bridge the manpower gap in Sustainable Environmental Management, and also to close up the existing gap in environmental and social impact assessment all proposed projects towards achieving sustainability of all development projects of the economy. It is expected that the program would adequately prepare graduates to conduct effective environmental and social assessment of risk and impact associated with development projects and develop relevant measures for avoidance or mitigation or compensation to ensure sustainability in development projects.

### **Learning Objectives:**

At the end of this course, students are expected to:

- I. Apply the procedure for identification of likely environmental and social risks and impacts associated with any proposed development project for sustainability
- II. Understand the methodology for screening scoping and classification of all project proposals for sustainable protection of the environment and public health
- III. Understand the various plans needed for effective conduct of environmental and social impact assessment
- IV. To understand and utilize tools for Geospatial analysis
- V. To develop capacity to identify environmental issues in space and apply advanced research techniques for finding solution to identified problems
- VI. To acquire capacity for developing terms of reference for project implementation
- VII. Develop monitoring and evaluation systems in the project implementation process;
- VIII. Understand management theory and deploy such knowledge to organizational design and management of group processes.

- IX. To develop and manage Grievance Redress mechanism for effective participation in project implementation
- X. To demonstrate ability for developing strategies for mitigation of climate vulnerability

**Specific Target:** This training course will benefit all levels of personnel to be involved environmental and social impact assessment, vulnerability assessment, risk identification impact analysis, and mitigation, engaged in contract management, negotiation, procurement, monitoring, oversight, operations, and disputes resolution. Others include consultants, contractors, store officers, purchasing and supply professionals with operational responsibility for procurement, as well as budget and planning officers. Interested participant can pursue a carrier path in procurement management.

**: COURSE DISTRIBUTION BY SEMESTER**

**e. PhD Climate Change and Natural Resource Management**

Students are to present minimum of four seminars from

- i) Proposal Seminar
- ii) Progress report I
- iii) Progress II
- iv) Final Presentation

**RESEARCH WORK**

The research work shall be done in line with the Center’s Research Plan. As part of requirements for graduation in Master of Environmental standard of any options, a student must register for, and earn 6 credit units of dissertation in their areas of specialization. The dissertation writing and supervision shall be done in accordance with ATBU project/thesis/dissertation guidelines found in Postgraduate Guidelines, 2018 edition.

In assessing student’s work, i.e. dissertation, essays/oral presentations, case studies etc. some or all of the following criteria may be adopted:

- ix. How far have students focused on questions asked and / or identified key problems;
- x. How well have students chosen the arguments, the relevant theory or model, to relate to the area specified or question asked;
- xi. Quality of the of explanation by students;
- xii. How well have students demonstrated consistency, coherence and purposeful analysis;
- xiii. How successfully students used evidence in their responses;
- xiv. How well have students collect, process, analyse and interpret relevant data;
- xv. Depth and extent of critical evaluation;
- xvi. How well have students demonstrated knowledge of the literature;

For the general performance evaluation of the learning environment, internal and external reviewers/assessors should focus on:

- vi. The relevance and adequacy of the programme of study;

- vii. The delivery of the content in terms of lectures/tutorials/practical sessions;
- viii. The adequacy of available learning materials e.g. books, journals, equipment, consumables etc; and
- ix. The adequacy of physical facilities e.g. classroom space, lecture theatres, laboratories, clinics, studios, etc.
- x. All assessors are expected to be constructive but frank in the interest of respectable academic standards.

**LIST OF ACADEMIC STAFF**

S/N	Name	Rank	Area of specialization
1	Suleiman Dangana ABDUL Istifanus Yarkasuwa	Professor	B.Sc. (Hons), PhD, PhD Plant biodiversity & Conservation, Genetic studies, Population studies,
2	CHINDO Doris Ezekiel	Professor	B.Tech. (Hons), PhD, PhD Organic Chemistry
3	Amin BORYO Usman Hayatu	Professor	B.Tech. (Hons), PhD, PhD Polymer Chemistry
4	DUKKU Ahmed Faruk	Professor	B.Sc. (Hons), PhD, PhD Entomology, Medicinal Plants and Environment
5	UMAR	Professor	Environmental Microbiology Environmental Management, Pollution Control and Waste Management, Transboundary Water Management
6	Bukar Abba GANA Haruna	Professor	B.Sc., M. Sc., MBA, PhD Environmental Chemistry Biochemical and Environmental Engineering, Process Engineering Ecosystem Management, Biodiversity Conservation, Forestry and Wildlife
7	ADAMU	Reader	B.Tech. (Hons), PhD, PhD B.Engr. (Hons), M.Engr., PhD Environmental Engineering, Process Engineering Ecosystem Management, Biodiversity Conservation, Forestry and Wildlife
8	Jibril MOHAMMED	Reader	B.Tech. (Hons), PhD, PhD B.Engr. (Hons), M.Engr., PhD Environmental Engineering, Process Engineering Ecosystem Management, Biodiversity Conservation, Forestry and Wildlife
9	Isah MOHAMMED Usman	Reader	B.Tech. (Hons), PhD, PhD B.Engr. (Hons), M.Engr., PhD Environmental Engineering, Process Engineering Ecosystem Management, Biodiversity Conservation, Forestry and Wildlife
10	Dadum HAMZA	Senior Lecturer	B.Engr. (Hons), M.Engr., PhD Environmental and Energy Engineering Environmental Engineering, Waste Management, Pollution Abatement
11	Saeed Isa AHMED Saidat	Senior Lecturer	B.Engr. (Hons), M.Engr., PhD Environmental Engineering; Process Modeling, Simulation and control; renewable energy Environmental Health and Risk management
12	Olanipekun GIWA	Senior Lecturer	B.Engr. (Hons), M.Engr., PhD Environmental Health and Risk management
13	Lami Karimatu ABDULLAHI	Senior Lecturer	B.Tech., (Hons), PhD, PhD Environmental Health and Risk management

# CURRICULUM FOR B.Sc. PROGRAMME IN SOCIAL STANDARDS

## Social Standards

### B.Sc Sustainable Social Development

B.Sc. programme in social standards is built on the enhanced integration of professional, educational, methodological, and research activities focused on preparing the students with a high level of knowledge, skills, and competencies in the realm of social standards. The programme will provide opportunities for advanced knowledge and skill acquisition for a career in the private and public sectors of the national and global economies. The programme will be of two types- Professional and Academic Masters. The social standards degree programme is concerned with the ways government, institutions and communities strive to provide for human needs in terms of security, education, empowerment, health and wellbeing. The programme is customized to provide graduates with knowledge, skills and insights necessary for properly responding to global challenges on social, political demographic, economic and technological changes. In doing so, students shall be exposed to issues such as poverty, child mortality, inequality, gender, family and community health, migration, insecurity, resettlement risk, environmental sustainability and globalization alongside the different roles of federal, states and local governments, the family, civil society, the market, and international organizations in developing policies and providing support services to the citizenry. The programme shall be multidisciplinary in nature with universal scope. At the end of the programme, graduates should be able to demonstrate applied talents for identifying social challenges and proffering solutions.

The philosophy underlying the Bachelor of Science (BSc) degree programme in Social Standards is to produce a crop of graduates equipped with appropriate knowledge and skills in proffering solution to contemporary social problems. Holders of the degree will be able to ensure human dignity, gender equity, social inclusion and fundamental social rights thereby contributing to the development of Nigeria, Africa and the global community having been exposed to a broad foundation of knowledge in the field of Social Standards and Social Sciences in general.

The training shall be rooted in an interactive pedagogical methodology developed to produce graduates that would strive to be upright and patriotic. It adopts a systems viewpoint of interdisciplinarity, to offer an in-depth knowledge of social concepts and policy standards with a view to solving societies need.

It is within the per view of the programme to graduate students with a combination of knowledge and practical skills guided by ethical and professional standards that would drive them forward in the social standards career they may be pursuing.

- i. Equip students with broad knowledge of social standards and application of theories, models, methods and approaches;
- ii. Impart to students sound knowledge of Social Standards and appreciation of its application in different socio-cultural contexts;
- iii. Cultivate in students the ability to apply Social Standards knowledge to the understanding of growing social problems in Nigeria and elsewhere;
- vi. Impart to students the relevant knowledge and skills needed to proceed for further studies in specialization areas of Social Standards;
- v. Expose students to appreciation of the importance of social standards in socio-cultural, gender, social inclusion, legal, economic, political, industrial and environmental contexts;
- vi. Equip students with problem solving skills in relation to social challenges;
- v. train the students on the skills of applying composite social, environmental, as well as procurement standards and techniques in planning in both the private and public sector-oriented development programmes;



vi. develop sense of consideration for ethical principles required for practical application of social standard at all levels of the society.

The major unique feature of the programme is being inherently multidisciplinary which is built on the causative areas of knowledge such as sociology, psychology, anthropology, economics, education, social work, organizational behaviour, environment, technology, innovation and engineering management, Consequently, the degree shall ultimately provide them with promising career opportunities in the ever-growing need for experts in the social standards fields.

Additionally, delivery of the course shall involve the process of lectures, practical workshop sessions and activity-based engagements to provide opportunities for students to acquire hands-on experience. In the course of the training students will be encouraged to adopt the use of technology media inform of digital tools to access, manage, evaluate, synthesize and communicate useful information.

The scope of the programme shall be based on NUC provisions and in accordance with the National policy on education. The scope shall also cover the relevant contributing fields of knowledge.

The course will be for four years duration divided into eight semesters. The candidate once registered for the programme shall be allowed a maximum 3 years of 6 semesters from the date of his/her admission to graduate. In the First, second and third semesters students will take taught courses alongside seminar presentations, while in the fourth semester they shall be required to defend their thesis. After the completion of the programme, successful candidates shall be upgraded to the status of PhD candidates from where they shall continue with the PhD programme.

The ethical considerations shall be in accordance with the professional standard practices and the centres/university policy on staff and students conducts in terms of teaching, research and service to humanity. Laws and policy regulations on issues

of research, copyright, patent and license shall be respected by lecturers and students. Research and teaching material would be used in the best manners to avoid causing unwanted effects to human health, animals and the environment. After usage, research and study materials shall be properly disposed of based on standard practices.

Prospective students would need to satisfy the following general requirements: Admissions shall be through the Joint Admissions and Matriculations Board (JAMB);

**1. UTME** - For admission to 100-Level through the Unified Tertiary Matriculation Examination (UTME), candidates should obtain at least five (5) credit passes at Senior Secondary Centre Certificate Examination (SSSCE) or equivalent in relevant subjects including English Language and Mathematics in not more than two sittings and must score the minimum required points in UTME as set by the university.

**2. Direct Entry** - For admission into 200-Level, candidates should (in addition to 5 SSCE credits in relevant subjects including English Language and Mathematics in not more than two sittings) should:

a. Have obtained at least 2 "A" Grade (or its equivalent) passes at GCE or its equivalent in relevant subjects;

b. Hold OND/ND or NCE with overall Upper Credit Passes in the relevant fields.

**Inter-University Transfer Mode** - Students can transfer into 200-Level courses provided they have the relevant qualifications. The Centre is to satisfy itself that the grades obtained by such candidates are acceptable as provided in the transcript from the previous institution.

Students shall normally complete registration of courses for the semester within the time frame of registration set by the Centre/University after the start of the semester. A student cannot withdraw from a course, after registering for it, without permission from the Coordinator of the Programme. A student who fails to sit for the final examination for any registered course, without reasons acceptable to the Programme Board, shall be deemed to have failed that course.

In view of the fact that the programme intends to develop the student's understanding of social problems at the various levels of the Nigerian and global society, and also to develop in the student ability for objective and critical judgment and to observe, understand, analyze and synthesize socio- economic, political and environmental problems using Social Standards methods and techniques. Hence, at the end of the course, student should be able to demonstrate the following employability skills:

1. Leadership qualities
2. self-assurance and confidence
3. Motivation and initiative;
4. Reliability and dependability;
5. Setting priorities to be able to handle long and short-term goals;
6. Good communication;
7. Accommodating and spirit for team work;
8. Resilience, adaptability and cooperative;
9. Decisive to be able to deal with work stress;
10. Emotional control and Patience;
11. Ability to participate in practical community social projects and programmes.

Certainly, additional employability skills and attributes are required of graduates by employers of labour in the 21st century workplace in national, regional and international environment. This programme is designed to be characteristically multidisciplinary covering areas of social sciences, environmental sciences, administration and management etc. The graduates should be able to demonstrate specific knowledge, talents and skills on social work, social policies and standards applications which shall ultimately provide them with promising career opportunities in the public, private and non-governmental organizations.

The delivery method will be dual in nature. In addition to the current teaching, learning and other traditional classroom activities, the delivery method may involve online visual and auditory approaches, presentations, workshops, interactive sessions, capstone case studies and participant feedback mechanisms. In so doing, a multi-disciplinary based procedure and usage of modern aids such as smart boards, videoconferencing and e-learning shall be adopted.

The full-time Bachelor of Science (B.Sc.) degree programme in Social Standards runs normally for 8 semesters for UTME candidates and 6 semesters for direct entry candidates. However, a student who fails to graduate within the normal number of semesters shall not be allowed to exceed a total of 12 semesters in the case of UTME candidates and 9 semesters for direct entry students.

To be eligible for the award of the degree, a student must have passed all core courses as well as University and faculty required courses and must be of good character. For those admitted through direct entry may be required to take compulsory general GNS courses which they did not take at their diploma level.

In addition to the above, the student must undergo and pass the required internship/SIWES programme and submit a graded project report based on a suitable title approved by the Standard/Department.

Candidates admitted through UME will require a minimum (including units of industrial attachment) of 175 Units for graduation. Candidates admitted through DE will require a minimum (including units of industrial attachment) of 145 Units for graduation.

**Examination** - In addition to continuous assessment, final examinations are normally given for every course at the end of each semester. The final grade should be based on the following breakdown:

Final Examination: 70%

Continuous assessment (Assignments, Tutorials, Group work, Tests): 30%

Each course shall normally be completed and examined at the end of the semester in which it is offered. The minimum pass mark in any course shall be 40%. A written examination shall normally last a minimum of two hours for two units' course and three hours for three units' course.

**Grading System** - Grading of courses shall be done by a combination of percentage marks and letter grades, which are then translated into Grade Point (GP) as shown in table below. For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total semester points (SP) by the total number of semester units registered (SU) for all the courses taken in the semester. The credit point for a course is computed by multiplying the number of units for the course by the Grade Point of the marks scored in the course. Each course shall be graded out of maximum of 100 marks and assigned appropriate Grade Point as in table 1 below.

**a. Grade Point (GP):**

The Grade Point derives from the actual percentage, raw score for a given course. The raw score is converted into a letter grade and a grade point.

**b. Grade Point Average (GPA):**

Performance in any semester is reported in Grade Point Average. This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point attained in each course by the number of Credit Units assigned to that course, and then summing these up and dividing by the total number of Credit Units taken for the semester.

**c. Cumulative Grade Point Average (CGPA)**

This is the up-to-date mean of the Grade Points earned by the student in a programme of study. It is an indication of the student's overall performance at any point in the training programme. To compute the Cumulative Grade Point Average, the total of Grade Points multiplied by the respective Credit Units for all the semesters are added and then divided by the total number of Credit Units for all courses registered by the student.

**Table 1: Grade Point Interpretation**

Credit Units	Percentage Scores	Letter Grades	Grades Points (GP)	Cumulative Grade Point Average (CGPA)
This varies according to contact hours assigned to each course per week per semester and according to work load carried by student	70 – 100	A	5	4.50 – 5.00
	60 – 69	B	4	3.50 – 4.49
	50 – 59	C	3	2.40 – 3.49
	45 – 49	D	2	1.50 – 2.39
	40 – 44	E	1	1.00 – 1.49
	Less than 40	F	0	< - 0.99

**Degree Nomenclature and Classification**

The nomenclature is BS.c (HONS) Social Standards

The classification is determined by the Cumulative Grade Point Average (CGPA) earned at the end of the Programme. The Cumulative Grade Point Average is the average of all the earned GPAs. The CGPA shall be used in the determination of the class of degree.

Cumulative Grade Point Average (CGPA)	Class of Degree
4.50 – 5.00	First Class
3.50 – 4.49	Second Class Upper
2.40 – 3.49	Second Class Lower
1.50 – 2.39	Third Class
1.00 – 1.49	Pass

Cumulative Grade Point Average (CGPA) is used as a guide for assessing students for withdrawal and probation taking into account the Minimum (CGPA) of 1.00 required for graduation.

**Probation** - Probation is a status granted to the student whose academic performance falls below an acceptable standard. A new student, whose Cumulative Grade point Average is below 1.00 at the end of a year of study, earns a period of probation I for the academic session. Any other student whose Cumulative Grade Point Average falls below 1.00 in any semester earns also probation I. Any student on probation that fails to increase his/her CGPA above 1.00 in the succeeding semester earns probation II.

**Repeating Failed Course (s)** - Repeating Failed Course(s); Subject to the conditions for withdrawal and probation, student may be allowed to repeat the failed course unit(s) at the next available opportunity, provided that the total number of credit units carried during that semester does not exceed the maximum units allowed, and the Grade Points earned at all attempts shall count towards the CGPA.

**Withdrawal** - Withdrawal; A candidate whose Cumulative Grade Point Average is below 1.00 at the end of two probation periods shall be required to withdraw from the Programme. At any semester, a student will be required to withdraw if his/her CGPA falls below 0.25.

**1<sup>st</sup> Semester 200L**

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication of English I	2	R	30	-
GST 113	Nigerian People and Culture	2	R	30	-
CSC 111	Introduction to Computer Science	2	R	30	-
SST 101	National Values & Orientation	2	C	30	-
SST 103	Introduction to Social Standards Practice	2	C	30	-
SST 105	Introduction to Social Development & Welfare	2	C	30	-
SST 107	Social Standards in Emergency Management and Humanitarian Services	2	C	15	45
SST 109	Introduction to Social Institutions	2	C	30	-
	<b>Total</b>	16			

GST 112	Communication in English II	2	R	30	-
GST 122	Use of Library, Study Skills & ICT	2	R	30	-
GST 123	Logic, Philosophy & Human Existence	2	R	30	-
GST 124	Communication in French or Arabic	2	R	30	-
SST 102	Social Problems and Standards	2	C	30	-
SST 104	Introduction to Industrial Relation and Labour Administration	2	C	30	-
SST 106	Introduction to Social Psychology	2	C	30	-
SST 108	Introduction to Community Development	2	C	30	-
SST110	Introduction to Human Rights and Social Justice	2	2	30	-
	<b>Total</b>	18			

**Table 4.2: Course Structure at 200-Level Social Standards****1<sup>st</sup> Semester 200L**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
GST 211	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
SST 201	History of Social Standards	2	C	30	-
SST 203	Inclusive Work Place	2	C	30	-
SST 205	Social Statistics I	2	C	30	-
SST 207	Social Standards Principles, Ethics and Values	2	C	30	-
SST 209	Abnormal and Anti-Social Behaviours	2	C	30	-
SST 211	Legal Issues in Social Standards	2	C	30	-
SST 213	Land and Gender	2	E	30	-

**2<sup>nd</sup> Semester 200L**

SST 215	Conflict and Governance	2	E	30	-
SST 202	Community Needs Assessment and Development/Organization	3	C	45	-
SST 204	Issues in Social Service Delivery & Consumerism	2	E	30	-
SST 206	Social Impact Assessment	3	C	30	45
SST 208	Communication Skills in Social Standards	2	C	30	-
SST 210	Family Dynamics and Change	2	E	30	-
SST 212	Social Statistics II	2	C	30	-
SST214	Social Standards in Labour and Employment	2	C	30	
SIE 299	<b>SIWES I</b>	<b>3</b>	C	8 weeks	
	<b>Total</b>	<b>39</b>			



**Table 4.3: Course Structure at 300-Level Social Standards****1st Semester 300L**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
GST 311	Entrepreneurship	2	R	15	45
SST 301	Social Standards Theories and Concepts	3	C	45	-
SST 303	Social Standards and Development Indicators	2	C	30	-
SST 305	Social Standards and Political Economic Issues	2	C	30	-
SST 307	Gender Theories and Development Frameworks	2	E	30	-
SST 309	Social Standards and Reproductive Health and Population Studies	2	E	30	-
SST 311	Social Dialogue and Collective Bargaining Strategy	2	C		

**2<sup>nd</sup> Semester 300L**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
SST 302	Social Standards Research Methodology	3	C	45	
SST 304	Social Standards and Environmental Protection	3	C	45	
SST 306	Land Management and Taxation	3	C	45	
SST 308	Social Standards Inclusion and Integration	3	C	45	
SST 310	Social Standards and Mental Health	3	C	45	
SIE 299	<b>SIWES I Seminar Presentation</b>				
SIE 399	<b>SIWES II</b>	<b>4</b>			10 Weeks
	<b>Total</b>	<b>34</b>			

**Table 4.4: Course Structure at 400-Level Social Standards****1<sup>st</sup> Semester 400L**

Course Code	Course Title	Units	Status	LH	PH
SST 499	Research Project	6	C		270
SST 403	Labour Dispute Resolution and Compensation Systems	2	C	30	
SST 405	Social Standards and Rehabilitation	2	C	30	
SST 407	Medical and Clinical Social Standards	2	C	30	
SST 409	Principles of Housing	2	C	30	
SST 411	Land Law and Land Use Planning	2	C	30	

### 2<sup>nd</sup> Semester 400L

SST 402	Computing skills for Social Standards Practice	3	C	30	45
SST 404	Comparative/Cross Cultural Social Standards	3	C	45	
SST 406	Social Standards in Education	3	C	45	
SST 408	Social Standards with Children and Youth	3	C	45	
SST 410	Social Standards and Criminal Justice	3	C	45	
SIE 399	SIWES II Seminar Presentation				
	<b>Total</b>	<b>31</b>			

## B: COURSE SYNOPSES

### 100-LEVEL COURSES

#### *SST 101: National Values and Orientation (2 Units LH 30)*

This subject is intended to re-orient students on the importance of our societal norms and values. It is also intended to make them be more patriotic and adhere to rules and laws guiding the country in order to become good ambassadors of the country at all times and in any place.

#### **Learning Outcomes**

Upon completion of this course, students are expected to:

- i. Understand the concept of national values;
- ii. Understand how individual changes can affect societal change;
- iii. Appreciate the influence of national values on development and the different dimensions of national values; and
- i. Become more patriotic and better ambassadors of their country.

### **SST 103: Introduction to Social Standards Practice (2 Units LH 30)**

This subject will expose students to the knowledge of Social Standards, norms guiding expected human conduct in different situations and circumstances. The rationale for maintaining social standards and its importance to human existence and relationships will also be discussed.

#### **Learning Outcomes**

At the end of the course, it is expected that the students would have learnt the importance of human dignity and respect the need to have social standard that guide societal conducts etc.

### **SST 105: Introduction to Social Development and Welfare (2 Units LH 30)**

This course will introduce students to the knowledge of what Social Development is, and its components. Students will also be introduced to social welfare and what constitutes social welfare in relation to social welfare services provided to citizens.

#### **Learning Outcomes**

It is expected that the students at the end of this course would:

- i. Understand the concept of social development;
- ii. be able to identify, understand and evaluate the various aspects of development;
- iii. Appreciate the similarities and differences between social development and social welfare; and
- iv. Understand their importance for the society to flourish.

### **SST107: Social Standards in Emergency Management and Humanitarian Services (2 Units LH 15 PH 45)**

This course exposes students to the social standards in emergency situations and the various strategies of handling emergencies in different localities based on the magnitude and intensity. The student will be exposed to various skills required to offer practical social response in the event of a disaster and basic first aid information that they can administer. Also, various forms of social and health voluntary organizations as well as the methods employed by selected agencies will be explored. The role of international organizations and global instruments governing humanitarian responses will also be evaluated.

#### **Learning Outcomes**

At the end this course, students will be able to:

- i. identify the nature and seriousness of emergency and humanitarian needs;

- ii. Explain the procedure for standard and systematic need assessment in emerging situations; and
- ii. Demonstrate the need to respect the human rights and dignity of victims of humanitarian emergencies.

### **SST 109: Introduction to Social Institutions (2 Units LH 30)**

This course will give clear understanding of what an institution is and what social institutions are. Also their interwoven relationships, their impact on societal programs or otherwise will be discussed.

#### **Learning Outcomes**

At the end of the course, the students should be able to:

- i. Identify the society's most important institutions;
- ii. Understand the importance of social Institutions and institutionalization processes; and
- iii. Appreciate the relationship between the various social institutions, and how they affect nation building.

### **GST 112: Communication in English II - (2 Units LH 30)**

Introduction to, alphabets and numeracy for effective communication (written and oral) will be discussed. Conjugation and simple sentence construction based on communication approach will also be introduced to students. Sentence construction, comprehension and reading of simple texts will be taught to the students.

#### **Learning Outcomes**

At the end of the course, students are expected to improve their written and spoken English and appreciate how English language as the lingua franca could promote effective communication.

### **GST 122: Use of Library, Study Skills and Information Communication Technology (2 Units LH 30)**

This course exposes students to the various library information resources and how to access and use them at any point in time with the information retrieval tools such as card catalogue, indexes, etc. It will also avail the students the opportunity of being information literate; that is to say, being able to identify information needs, where and how to get the information and also how to access it.

#### **Learning Outcomes**

At the end of the course, students are expected to acquire the skills of identifying and sourcing for information in the Library and appreciate what it means to be information literate.

### **GST 123: Logic, Philosophy and Human Existence - (2 Units LH 30)**

A brief survey of the main branches of Philosophy; Symbolic logic; Special symbols in symbolic logic-conjunction, negation, affirmation, disjunction, equivalent and conditional statements, law of tort will

be discussed. The course will also focus on the method of deduction using rules of inference and bi-conditionals, qualification theory, types of discourse, nature of arguments, validity and soundness, techniques for evaluating arguments and distinction between inductive and deductive inferences; etc. (Illustrations will be taken from familiar texts, including literature materials, novels, law reports and newspaper publications).

### **Learning Outcomes**

At the end of the course, students will gain understanding of the conflicting theories on the existence of man, appreciate the different types of discourses and arguments and also develop critical thinking prowess for rational decision making.

### **GST 124 Communication in French (2 Units LH 30)**

The course is to guide students on the rudiments of French language as it exposes them to basic and necessary issues involved in the language. This is because the present world polity encourages multilingualism as the world is turning into a global village. The course gives introduction to what French language is and how it varies and emphasizes on its use for communication in a speech community. The general view of French language in society where different languages (indigenous and foreign) have contact.

### **Learning Outcomes**

At the end of the course, students should be able to carry out some basic communication in French and identify the variation between French language and other major languages.

### **GST 124 Communication in Arabic (2 Units LH 30)**

The course is to guide students on the rudiments of Arabic language as it exposes them to basic and necessary issues involved in language because the present world polity encourages multilingualism as the world is turning into a global village. The course gives an introduction to what Arabic language is and how it varies and emphasizes on its use for communication in a speech community, the general view of language in society where languages (indigenous and foreign) have contact.

### **Learning Outcomes**

At the end of the course, students should be able to carry out some basic communication in Arabic and identify the variation between French language and other major languages.

### **SST 102: Social Problems and Standards (2 Units LH 30)**

A sociological survey of the contemporary complex relationship between social problems and issues in the emerging Nigeria socio-cultural system context would be examined. Problems to be discussed

include: crime and delinquency, poverty and destitution, unemployment, homelessness, drug or substance abuse, wife battering, spousal or intimate partner abuse, family disorganization, child abuse and neglect, abnormal risky sexual behaviour and prostitution in relation to social standards intervention. Others include unintended/unplanned pregnancies, premarital sex and abortion, mental illness, ethnic and racial discrimination and conflict, community disorganization, population displacement, violence, secret cults and street gangsterism, human trafficking, sexually transmitted diseases, substandard or poor housing and slums, environmental pollution, and population crisis. Attention will also be paid to public policies, correctional and rehabilitative services.

### **Learning Outcomes**

At the end of the course, learners will be able to understand the dimensions and magnitude of social problems, the steps taken pro-actively to ameliorate social problems and also learn the reactive effects of social problems on the society.

### **SST104: Introduction to Industrial Relations and Labour Administration (2 Units LH 30)**

This course intends to expose students to how industrial relations practice, human resources and employment relations help organization to maintain industrial peace and harmony in the world of work. It also enables the students to appreciate industrial relations history and the role of human resources management as well as employment relationship in the workplace.

Furthermore, the course will expose students to the tools in which government uses to achieve International Labour Organization's (ILO) decent work objectives. Such as: formulation, enforcement of labour legislation, supervision of national labour standards, employment and human resources development, research and statistics on labour, and offer solutions to the various and complex problems in the workplace.

### **Learning Outcomes:**

At the end of the course, students should be able to understand the history of industrial relations and how to apply it for industrial peace and harmony in the workplace and understand the role of labour administration in addressing complex problems in the workplace.

### **SST 106: Introduction to Social Psychology (2 Units LH 30)**

This subject is purposely designed to expose students to the knowledge of psychology, understand the meaning of social psychology, difference between social psychology and other types or branches of psychology. It is also intended to expose students to comprehend the great role social psychology plays in understanding different behaviour exhibited by individuals.

## **Learning Outcomes**

Upon completion of this course, students are expected to:

- i. Understand the concept of social psychology;
- ii appreciate the similarities and differences between social psychology, personality psychology and sociology; and
- iii. identify ways in which social psychology can connect people with one another for the purpose of nation building.

### **SST 108: Introduction to Community Development (2 Units LH 30)**

The students are going to be taught the concepts of Community Development, its components and the activities involved in community development. It is also important to make them understand the relevance of community development in the day to day activities of the people of a particular community. It will also be of importance to explain to the students the different types of communities we have.

## **Learning Outcomes**

At the end of the course, students are expected to:

- i. Be able to explain the concept of community development;
- ii. Explain the difference between community development, community and sustainable development;
- iii. Understand the various theories and approaches to community development; and
- iv. Identify various mapping strategies and target groups.

### **SST 110: Introduction to Human Rights and Social Justice (2 Units LH 30)**

This course is intended to equip students with the knowledge of Human Rights as enshrined in the Nigerian constitution. Also, UN chapter of Human Rights and the African chapter of human/people right, what is right within the law and how to explore such rights will be discussed. , What is social justice, access to justice and their importance to human/societal development, Child Rights Act, women rights, inclusion etc. will also be exposed to the students. **Learning Outcomes**

Upon completion of this course, students are expected to:

- i. Understand the concept of human rights and social justice;
- ii. Understand the relationship between human rights and social justice, and human rights approach to social justice; and
- iii. Understand the challenges to human rights and social justice from an interdisciplinary perspective.

<b>200-LEVEL COURSES</b>
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**GST 211 Peace and Conflict Resolution (2 Units LH 30)**

This course draws its major case studies from the global arena and continent of Africa with particular reference to Nigeria with the aim of equipping students with the desired skills and knowledge of developing viable analytical mind and conceptual framework for addressing the conflict problems in Nigeria. This course consists of the meaning of conflict, issues, challenges, tools, and techniques of peace studies and conflict resolution.

**Learning Outcomes**

Students should be able to appreciate the nature of conflicts and their impact on the society and develop the techniques of resolving them.

**GST 223: Introductory to Entrepreneurship (2 Units LH 30)**

Student will be exposed to introductory entrepreneurial skills, and relevant concepts such as Enterprise, Entrepreneur, Entrepreneurship, Business, Innovation, Creativity, Enterprising and Entrepreneurial Attitude and Behaviour. Other topics to be covered include; History of Entrepreneurship in Nigeria, Rationale for Entrepreneurship, Creativity and Innovation for Entrepreneurs, Leadership and Entrepreneurial Skills for coping with challenges. Unit Operations and Time Management, Creativity and Innovation for Self-Employment in Nigeria. and Overcoming Job Creation Challenges. The course will also focus on Opportunities for Entrepreneurship, Forms of Businesses, Staffing, Marketing and the New Enterprise, Feasibility Studies and Starting a New Business, Determining Capital Requirement and Raising Capital, Financial Planning and Management, Legal Issues, Insurance, and Environmental Considerations.

**Learning Outcomes**

Students will at the end of the course be able to appreciate the need to be self-reliant after graduation and be able to commence small scale enterprises for self-sustenance and job creation.

**SST 201: History of Social Standards (3 Units LH 45)**

Students will be exposed to historical analysis of how behaviours that govern behavior in groups and societies called social standards were developed. The relationship between beliefs, expectations, conventions, accountability, socialization and common knowledge to the development of social standards will be discussed. The importance of social standards to the maintenance of social order or social coordination in any society



will be discussed.

### **Learning Outcomes**

Students are expected to understand the historical antecedents of social standards, understand the relationship between social standards and other aspects of societal life as well as appreciate the need for social standards in any society.

### **SST203: Inclusive Workplace (2 Units LH 30)**

This course addresses how to achieve an inclusive workplace; issues related to race, ethnicity, age, gender, religion, political opinion, sexual orientation, disability, and other aspects of diversity in work organizations. The course will also look at a key future issue in industrial and employment relation such as the challenges presented by an aging workforce. Here, we will look at both the public policy, public service rule, terms and conditions of employment as well as the aspects of aging and how these might impact the employment relationship.

### **Learning Outcomes**

At the end of the course students should have adequate knowledge of workplace inclusion in line with the ILO Convention on Discrimination (Employment and Occupation) Convention 111 and appreciate the need to promote equality of opportunity and treatment in respect of employment and occupation.

### **SST 205: Social Statistics I - (2 Units LH 30)**

The topics to be covered include: Introduction to statistics, use of statistics in everyday life; distributions and comparison of types and techniques of data presentation, percentages, ratio; measures of central tendency: dispersion and variability; graphic presentations; measures of association; simple significance tests: comparing means using t-test and z-test in independent samples and independent or paired samples.

### **Learning Outcomes**

Upon completion of this course, students are expected to understand and describe the various statistical methods, develop analytical literacy and statistical skills as well as use such skills for problem-solving and research protocols.

### **SST 207: Social Standards Principles, Ethics and Values - (2 Units LH 30)**

The course will focus on such principles of social standards like; trust, honesty, decorum, fairness, equity, justice, transparency, inclusion and other establish principles of behaviour in any setting. Students will be exposed to ethical issues in different settings, so also societal core values. Other topics to be covered include human rights, conceptions of right and wrong, notions of fairness, discrimination, individual well-being, and sustainability.

### **Learning Outcomes**

Students are expected to have an understanding of basic principles of social standards, appreciate societal ethics and values and also understand what fundamental human rights means.

### **SST 209: Abnormal and Anti-Social Behaviours (2 Units LH 30)**

The course analyses the relationships between personality and psychology, and issues of abnormal and anti-social behaviours. Other topics include deviance, sexual and gender-based violence, drug and substance abuse and schizophrenia. The course also explores preventive and treatment interventions.

### **Learning Outcomes**

Students are expected to learn what abnormal/anti-social behaviours are, know how to identify some of these behaviours and also identify how and the knowledge learnt could be applied in practical terms to address them.

### **SST: 211: Legal Issues in Social Standards (2 Units LH 30)**

Students will be introduced to legal issues especially human rights laws that can arise while maintaining social standards. They include; rights of people especially to seek redress in the court, fair hearing, legal representations and bail. Students will be exposed to international best practices in social standards, international human rights conventions, and national laws that promotes social standards

### **Learning Outcomes**

At the end of the course, students will be able to explain the importance of human rights in social standards, discuss the key legal issues in social standards and also explain the logic and legal parameters in social standards.

### **SST213: Land and Gender (2 Units LH 30)**

This course will address critical areas of concern about gender inequality such as; challenges in women's control over resources (land and credit), the level of women's participation in decision making in the family/household and at community levels, the degree of control women have over their own physical security, relationship between inequalities in gender power relationships and discriminatory cultural practices impinge on access to technology and production resources, employment and participation in decision making positions and processes which pose serious threats to the development process.

### **Learning Outcomes**

At the end of the course students will be able to have full grasp of the existing discrimination against women with regards to land acquisition, especially in the African setting with special reference to the diverse cultural groups in Nigeria and appreciate the impact of such perceptions on the socio-economic development of women and society.

### **SST215: Conflicts and Land Governance (2 Units LH 30)**

The course will deal with types of land conflicts, causes of land conflicts, Shortcomings of the land market

and its institutions, the deeper causes of land conflicts, Institutional change as catalyst for land conflicts, Interdependency of causes, Additional conflict issues, Consequences of land conflicts, Classification of land conflicts, Analysing land conflicts, Identifying the characteristics of conflicts, Collecting and structuring information on land conflicts, Visualizing land conflicts, Re-enacting land conflicts, The problem of asymmetry in land conflicts – the powerful vs. the poor, Choosing a suitable form of conflict resolution, Consensual approaches and Non-consensual approaches.

### **Learning Outcomes**

Student will be able to understand land governance in Nigeria, the root causes of conflicts on land and the consequences of such conflicts on man and society and also acquire special acquire skills in resolving land disputes in their communities.

#### **❖ SST 202: Community Needs Assessment and Development/ Organization**

#### **❖ (3 Units LH 45)**

- ❖ This course is designed to help students develop skills for assessing community needs and resources necessary for human survival, growth and fulfillment. The students will be required to identify those social standards needs that are not being met and essential resources that are absent. Adult education and the methods of organizing communities to improve the conditions of community life through collaborative problem solving will be discussed. The techniques of community organization and adult/non formal education, in Nigeria and some selected Third World countries are discussed. The relationship of adult education to development will also be discussed. Furthermore, it will include a brief survey of concepts basic to an understanding of adult educational trends and problems in society and an introduction to the practice and technology of using modern aids for adult learning. The course will also examine the history of co-operative movements (e.g. in Britain) and their recent stagnation. The patterns of co-operative movement outside Britain and with particular emphasis to Nigeria are discussed. The use of co-operatives in alleviating rural poverty in Nigeria will be examined with particular emphasis on agricultural co-operatives. The mutual aid and thrift societies will also be discussed.

### **Learning Outcomes**

Students are expected to have learnt different skills in the understanding community, its needs and resources available and understand how to harness those resources for the betterment of the community.

#### **SST 204: Issues in Social Service Delivery and Consumerism (2 Units LH 30)**

Students are introduced to basic concepts in social service and consumerism. Emphasis will be placed on professionals working with individuals, families, groups, communities and organization reflecting a broad spectrum of ethnic, sexual, gender and cultural backgrounds. Social Issues such as perspectives on culture,

ethnicity, religion, sexual orientation, disability, social change, and advocacy are explored in the context of professionals roles, responsibilities, functions and the need to maintain social standards in service delivery.

### **Learning Outcomes**

At the end of this course, students should be able to explain the possible sources of problems in service delivery, explain suppliers and consumers and also explain in detail the principles of consumerism.

### **SST 206: Social Impact Assessment: (3 Units LH 30 PH 45)**

Students will be introduced to Social Impact Assessment; Social Impact Assessment Process; Social Impact Assessment (SIA) Legal and Operational Frameworks; Identification and Evaluation of Potential Social Impacts ;Identification and Evaluation of Mitigation Measures. Other topics to be covered include; Identification of Project Affected Persons (PAPs);Protection of Historic Monuments; Host Community Engagement; and Roles and Responsibilities of relevant SIA Government Authorities, SIA Expert Groups, and the Host Community.

### **Learning Outcomes:**

At the end of the course, students should be able to:

- i. Describe and conduct Social Impact Assessment;
- ii. Explain the specifics for SIA process and distinguish between SIA and EIA;
- i. Predict and evaluate the social impacts associated with a proposed project;
- ii. Identify and evaluate mitigation measures to solving predicted impacts;
- iv. Advise communities and other stakeholders on how to comply with regulations and policies;  
and
- iii. Conduct stakeholders' engagement workshop.

### **SST 208: Communication Skills in Social Standards (2 Units LH 30)**

The course will focus on communication skills required in order to pass across or maintain social standards in different settings. Topics to be covered include Types of communication, barriers to communication, communication skills, technology and communication and overcoming barriers to communication. Other topics include self awareness, communication etiquette, norms, conventions, and interpersonal communication,

### **Learning Outcomes**

Students are expected to learn skills that will equip them with in best way of communicating and learnt how technology can aid communication.

### **SST 210: Family Dynamics and Changes (2 Units LH 30)**

An ecosystem perspective of family; intra-household dynamics processes of interaction, decision-making, division of analysis, production and consumption; changes in family structure and factors influencing such changes, conflict and integration within the family and inter-relations of these to the larger society.

#### **Learning Outcomes**

At the end of the course, students should understand the composition of the family and the intra and inter relationships among family members; and how the interactions within the family affect the larger society.

### **SST 212: Social Statistics II (2 Units LH 30)**

The course shall cover point estimation, interval estimation, sample size determination, test of hypothesis, risks in decision-making (Type I & Type II Errors), p-values, level of significance, the analysis of variance (ANOVA), chi-square test of independence for discrete data, chi-square test of goodness-of-fit, correlation analysis (correlation co-efficient, bivariate and partial correlation), multiple regression, logistic regression, and time series.

#### **Learning Outcomes**

Upon completion of this course, students are expected to understand and describe the various statistical methods develop analytical literacy and statistical skills as well as use such skills for problem-solving and research protocols.

### **SST 214: Social Standards in Labour and Employment (3 Units LH 45)**

This course will examine the standards in labour and employment relating to factory and work place. The Factory Act and Compensation Acts; provisions regarding health, safety, welfare, working hours, holidays, leave and wages will also be examined. The course will also give attention to issues concerning employment of women and young persons, penalties, mining legislation, etc. and the Nigeria Labour Law as it relates to individual employers, employees and associations. Special attention is paid to aspects of the Law dealing with wages, job security and employment dismissals, damages and redundancy, condition of work in factories, National Provident Fund etc. The law as it relates to trade unions, industrial courts, arbitration panels and related organs would also be focused.

#### **Learning Outcomes**

At the end of this course, students will be able to explain the ILO conventions and core labour standards, explain the requisite of corporate social responsibilities and also discuss the inter-relationship of four (4) strategic objectives in labour and employment.

### **SST 201: HISTORY OF SOCIAL STANDARDS (2 UNITS)**

The basic concepts of the discipline as well as the debates that informed the introduction of formal social

welfare services are presented. The course traces the historical and philosophic development of Social Standards theory and practice with their roots from Britain and the United States of America with emphasis on Poor Laws and the Charity Organization Society (COS). The colonial origin of Social Standards in Nigeria beginning with Freed Slaves homes, the Green Triangle club and the care of children during the Second World War are examined. Fields of Social Standards practice will be introduced as well as current issues of debate are presented and discussed. The state of Social Standards profession and social welfare services (government and voluntary) in contemporary Nigeria are also discussed.

### **Learning Outcomes**

Students are expected to understand the historical antecedents of social standards through pre-colonial, colonial and post-colonial era.

### **SST 202: COMMUNITY NEEDS ASSESSMENT AND DEVELOPMENT/ ORGANIZATION (2 UNITS)**

This course is designed to help students develop skills for assessing community needs and resources necessary for human survival, growth and fulfillment. The students will be required to identify those social standards needs that are not being met and essential resources that are absent. Adult education and the methods of organizing communities to improve the conditions of community life through collaborative problem solving will be discussed. The techniques of community organization and adult/ non formal education, in Nigeria and some selected Third World countries are discussed. The relationship of adult education to development will also be discussed. Furthermore, it will include a brief survey of concepts basic to an understanding of adult educational trends and problems in society and an introduction to the practice and technology of using modern aids for adult learning. The course will also examine the history of co-operative movements in Britain and their recent stagnation. The patterns of co-operative movement outside Britain and with particular emphasis to Nigeria are discussed. The use of co-operatives in alleviating rural poverty in Nigeria will be examined with particular emphasis on agricultural co-operatives. The mutual aid and thrift societies will also be discussed.

### **Learning Outcomes**

Students are expected to have learnt different skills in understanding community, its needs, resources available, how to harness those resources for the betterment of the community.

### **SST 203: SOCIAL STANDARDS THEORIES (2 UNITS)**

This course is a further explanation of social work practice derived from different theories of individual and group dynamics together with their various therapeutic approaches and how these can be employed in the solution of human problems. The models of social work practice such as the problem-solving model, the psychosocial model, the functional model, the behaviour therapy model, the crisis intervention model, the four systems model, would form the basis of discussion. Attention will also be paid to new trends that emphasize

the client's awareness of his civil and community rights. It will consider the major achievements, problems and prospects for the professionalization of Social Work now and in the future.

### **Learning Outcomes**

The students will be able to understand the different theories of social standards and be able to relate them with practice.

### **SST 204: ISSUES IN SOCIAL SERVICE DELIVERY AND CONSUMERISM (2 UNITS)**

Students are introduced to basic concepts in social service and consumerism. Emphasis will be placed on the social work practitioner working with individuals, families, groups, communities and organization reflecting a broad spectrum of ethnic, sexual, gender and cultural backgrounds. Social Issues such as perspectives on culture, sexual orientation, social change, and advocacy are explored in the context of social workers roles and responsibilities and functions.

### **Learning Outcomes**

At the end of this course, students should be able to

- i. Explain the possible sources of problems in service delivery;
- ii. Explain suppliers and consumers; and
- iii. Explain in detail the principles of consumerism.

### **SST 205: SOCIAL STATISTICS I (2 UNITS)**

Introduction to statistics, use of statistics in everyday life, distributions and comparison of types and techniques of data presentation, percentages, ratio; measures of central tendency, dispersion and variability, graphic presentations, measures of association, simple significance tests, comparing means using t-test and z-test in independent samples and in dependent or paired samples.

### **Learning Outcomes**

Upon completion of this course, students are expected to understand and describe the various statistical methods, develop analytical literacy and statistical skills and be able to use such skills for problem solving and research protocols.

### **SST 206: Social Impact Assessment: (3 Units LH 30 PH 45)**

Students will be introduced to Social Impact Assessment; Social Impact Assessment Process; Social Impact Assessment (SIA) Legal and Operational Frameworks; Identification and Evaluation of Potential Social Impacts; Identification and Evaluation of Mitigation Measures. Other topics to be covered include; Identification of Project Affected Persons (PAPs); Protection of Historic Monuments; Host Community

Engagement; and Roles and Responsibilities of relevant SIA Government Authorities, SIA Expert Groups, and the Host Community.

### **Learning Outcomes:**

At the end of the course, students should be able to:

- i. Describe and conduct Social Impact Assessment;
- ii. Explain the specifics for SIA process and distinguish between SIA and EIA;
- iv. Predict and evaluate the social impacts associated with a proposed project;
- v. Identify and evaluate mitigation measures to solving predicted impacts;
- iv. Advise communities and other stakeholders on how to comply with regulations and policies;  
and
- vi. Conduct stakeholders' engagement workshop.

### **SST 207: SOCIAL STANDARDS PRINCIPLES, ETHICS AND VALUES (2UNITS)**

The course is designed to develop the student's skill in problem assessment, planning, implementation and evaluation of intervention strategies in Social Work. To this end, the techniques and principles of Social Work such as individualization, acceptance, controlled emotional involvement, non-judgmental attitude, client-self-determination, confidentiality, interviewing processes, intervention models, directive and non- directive approaches, needs assessment, participation, collective responsibility, communication and recording would be discussed. The course will also draw examples from the family, kindred and juvenile casework, youth work and community developments, relevant to the Nigerian situation are examined. Social work ethics and values will be presented and discussed in relation to relevant case studies.

### **Learning Outcomes**

Students are expected to have developed skills of different intervention models, thereby be able to apply those interventions into practice.

### **SST 208: COMMUNICATION SKILLS IN SOCIAL STANDARDS (2 UNITS)**

This course presents an experiential introduction of communication theory and interviewing skills and their application in the social Standards intervention process. It Introduces the art of interviewing and the study of skills and techniques required in social standards intervention, principles and skills in recording; various forms of recording; adaptation of interviewing skills in fieldwork practice. Social standards recording in various settings such as health and family welfare agencies would also be discussed. The course covers principles and processes of communication, types of communication skills needed to understand human behaviour in social



work transactional analysis. Various non-verbal forms of communication would also be presented and discussed alongside barriers to effective communication.

### **Learning Outcomes**

Students are expected to have learnt skills that equip in best way of communicating especially in interview technique.

### **SST 209: ABNORMAL AND ANTI-SOCIAL BEHAVIOURS (2 UNITS)**

The course analyses the relationships between personality and psychology, and issues of abnormal and anti-social behaviours, including deviance, sexual and gender based violence, drug and substance abuse and schizophrenia. The course explores the preventive and treatment interventions.

### **Learning Outcomes**

Students are expected to have learnt what abnormal/anti-social behaviours are, how to identify some of these behaviours and the knowledge learnt could be applied in practical term to address them.

### **SST 210: DEATH, LOSS, GRIEF AND REHABILITATION (2 UNITS)**

This course will address the theoretical framework of human loss and grief from culturally and philosophically diverse perspectives. Students will be provided with information about why and how humans grieve and how grieving is affected by type of loss, traumatic life events, socio-economic and cultural factors, individual personality and family functioning. Attention will be focused on life span development and the meaning of death and loss at different ages. Various types of loss including: lives and property among internally displaced persons. The importance of understanding trauma and its relationship to grief and loss will also be addressed. coping and resiliency in loss including the prevention and management of anxiety, stress, burnout, and post-traumatic stress disorders will be explored, emphasizing the diversity of human response and focusing on the significance of social groups in integrating loss. The formation and practice of rituals, and diversity in religious and spiritual experience as a component of coping with loss will be discussed.

### **Learning Outcomes**

Students must have been equipped in counseling people in grief, sadness, especially those that have lost their loved ones.

### **SST 211: DISABILITY, ILLNESS AND STIGMATIZATION (2 UNITS)**

The course explores the concepts of disability, illness and stigmatization and how these can inhibit persons suffering from any of the following to shun help and treatment - HIV/AIDS; terminal illness, mental health problems; amputees; and the physically challenged such as the deaf/dumb; the blind, among others. It also appraises the role of the family and community in rehabilitating such patients.

## **Learning Outcomes**

At the end of this study, students will be able to:

- i. Identify the cultural factors that define illness;
- ii. Explain why certain illnesses are stigmatized; and
- iii. Discuss how to overcome the incidence of stigmatization for the ill-members of the society.

## **SST 212: SOCIAL STATISTICS II (2 UNITS)**

The course shall cover point estimation, interval estimation, sample size determination, test of hypothesis, risks in decision-making (Type I & II Errors), P-values, level of significance, the analysis of variance (ANOVA), chi-square test of independence for discrete data, chi-square test of goodness-of-fit, correlation analysis (correlation co-efficient, bivariate and partial correlation), multiple regression, logistic regression, and time series.

## **Learning Outcomes**

Upon completion of this course, students are expected to understand and describe the various statistical methods, develop analytical literacy and statistical skills and be able to use such skills for problem solving and research protocols.

## 300-LEVEL COURSES

### **SST 311: Entrepreneurship (2 Units: LH 15 PH 45)**

Entrepreneurship is an interdisciplinary course designed to teach students how to think and act entrepreneurial. The course will build on cross circular academic skills, by integrating inquiry-based learning and business tools that will enable students to analyze, create, develop and pilot small businesses in a safe campus environment. It includes a broad series of lessons and activities that offer a variety of modalities for ultimate students engagement and content retention. It would particularly look at Types of Business and Ownership, Opportunity Recognition and Market Analysis, Business Plan Designed, Marketing Plan and Sales, Funding Start-Up/Business.

Furthermore, the course will especially do profiling of business ventures in the following areas:

Soap/Detergent, Tooth brush and Tooth paste making; Photography; Brick making; Rope making; Brewing; Glassware production/ Ceramic production, Paper production; Water treatment/conditioning/packaging; Food processing/preservation/packaging; Metal fabrication; Tanning industry; Vegetable oil extraction; Farming; Fisheries/aquaculture; Plastic making; Refrigeration/Air-conditioning; Carving, Weaving; Bakery; Tailoring; Printing; Carpentry; Interior Decoration; Animal husbandry etc. Case Study Methodology applied to the development and administration of Cases that bring out key issues of business environment, start-up, pains and gains of growth of businesses, etc. with particular reference to Nigerian businesses. Experience sharing by business actors in the economy with students during Case presentations.

#### **Learning Outcomes**

At the end of the course, students will appreciate entrepreneurship and be willing to establish small businesses.

### **SST 301: Social Standards Theories and Concepts (3 Units LH 45)**

The course will introduce students to theories and concepts in relation to social standards. Theories to be covered include, social norms theory, cultural standards model, ecological theory, social identity theory, social rule theory, cost-benefit model and game theory. Some of the concepts to be discussed include; dignity, social norm, social control, social values, ethics, adherence, constructive engagement, well-being, inclusion and so on

#### **Learning Outcomes:**

At the end of the course, students will be able to explain the concept of values, norms, standards and social interaction and identify the proponents of various theories of standards such as social norms theory, social identity and social rule theory.

### **SST 303: Social Standards and Development Indicators (2 Units LH 30)**

The course describes the measures of standards of living with emphasis on basic tools such as Gross Domestic Product (GDP); more advanced metrics, the Human Development Index (HDI), life expectancy and other global index of human progress. Learners will be exposed to the mode of derivation and application of these indicators.

#### **Learning Outcomes**

At the end of the course, students will be able to identify various standard development and living condition indicators such as HDI, GDP among others and have knowledge of how to measure various indices

### **SST 305: Social Standards and Political Economic Issues (2 Units LH 30)**

The philosophy in the politics and economics of social standards will be introduced. The social, political and economic context of social standards of living conditions policy formulation and implementation, resource constraints and administrative performance would will be presented and discussed. The internal politics of public and social welfare, political rhetoric or gimmicks as well as the impact of international organizations (such as IMF and World Bank) and international politics on social living conditions shall also be discussed. The main focus will be on Nigeria, but with comparative material from other societies and cultures.

#### **Learning Outcomes**

At the end of this course, students will be able to recognize the roles of politics, economic factors in promoting the living standards of citizens and the under-current of socio-political factors in promoting the general welfare of the populace.

### **SST 307: Gender Theories and Development Frameworks (2 Units LH 30)**

This course undertakes a critical review of social policy legislation with respect to the place of women in Nigeria as mothers and workers. It will also appraise and examine the changing status of women in Nigeria and its implications for social policy formulation. Convention on the Elimination of all forms of discrimination and violence against children and women (CEDAW) of all ages is presented and discussed. Furthermore, issues of gender balance and sensitivity shall be discussed.

#### **Learning Outcomes**

At the end of the course, learners will be able to understand key issues in gender studies such as gender balance, gender main-streaming, sensitivity among others and appreciate the major points raised in CEDAW.

## **SST 309: Social Standards and Reproductive Health and Population Studies (2 Units LH 30)**

The course will generally concentrate on human reproduction and its associated health and social problems that is not in line with international best practices. Topics will include the influence of religion and culture on reproductive health. Other topics include; child marriage and associated difficult labour problems such as vesico-vaginal fistula and recto-vaginal fistula, family planning, sexually transmitted diseases (STDs), health implications of abnormal risky sexual behaviour, rape. Controversies such as invitro-fertilization, organ transplant (womb/vagina/penis) and cloning would also be discussed in relation to social standards practice principles. In the aspect of population studies the basic concepts, methods and principles of demography and population analysis will be introduced. One of the basic objectives is to be able to explain variation in demographic factors or phenomena using non-demographic variables. Students will also be exposed to contributions in the field of population studies by early philosophers, scholars, and political mathematicians, such as R. Thomas Malthus.

### **Learning Outcomes**

Students will be able to explain the challenges of reproductive health in developing countries, identify the interplay between religion and culture on reproductive health in developing countries and also identify major controversies in reproductive health.

## **SST311: Social Dialogue and Collective Bargaining Strategy (2 Units LH 30)**

This course addresses how to ensure that workers participate through social dialogue in decision making affecting their rights at work. This is very important, in fact, it is one of the decent work components. The course will also look at the techniques adopted for effective collective bargaining strategy. Discussion would be centred on how to negotiate/ negotiate the working conditions and terms of employment, and regulating relations between employers or their organizations and workers' organization according to international best practices.

### **Learning outcome**

At the end of the course students should:

- i. have adequate knowledge of social dialogue and collective bargaining;
- ii. the ability to negotiate the terms and conditions of employment; and
- iii. understand negotiable items and non-negotiable items during negotiation. This include appointment, promotion, discipline and transfer.

### **SST 313: Field Work/ Practicum (2 Units PH 60)**

At the end of the 200-level academic session, students will be required to go on fieldwork placement for a period of 12 weeks. The purpose of the course is to integrate materials gained in academic course with practice in the field. Class participation, seminar presentation and reports under the guidance of the classroom instructor are carried out as students share experiences and demonstrate their skills and competencies. At the end of the placement, the student is expected to submit Field work/Practicum Report to the Department using approved Departmental format.

The field practicum here will focus on students going to various agencies and institutions to find out if they have different social standards guiding different aspects of their service delivery or practice. Then also assess if they need help in developing one. Also determine if they are being guided by the social standards if they have any.

#### **Learning Outcomes**

At the end of the field practicum, students will be able to have knowledge of how to draft social standards documents and know how to assess the extent of compliance to a social standards document by organizations.

### **SST 302: Social Research Methodology (3 Units LH 30 PH 45)**

The course is designed to help students acquire the level of objectivity and critical analytical skills that are necessary to design and prosecute empirical research. It shall expose students to the conceptual understanding of the logic of scientific inquiry generally and in relation to social standards research. Focus will also be on the nature and importance of social standards research, stages in scientific method and arguments on whether social standards research is scientific. Students will be equipped with the necessary skills to carry out simple empirical studies on a wide range of social issues. The problems of values and ethics in social standards research will be examined. Quantitative and Qualitative research procedures such as social surveys, structured interview, questionnaires, documentation and library research, and content analysis, participant observation, field note analysis, among others shall be discussed. Instrument construction, sampling size determination and various methods of computation will be introduced. The various methods of sampling in social standards research will be presented and discussed. The practical application of computers in data analysis will be presented with particular emphasis on Statistical Package for Social Sciences (SPSS), Epidemiological Information (Epi Info), Microsoft Excel and other data-based programmes. The use of computers in hypothesis testing using ANOVA, correlation, regression analyses, chi-square, and other inferential and descriptive statistical tools will be presented and discussed.

#### **Learning Outcomes**

At the end of the course, students should be able to:

- i. Undertake standard research design;
- ii. design research instruments;
- iii. construct research sampling frame; and
- iv. adopt appropriate statistical or analytical tools; with final report writing as application of knowledge.

### **SST 304: Social Standards and Environmental Protection (3 Units LH 45)**

The meaning of ecology and ecosystems, the state of the environment in Nigeria. Ecological problems, climate change, its causes and solutions to environmental degradation, waste/environmental management, environmental conservation methods, horticulture/ornamentals and lawns, environmental laws, regulations and programmes and town and country planning will be discussed, from the social standards perspective. The importance of environmental protection to provision of recreational services, and the political economy of balancing population, resources and the environment would also be discussed. Emphasis would be laid on prevention, intervention and sustainability.

#### **Learning Outcomes**

At the end of this course, learners will be able to explain the diversities of standard protection of the environment, such as; erosion control, tree planting, conservation and reforestation as well as appreciate the need environmental sustainability

### **SST 306: Land Management and Taxation (3 Units LH 45)**

This course shall deal with the Role of the Property Tax, Taxes on Land and Property, Area-based assessment, Market value assessment, Rental value assessment, Area-based vs. market-based assessment, Land vs. land and improvements, Exemptions and Property Tax Administration, Property identification, Assessments and appeals Tax collection and arrears

#### **Learning Outcomes**

At the end of the course, learners will be able to understand the concept of land management and appreciates the importance of the various forms of land taxes to the development of the society.

### **SST 308: Social Standards Inclusion and Integration (3 Units LH 45)**

The course shall expose learners to the concepts of inclusion and integration in relation to International Best Practices. Students will be able to explain the relationship and differences between inclusion and integration. Topics such as ethnicity, religion, internal displacement, migration, disability, imprisonment, illness etc. as factors that can bring about exclusion will be discussed. Emphasis will be placed on the sustainability and

removal of invisible barriers to social inclusion of groups in need beyond physical integration.

### **Learning Outcomes**

Students will be able to:

- i. Identify the role of integration, inclusion and participation in promoting peace, development in the society,
- ii. Explain the relationship between integration, inclusion and exclusion; and
- iii. Appreciate the factors that cause exclusion.

### **SST 310: Social Standards and Mental Health (3 Units LH 45)**

This course shall present how perceived social norms are an important contributor to an individual and collective social distance to those with mental illness. The extent to which social norms may help to reduce stigmatization of the mentally ill person will be discussed. Service standards and quality of mental care in line with International Best Practice will be discussed. The student will be instructed on how the concept of mental illness reflects the social values of the society.

### **Learning Outcomes**

By the end of this course, students should be able to understand the concept of labeling and stigmatization and explain the place of value and norms in relationship with the mentally ill citizens.

<b>400-LEVEL COURSES</b>
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### **SST 499: Research Project (6 Units PH 270)**

This is an original research project on a social standards practice/social problem/social work/social justice/ by the student in consultation with a departmental supervisor. The research project may be based on library and/or fieldwork research. The research project report may include the following five chapters:

- i. Introduction;
- ii. Literature review;
- iii. Research methodology;
- iv. Data analysis; and
- iv. Discussion and Conclusion.



## Learning Outcomes

**At the end of this fieldwork, learners will be able to:**

- i. Identify both quantitative and qualitative research design;**
- ii. Design research instrument and other tools to data generation and gathering;**
- iii. Construct a sampling frame to match the research design;**
- iv. Identify suitable analytical tools for data analysis leading to report writing; and**
- v. Conduct a project and write a report.**

### **SST 403 Labour Dispute Resolution and Compensation Systems (2 Units LH 30)**

Conflicts between management and labour have been at the forefront of research for industrial relations experts over the past several decades. This course attempts to take a more applied focus by covering some of the medium available to resolve disputes between labour and management such as: consultation, Alternative Dispute Resolution (ADR) mediation, Negotiation, conciliation, arbitration, adjudication, Board of Inquiry.

#### **Learning Outcomes**

At the end of the course students are expected to be equipped with the techniques in handling labour – management disputes in the workplace and understand and handle various employees' compensation inherent in the contract of employment as they affect workplace such as: injuries, incapacitation, stigmatisation and death.

### **SST 405: Social Standards and Disability (2 Units LH 30)**

The course will focus on social standards expected when dealing with people with disability. Topics to be covered include: Various United Nations, international and National Norms and Standards pertaining to Persons with Disabilities, human, civil, political, economic, social and cultural rights of persons with disability. Other topics to be covered include: equal opportunities, Integration, protection and empowerment of person with disability in Nigeria

## Learning Outcomes

By the end of this course, students will be able to understand the various methods Norms and standards pertaining to dealing with persons with disability around the world, identify the rights of persons living with disability as well as understand what it means to have equal opportunities.

### **SST 407: Medical and Clinical Social Standards (2 Units LH 30)**

The course sets out to provide students with social standards expected in the medical profession. Some of the topics to be covered will include Hippocratic Oath, appropriate use of healthcare resources, provision of high quality high standard healthcare to all those who need it, Rights of patients, equity in health service delivery. Other topics to be covered include; health personnel-patient relationship, professional misconduct, medical board, hospital bureaucracy, religion and cultural issues in medical practice

## Learning Outcomes

By the end of this course, students will be able to understand the standard of practice in medical practice, understand the basic tenets of Hippocratic oath; and also the basic challenges of patients in obtaining standard care.

### **SST 409: Principles of Housing (2 Units LH 30)**

This course exposes students to the housing needs of families; economics, social; and psychological factors in owning/buying and renting a house. Housing standards, principles, design and layout of different types of houses. Rural housing and community development. Local materials for rural housing. Public participation in rural development. A study of housing policies of Federal and State Governments in Nigeria. Various methods of financing housing investment in the public, private, and cooperative societies.

## Learning outcomes

At the end of this course students will be able to understand and demonstrate the basic principles of planning and designing a house and various types of houses and their peculiarity.

### **SST411: Land Law and Land Use Planning (3 Units LH 45)**

The course is in two parts, Part one exposes students to Legal concept of Land, Doctrine of Estates, Concept of property rights and types of interest in land-Lease, Tenancy, license, Easement and other rights and interest in Land, Concept of land ownership and types of Land tenure system, Principles in sales, assignment, pledges and mortgages in common law and equity, Registrable instruments and importance of Land Title Registration, Land Use Act of 1978 and its implication on land transaction in Nigeria, Land reform in Nigeria, Law of Agency While in part two, students will be taught an overview of land use planning concepts, frameworks, institutions, movements, and methods. Historical evolution of planning, Objectives of urban & Regional Planning and Components of planning, Planning agencies and authorities in Nigeria, Development control and public participation in planning, Urban planning theories, Planning models and techniques and Concept

of city, Rationale of Land use planning. Land use management system- Building code and regulations, Development Plan, Intensity of Development, Development Parameters, Systems and Procedures of plan approval, density, zoning, sub-division, development control etc. Planning and land values, site layout and analysis,

### **Learning Outcomes**

At the end of the course, students will be able to understand the land laws and administration in Nigeria and understand the concept of land use planning and its application to national development.

### **SST 402: Computing Skills for Social Standards Practice (3 Units LH 30 PH 45)**

The importance of computing in social standards will be emphasized in this course. Students shall be exposed to management information system, online use of computers in living standards; the use of security code; the principle of privacy on the net will be discussed. The practical application of computers in data analysis will be presented with particular emphasis on Statistical Package for Social Sciences (SPSS), Epidemiological information, Microsoft Excel and other relevant software packages.

### **Learning Outcomes**

By the end of this course, students will be able to:

- i. Use computer proficiently beyond a mere appreciation;
- ii. identify various computer processing tools for analysis of social standards indicators;
- iii. translate data to information that can be utilized as social standard variable; and
- vi. combine various computer processing platforms to source for Social Standards solutions to social issues.

### **SST 404: Comparative/Cross-Cultural Social Standards (3 Units LH 45)**

This course looks at culture with respect to how it can influence social standards practices in different settings. Students will be introduced to different cultures in Nigeria and how social and cultural norms influence how individuals interpret things. Topics to be covered will include; The role of values, norms, symbols in behaviours, cultural differences, intercultural communication, ethnocentrism, cultural relativism, benefits and handicaps of culture.

### **Learning Outcomes**

At the end this course, students will be able to understand individuals from different cultural backgrounds, appreciate cultural differences as well as understand the meaning of ethnocentrism.

### **SST 406: Social Standards in Education (3 Units LH 45)**

The course focuses on social standards required in the education sector. The need for equitable education will be discussed. Topics to be covered include, education reforms, quota system in education in Nigeria, special education, individualized education and teacher competence. Other topics include, student-teacher relationship, rights of students, rights of teachers, harassment (sexual and physical), bullying and so on.

#### **Learning Outcomes**

By the end of this course, students will be able to understand the meaning of equitable education, identify the issues involved in education in Nigeria and also understand the various problems that are peculiar to education as a sector.

### **SST 408: Social Standards with Children and Youth (3 Units LH 45)**

This course is designed to provide students with knowledge of social standards required when working with children and young people. Such standard to be taught include, person-based assessment of young people, right to speak and be listened to, right support and care. All students will be made aware of different forms of abuse of children and youth (physical, sexual, emotional, neglect, etc). All laws pertaining to young persons in Nigeria (Child Rights Act) will be discussed. Other topics to be covered include concepts of supporting families, access, equity and protection of rights of children and youth.

#### **Learning Outcomes**

By the end of this course, students will be able to understand the challenges faced by children and youths, identify the different intervention standards in engaging children and the youth and also understand the best practice in intervention in children and the youth.

### **SST 410: Social Standards and Criminal Justice System (3 Units LH 45)**

The course begins with an examination of Nigeria's criminal justice system. The historical development of correctional institutions will be examined. The penal philosophies of retribution, detention, deterrence, reformation, and rehabilitation will also be discussed. The impact of prison stay and alternatives to imprisonment such as probation and parole of offenders, will be examined. Students will be taught the social standards required in the criminal justice system, the right to fair hearing, the rights of accused persons and prisoners and international best practices required from the police and also in a prison setting.

## **Learning Outcomes**

By the end of this course, students will be able to:

- i. Understand the systemic relations between different arms of law enforcement agencies;
- ii. Understand the social standards required from law enforcement officers when dealing with accused persons; and
- iii. Identify the extent of compliance to international best practices in the agencies of the criminal justice system.





## POSTGRADUATE DIPLOMA CURRICULUM

# Social Standards

### *PGD Sustainable Social Development*

The Postgraduate Diploma programme is to provide remedial training in basic courses in Social Standards to prepare graduates of universities or equivalent qualifications who did not have first degrees in Social Standards and related programmes to either pursue postgraduate degree programmes in the field of study or seek employment in the private and public sectors of the national and global economies.

The underlying philosophy of the postgraduate diploma programme in Social Standards is to produce a crop of graduates equipped with appropriate knowledge and skills in the solution of contemporary and emerging social issues. It will ensure advancing knowledge in human dignity, equity and fundamental human rights, thereby contributing to the development of Nigeria, Africa and the global community.

The major aim of the programme is to strengthen the capacity of students in problem-solving analysis. Students should be able to articulate, develop and implement research using social standards concepts and methodologies. The objectives of the programme are to:

- I. Expose students to the concepts, principles, theories, models, and methods of Social Standards;

- ii Provide students with sound knowledge of application and practice of Social Standards principles in different socio-cultural contexts;
- iii. Cultivate in students the ability to apply Social Standards knowledge to the understanding of growing societal problems in Nigeria and elsewhere;
- iv. Enable students to appreciate the importance of social standards in socio- cultural, legal, economic, political, industrial and environmental contexts;
- v. Equip students with skills in critical thinking and problem-solving skills through social standards; and
- vi. Impart students with relevant knowledge and skill needed to proceed for further studies in special areas of social standards.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### **Regime of Subject Knowledge**

Graduates should have comprehensive knowledge of their areas of specialization, theoretical foundation and qualitative tools, including the ability to apply this knowledge to practical problems.

Graduates should be able to demonstrate problem-solving capacity using multidisciplinary approaches in an innovative and creative way.

Graduates should meet the needs of public/private sectors in Nigeria and beyond.

Graduates of the programme should be able to demonstrate problem - solving capacity through lateral, critical, innovative and creative thinking among diverse fields of study in analyzing problems, using multidisciplinary approaches.



A postgraduate diploma holder in Social Standards should have the following skills and competencies:

- i. Ability to demonstrate adequate knowledge and understanding of the essentials in all the subject/knowledge areas identified;
- ii. Ability to apply such knowledge and understanding to the solution of social problems;
- iii. Ability to recognize and analyze new problems and plan strategies for their solutions;
- iv. Communication skills in presenting social standards scientific research materials and logical arguments, both orally and in written forms, to a range of audience;
- v. Competence in quantitative and qualitative data analysis as well as processing skills relating to social standards data with computer software;
- vi. Competence in the use of information technology such as word processing, internet communication, information retrieval through on-line literature searches; and
- vii. Subject-specific and transferable skills which allow for the pursuit of wide range of careers after graduation.

Graduates should understand human behaviour in organizations. They should:

- i. Be able to resolve or reduce the impact of social problems on individuals, social groups, and communities;
- ii. Be able to develop policies and recommendations for resolving or reducing social problems;
- iii. Be able to appreciate constructive criticisms;
- iv. Interact effectively in group situations;
- v. Be disposed to mentoring and peer review; and
- vi. Have the ability to work in a team.

Provided other matriculation requirements are satisfied, candidates must have minimum of:

- I. Five (5) Ordinary Level ('O' level) credits passes including English Language and Mathematics at not more than 2 sittings;
- ii. Bachelor's Degrees not lower than Third Class from recognized Universities in Social Sciences, Sociology or related disciplines;
- iii. Higher National Diploma (HND) with a minimum of Lower Credit or its equivalent in social sciences from recognized higher institutions.

Full-time Postgraduate Diploma in Procurement Management: Minimum of two semesters and a maximum of four semesters.

The mode of the course delivery for the programme shall be by a combination of classroom contact, virtual teaching, multimedia resources and presentations, interactive sessions, capstone approach/case studies and student feedback mechanism. Industry players with field experience should also be deployed to handle some of the social standards and social standards-related courses.

A candidate must pass a minimum of 32 credit units including all the compulsory courses to be qualified for the award of the PGD in Social Standards.

In Nigeria, graduates do not seem to fit into specific contexts of practical value. Self-employment orientation is lacking, hence the current problem of graduate unemployment in the country and in the discipline. It is germane that in the development and maintenance of curriculum relevance, emphasis should be placed on problem - solving in the society. Curriculum should be tailored to meet the employers' and society's needs in addition to training of graduates to be self-reliant through the following measures:

- i. Regular review of the curriculum with emphasis on its relevance to the ever changing and challenging needs of the economy, industry, polity and wider society;
- ii. Establishment of effective feedback mechanism with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability;
- iii. Efforts to retain senior experienced academic staff who continue to be productive and commit their experience and research output to books and other teaching aids;
- iv. Constant research exercise to monitor the relevance of course and contents to the rapidly changing socio – economic and political environment;
- v. Promotion of joint teaching programmes with professionals in practice and experienced technocrats;
- vi. More creative use of the system of external examination;
- vii. Constant study of students, evaluation of reports of the programmes, views of Community leaders, retired academics, etc;
- viii. Regular academic exchange programmes with other universities and research institutes, local and international; and
- ix. Introduction of IT–based teaching methodology, incorporating Internet use.

## FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS	LH	PH
PGDSS701	History and Theories of Social Standards	2	C	30	-
PGDSS702	Research Methods for Social Standards	3	C	15	45
PGDSS703	Social Standards in Labour and Employment	2	C	30	-
PGDSS704	Land Law and Land Use Planning	2	C	30	-
PGDSS705	Field work/Practicum	2	C	15	45
<b>PLUS TWO ELECTIVES COURSES FROM BELOW</b>					
PGDSS706	Legal Issues in Social Standards	2	E	30	
PGDSS707	Social Standards in Social Policy, Planning and Administration	2	E	30	
PGDSS708	Labour Dispute Resolution and Compensation	2	E	30	
PGDSS709	Social Standards in Emergency Management and Humanitarian Services	2	E	30	
PGDSS710	Family Dynamics and Change	2	E	30	
PGDSS711	Inclusive Workplace	2	E	30	
PGDSS712	Criminal Behaviour, Deviance and Criminal Justice System	2	E	30	
PGDSS713	Social Standards and Sustainable Development	2	E	30	
IT	Six (6) weeks internship	-	-	-	
	<b>TOTAL</b>	<b>15</b>			

## SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS	LH	PH
PGDSS720	Social Statistics	2	C	30	-
PGDSS721	Principles of Housing	2	C	30	-
PGDSS722	Social Standards, Gender and Community Development	2	C	30	-
PGDSS723	Social Impact Assessment (SIA)	3	C	15	30
PGDSS724	Research Project	4	C	-	180
<b>PLUS TWO ELECTIVES COURSES FROM BELOW</b>					
PGDSS725	Social Problems and Social Solutions	2	E	30	=
PGDSS726	Social Standards in Medical /Mental Health and Rehabilitation	2	E	30	
PGDSS727	Family, Child and Youth Development	2	E	30	-
PGDSS728	Gender and Development Frameworks and Gender Mainstreaming	2	E	30	-
PGDSS729	Social Standards in Education Sector	2	E	30	-
PGDSS730	Organization and Administration of Social Welfare	2	E	30	-
PGDSS731	Social Dialogue and Collective Bargaining	2	E	30	-
PGDSS732	Industrial Relation and Labour Administration	2	E	30	-
IT	Six (6) weeks internship	-	-	-	-
	<b>TOTAL</b>	<b>17</b>			

## **FIRST SEMESTER**

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### **PGDSS701: History and Theories of Social Standards - (2units LH 30)**

The course explores a variety of social standard theories, in particular those driven by principles of human rights, social justice, gender equality/equity and democratic ideologies. They include social norms theory, cultural standards model, ecological theory, social identity theory, social rule theory, cost-benefit model, and game theory through the critical reading of theoretical and analytical texts. . Some of the concepts to be discussed include; dignity, social norm, social control, social values, ethics, adherence, constructive engagement, well-being, inclusion and so on

#### **Learning outcomes**

At the end of this course, students should be able to explain the concept of values, norms, standards and social interaction and identify the proponents of various theories of standards such as social norms theory, social identity and social rule theory.

### **PGDSS702: Research Methods for Social Standards & Computer Application (3units LH 30 PH 45)**

This course covers fundamental concepts such as experimental and non-experimental designs correlational research design, process of pattern detection among others. Furthermore survey designs with questionnaire assumptions. The process of computerizing a research design will also be discussed. Steps in processing and displaying of social standards data will be discussed. Lastly, research methodology and practice evaluation will be explored.

#### **Learning Outcomes**

At the end of this course, students will be able to distinguish between experimental and non-experimental designs, undertake the computerization of their research as well as articulate the process of social standards practice evaluation as projects

### **PGDSS703: Social Standards in Labour and Employment (2units LH 30)**

This course will examine the standards in labour and employment relating to factory

and work place. The Factory Act and Compensation Acts; provisions regarding health, safety, welfare, working hours, holidays, leave and wages will also be examined. The course will also give attention to issues concerning employment of women and young persons, penalties, mining legislation, etc. and the Nigeria Labour Law as it relates to individual employers, employees and associations. Special attention is paid to aspects of the Law dealing with wages, job security and employment dismissals, damages and redundancy, condition of work in factories, National Provident Fund etc. The law as it relates to trade unions, industrial courts, arbitration panels and related organs would also be focused.

### **Learning Outcomes**

At the end of this course, students will be able to explain the ILO conventions and core labour standards explain the requisite of corporate social responsibilities as well as discuss the inter-relationship of four (4) strategic objectives in labour and employment.

### **PGDSS704: Land Law and Land Use Planning (2units LH 30)**

The course is in two parts, Part one expose students to Legal concept of Land, Doctrine of Estates, Concept of property rights and types of interest in land-Lease, Tenancy, license, Easement and other rights and interest in Land, Concept of land ownership and types of Land tenure system, Principles in sales, assignment, pledges and mortgages in common law and equity, Registrable instruments and importance of Land Title Registration ,Land Use Act of 1978 and its implication on Land transaction in Nigeria, Land reform in Nigeria, ,Law of Agency While in part two, students will be taught overview of land use planning concepts, frameworks, institutions, movements, and methods. Historical evolution of planning, Objectives of urban & Regional Planning and Components of planning, Planning agencies and authorities in Nigeria, Development control and public participation in planning, Urban planning theories, Planning models and techniques and Concept of city, Rationale of Land use planning. Land use management system- Building code and regulations, Development Plan, Intensity of Development, Development Parameters, Systems and Procedures of plan approval, density, zoning, subdivision, development control etc. Planning and land values, site layout and analysis.

### **Learning Outcomes**

At the end of the course, students will be able to understand the land laws and administration in Nigeria and understand the concept of land use planning and its application to national development.

### **PGDSS705: Field work/Practicum (2units LH 30 PH 45)**

Field practicum here should focus on students going to various agencies and institutions to find out if they have different social standards guiding different aspects of their service delivery or practice. Then also assess if they need help in developing one. Also determine if they are being guided by the social standards if they have any.

### **Learning Outcomes:**

At the end of the field work placement, students will be able to know the working procedures of standard moderated fields and garner experiences beyond mere theoretical knowledge of social standards.

### **PGDSS706: Legal Issues in Social Standards (2units LH30)**

Students will be introduced to legal issues especially human rights laws that can arise while maintaining social standards. They include; rights of people especially to seek redress in the court, fair hearing, legal representations and bail. Students will be exposed to international best practices in social standards, international human rights conventions, and national laws that promote social standards.

### **Learning Outcomes**

At the end of the course, students will be able to explain the importance of human rights in social standards, discuss the key legal issues in social standards and explain the logic and legal parameters in social standards.

### **PGDSS707: Social Standards in Social Policy, Planning and Administration (2units LH 30)**

The course will focus on various international social standards on social policy planning and administration by ILO, World Bank, United Nations and so on. Topics such as social capital, economic development, community capacity building, project



development, and social exclusion/inclusion will be discussed. The work of policymakers, social planners, and social administration and adherence to social standards of practice will be highlighted.

### **Learning Outcomes**

At the end of this course, students should be able to distinguish between social policy, planning and administration, understand international social standards document as it relates to social policy, planning and administration and appreciate the role of policymakers, social planners, and social administration in formulating and maintaining social standards.

### **PGDSS708: Labour Dispute Resolution and Compensation Systems**

**(2units LH 30)**

Conflicts between management and labour have been at the forefront of research for industrial relations experts over the past several decades. This course attempts to take a more applied focus by covering some of the medium available to resolve disputes between labour and management such as: consultation, Alternative Dispute Resolution (ADR) mediation, Negotiation, conciliation, arbitration, adjudication, Board of Inquiry.

### **Learning outcomes**

At the end of the course students are expected to be equipped with the techniques in handling labour – management disputes in the workplace and understand and handle various employees' compensation inherent in the contract of employment as they affect workplace such as: injuries, incapacitation, stigmatisation and death.

### **PGDSS709: Social Standards in Emergency Management and Humanitarian Services (2 units LH 30)**

This course exposes students to social standards in emergency situations and the various strategies of handling emergencies in different localities based on the magnitude and intensity. The student will be exposed to various skills required to offer practical social response in the event of a disaster and basic first aid information that they can administer. Also, various forms of social and health voluntary organizations as well as the methods employed by selected agencies will be

explored. The role of international organizations and global instruments governing humanitarian responses will also be evaluated.

### **Learning Outcomes**

At the end this course, students will be able to identify the nature and seriousness of emergency and humanitarian needs, explain the procedure for standard and systematic need assessment in emerging situations and explain the need to respect the human rights and dignity of victims of humanitarian emergencies.

### **PGDSS710: Family Dynamics and Change (2units LH 30)**

An ecosystem perspective of family; intra-household dynamics processes of interaction, decision-making, division of analysis, production and consumption; changes in family structure and factors influencing such changes, conflict and integration within the family and inter-relations of these to the larger society.

### **Learning Outcomes**

At the end of the course, students should understand the composition of the family and the intra and inter relationships among family members and how the interactions within the family affect the larger society.

### **PGDSS711: Inclusive Workplace (2 Units LH 30)**

This course addresses how to achieve an inclusive workplace; issues related to race, ethnicity, age, gender, religion, political opinion, sexual orientation, disability, and other aspects of diversity in work organizations. The course will also look at a key future issue in industrial and employment relation such as the challenges presented by an aging workforce. Here, we will look at both the public policy, public service rule, terms and conditions of employment as well as the aspects of aging and how these might impact the employment relationship.

### **Learning outcome**

At the end of the course students should have adequate knowledge of workplace inclusion in line with the ILO Convention on Discrimination (Employment and Occupation) Convention 111 and appreciate the need to promote equality of opportunity and treatment in respect of employment and occupation.

## **PGDSS712: Criminal Behaviour, Deviance and Criminal Justice System (2 units LH 30)**

This course will introduce student to the various social standards required in the criminal justice system in line with international best practices. A clear distinction between criminal behaviour and deviance will be made. Individual and group behaviour of adults and juveniles that are classified as crime and delinquency will be discussed. The intervention between the criminal justice system intervention in crime and delinquency will be properly discussed. Theories of crime and deviance, typology of criminal behaviour and juvenile delinquency will also be covered.

### **Learning Outcomes**

At the end of this course, students should be able to make a distinction between crime and deviance, classify behaviours as crime and delinquency appropriately and explain social standards intervention of the criminal justice system in crime and delinquency.

## **PGDSS713: Social Standards and Sustainable Development (2units LH 30)**

This course will discuss the concept of development, its goals and attainment criteria. Emphasis will be laid on social and environmental sustainability and poverty reduction. Issues in international benchmark for identifying and managing environmental and social risk management will be interrogated. Furthermore, performance standards, targets and goals to improve public health practices internationally will be discoursed.

### **Learning Outcomes**

At the end of this course, students will be able to explain the key development goals globally, explain the process of sustainable development and poverty reduction and identify the criteria and performance standards for sustainable development

## **SECOND SEMESTER**

### **PGDSS720: Social Statistics (2units LH 30)**

This course focuses on the use of advanced statistical methods for social standards related data. Emphasis will be placed on analysis of descriptive data involving

socio-economic variables such as age, social status, income and education as they affect different aspects of Social Standards, such as vulnerability, health seeking, service delivery and utilization. Beyond mere descriptive analysis cross tabulation of bivariate and multivariate data will be discussed. Methods such as regression, correlation, factor analysis and analysis of variance (ANOVA) will be discussed. For purpose of projections, time series analysis will be examined to aid in examining best-fit in social relations.

### **Learning Outcomes**

Upon completion of this course, students are expected to understand and describe the various statistical methods, develop analytical literacy and statistical skills and be able to implement them in practice for research and other purposes.

**PGDSS721: Principles of Housing (2 Units LH 30)** This course exposes students to the housing needs of families; economics, social; and psychological factors in owning/buying and renting a house. Housing standards, principles and design and layout of different types of houses. Rural housing and community development. Local materials for rural housing. Public participation in rural development. A study of housing policies of Federal and State Government in Nigeria. Various methods of financing housing investment in the public, private and cooperative societies.

### **Learning outcomes**

At the end of this course students will be able to understand and demonstrate the basic principles of planning and designing a house as well as the various types of houses and their peculiarity.

### **PGDSS722: Social Standards, Gender and Community Development (2 Units LH 30)**

This course aims to give participants a basic understanding of social standards that need to be adhered to when working with women in community development. The course will present obstacles for women in community driven development. Students will be exposed United Nations social standards in gender related enterprise. Also gender and development (GAD) approach and women in Development – WID with emphasis on differences and convergence will be

highlighted. Furthermore, consideration will be given to social standards practices that emphasize equity and equality in gender representation for purpose of development.

### **Learning Outcomes**

At the end of this course, students will be able to identify cultural factors that instigate gender discrimination in developmental drive, make distinction between WID and GAD and specify the international best practices that can promote gender-driven development.

### **PGDSS723: Social Impact Assessment (SIA) (3units LH30 PH 45)**

This course will explain the specific and operational definition of social impact assessment (SIA) and how it (SIA) is a process of identifying and managing the social impacts of industrial projects. The various application areas of SIA in projects will be described. A comprehensive guide for social impact assessment in line with international best practices will be discussed. Distinctions will be made between Environmental Impact Assessment (EIA) and Social Impact Assessment (SIA).

### **Learning Outcomes**

At the end of this course, students will be able to describe SIA, explain the specifics for carrying out SIA and distinguish between SIA and EIA

### **PGDSS724: Research Project (4 PH 180)**

Project work is expected to be an original long essay on a social standards practice selected by the student in consultation with a departmental supervisor. The research project will be based on library research and content analysis. It will be based on five chapters:

- i. Introduction,
- ii. Literature review,
- iii. Research methodology,
- iv. Data analysis, and
- v. Discussion and Conclusion.

## **Learning Outcomes**

At the end of this, learners will be able to:

- i. Identify both quantitative and qualitative research design;
- ii. Design research instrument and other tools to data generation and gathering;
- iii. Construct a sampling frame to match the research design; and
- iv. Identify suitable analytical tools for data analysis leading to report writing.

## **PGDSS725: Social Problems and Social Institutions (2units LH 30)**

The course will examine social institutions and social standards on how the society is governed or functioned and the expectations of people/individuals based on such institutions. Examples of these institutions are the church, marriage, school and family. A sociological survey of the contemporary complex relationship between social problems and issues in the emerging Nigeria socio-cultural system context would be examined. Problems to be discussed include: crime and delinquency, poverty and destitution, unemployment, homelessness, drug or substance abuse, wife battering, spousal or intimate partner abuse, family disorganization, child abuse and neglect, abnormal risky sexual behaviour and prostitution in relation to social standards intervention. Others include unintended/unplanned pregnancies, premarital sex and abortion, mental illness, ethnic and racial discrimination and conflict, community disorganization, population displacement, violence, secret cults and street gangsterism, human trafficking, sexually transmitted diseases, substandard or poor housing and slums, environmental pollution, and population crisis. Attention will also be paid to public policies, correctional and rehabilitative services.

## **Learning Outcomes**

At the end of the course, learners will be able to:

- i. Understand the dimensions and magnitude of social problems;
- ii. The steps taken pro-actively to ameliorate social problems;
- iii. The reactive effects of social problems on the society;
- iv. Construct the typology of social institution and its constituent features;
- v. Explain the standard systemic relationships between the constituent units in social institution; and
- vi. Discuss the social standard functions of the various constituents of social institution.

## **PGDSS726: Social Standards in Medical/Mental Health and Rehabilitation (2units LH 30)**

This course will discuss organization role, relationship values, beliefs and social standards required in the practice of medical and mental health. The societal perception of mental institution and the practice of mental health will be discussed. As a standard promotion of health human resources and management, the course will examine mode of engagement, distinguish prognosis in medical and mental health. Ethics and culture of mental health in service delivery and utilization will be discussed. The need to have a social standard in line with international best practices will be examined. Community health care role in promoting medical and mental health will be discussed as well as the social standards for working people living with disability. The course will also focus on methods aimed at increasing the level of social functioning of displaced, stigmatized and other marginalized societal members. The role of individual counseling, community organization and societal policy, research and planning in the rehabilitation of these groups will be examined. Attention will be paid to special categories of people needing rehabilitation.

### **Learning Outcomes**

At the end of this course, students should be able to

- i. Discuss how values and beliefs affect medical and mental health care delivery;
- ii. Explain the international best practices in medical and mental health;
- iii. Justify the need for more collaborative model of medical and mental health care delivery;
- iv. Explain the concept of rehabilitation;
- v. Explain the concept of community-based rehabilitation (CCBR); and
- vi. Explain the place of social standards in rehabilitation

## **PGDSS727: Family, Child and Youth Development (2units LH 30)**

The course will be divided into three parts: (i) Family Counselling, (ii) Child Protection, and (iii) Youth Development. The first part will examine the functions of the family and the various social problems affecting the family. Issues such as marital dispute, separation, divorce, child custody, alibi/maintenance allowances,

kindred casework will be also presented and discussed. The second part begins with the conception of life, growth and birth. The course further discusses the physical, cognitive and social development of the child. The impact of various parenting styles on the child is also discussed. Finally, Convention on the Right of the Child (CRC), the child development policy and the Child Rights Act (2003) and all other legal provisions for child development, survival, participation and protection will be discussed. In the third part, the theories and practice of social group work, the interactionist, preventive and rehabilitative approaches to social group work will be considered. The therapeutic group will also be examined. Leadership development programmes will also be presented for discussion.

### **Learning Outcomes**

At the end of the course students should to be able to help to build the capacity of students in analyzing the critical role of family, children and youth in the development process, and the neglect of the interest of these categories in development policy, planning and programmes and appraise gender and other inhibiting cultural practices.

### **PGDSS728: Gender and Development Frameworks/Gender Mainstreaming (2units LH 30)**

This course undertakes a critical review of social policy legislation with respect to the place of women in Nigeria as mothers and workers. It will also appraise and examine the changing status of women in Nigeria and its implications for social policy formulation. Convention on the Elimination of all forms of discrimination and violence against children and women (CEDAW) of all ages is presented and discussed. Furthermore, issues of gender balance and sensitivity shall be discussed.

### **Learning Outcomes**

At the end of the course, learners will be able to understand key issues in gender studies such as gender balance, gender main-streaming, and sensitivity among others.

### **PGDSS729: Social Standards in Education (2 units LH 30)**

The course focuses on social standards required in the education sector. The need for equitable education will be discussed. Topics to be covered include, education reforms,



quota system in education in Nigeria, special education, individualized education and teacher competence. Other topics include, student-teacher relationship, rights of students, rights of teachers, harassment (sexual and physical), bullying and so on.

### **Learning Outcomes**

By the end of this course, students will be able to understand the meaning of equitable education, identify the issues involved in education in Nigeria and understand the various problems that are peculiar to education as a sector.

### **PGDSS730: Organisation and Administration of Social Welfare (2 units LH 30)**

This course will discuss the competing philosophic and ideological models of the role of the state in the provision of, and planning for, social welfare services to individuals, family and community. Various social standards by different agencies for implementing social welfare programmes will be discussed. Historical and comparative approaches to the problems of social policy and planning will be discussed. The theories of formal organization and social Administration in human services will also be discussed. Key concepts such as control, coordination, budgeting, and personnel management will be examined. The nexus between social policy, planning and administration will also be explored.

### **Learning Outcomes**

At the end of this course, students will be able to operationalize the concepts of organization and administration of social welfare, explain the principles and techniques of social welfare and discuss the characteristics of social welfare organization.

### **PGDSS731: Social Dialogue and Collective Bargaining (2 units LH 30)**

This course addresses how to ensure that workers participate through social dialogue in decision making affecting their rights at work. This is very important; in fact, it is one of the decent work components. The course will also look at the techniques adopted for effective collective bargaining strategy. Discussion would be centred on how to negotiate/ renegotiate the working conditions and terms of employment, and regulating relations between employers or their organizations and workers' organization.

### **Learning outcome**

At the end of the course students should have adequate knowledge of social dialogue and collective bargaining, ability to negotiate the terms and conditions of employment and understand negotiable items and non-negotiable items during negotiation; this include appointment, promotion, discipline and transfer.

### **PGDSS732: Introduction to Industrial Relation and Labour Administration (2 Units LH 30)**

This course intends to expose students to how industrial relations practice, human resources and employment relations help organization to maintain industrial peace and harmony in the world of work. It also enable the students to appreciate industrial relations history and the role of human resources management as well as employment relationship in the workplace.

Furthermore, the course will expose student to the tools in which government uses to achieve International Labour Organization's (ILO) decent work objectives. Such as: formulation, enforcement of labour legislation, supervision of national labour standards, employment and human resources development, research and statistics on labour, and offer solutions to the various and complex problems in the workplace.

### **Learning Outcomes**

At the end of the course, students should be able to understand the history of industrial relations and how to apply it for industrial peace and harmony in the workplace and understand the role of labour administration in addressing complex problems in the workplace.

# CURRICULUM FOR MASTER OF SCIENCE IN SOCIAL STANDARDS

## Social Standards

### M.Sc. Degree Sustainable Social Development

This programme is built on the enhanced integration of educational, methodological, and research activities focused on preparing the postgraduate students with a high level of professional and academic knowledge, enhanced talents, skills, and competencies in the application of social standards and policies in the society. Therefore, it shall be concerned with the ways government, institutions and communities strive to provide for human needs in terms of security, education, empowerment, health and wellbeing.

The programme is customized to provide graduates with knowledge, skills and insights necessary for properly responding to global challenges on social, political demographic, economic and technological changes. In doing so, students shall be exposed to issues such as poverty, child mortality, inequality, gender, family and community health, migration, insecurity, resettlement risk, environmental sustainability and globalization alongside the different roles of federal, states and local governments, the family, civil society, the market, and international organizations in developing policies and providing support services to the citizenry as well as identifying social challenges and proffering solutions.

The programme shall be multidisciplinary in nature with universal scope, at the end of which graduates should also be able to demonstrate applied talents necessary for building career as academic practitioners. The curriculum shall be subjected to regular review to keep pace with the ever changing and challenging developmental needs of the economy, industry, polity and wider society. The curriculum implementation shall involve the establishment of effective feedback mechanism

with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability. In doing so, the centre shall make effort to retain senior experienced, productive, committed staff. In addition, there shall be constant monitoring and evaluation exercise to monitor the relevance of course and contents to the socio – economic and political challenges. The application of the curriculum should promote the practice of joint teaching programmes with professionals in practice and experienced technocrats. To maintain the efficacy of the curriculum implementation, there shall be constant study of students, evaluation of reports of the programmes, and views of relevant stakeholders. It shall also encourage industry linkages and academic partnerships with other relevant institutions and individuals. Information and communication technologies shall be adequately acquired, deployed and adopted for effective implementation of the curriculum through the use of LMS.

The underlying philosophy of postgraduate Master programme in Social Standards is to produce a crop of graduates equipped with appropriate knowledge and skills in conduct of research and professional practice in proffering solutions of contemporary and emerging social issues. It will ensure advancing knowledge in human dignity, equity and fundamental human rights, thereby contributing to the development of Nigeria, Africa and the global community.

The major aim is to strengthen the capacity in problem-solving analysis. Students should be able to articulate, develop and implement research using social standards concepts and methodologies; while the objectives of the programme are to:

- a. equip students with broad knowledge of social standards and application of theories, models, methods and approaches;
- b. instill in students a sound knowledge of social standards, in appreciation of its application in different socio-cultural contexts;
- c. cultivate in students the ability to apply social standards knowledge to understanding of growing societal problems in Nigeria and elsewhere;
- d. expose students to appreciate the importance of social standards in socio-cultural, legal, economic, political, industrial and environmental contexts;
- e. equip students with skills in critical thinking and problem-solving skills

- through social standards;
- f. impact in students the relevant knowledge and skills needed to proceed for further studies in special areas of social standards; and
- g. provide career opportunity to teach the next generation of educators, researchers, and practitioners; and
- h. equip students with knowledge and skills for scholarly research in the fields social standards and related areas.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

**a. Regime of Subject Knowledge**

At the end of the programme, graduates should be able to:

- i. have comprehensive knowledge of their areas of specialization, theoretical foundation, and qualitative tools including the ability to apply this knowledge to practical problems;
- ii. demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge/areas identified;
- iii. meet the needs of public/private sectors in Nigeria and beyond; and
- iv. demonstrate problem solving capacity through literal, critical, innovative and creative thinking among diverse fields of study in analyzing problems, using multidisciplinary approaches.

**b. Skills and Competencies**

At the end of the programme, graduates should be able to:

- i. demonstrate problem-solving capacity using multidisciplinary approaches in an innovative and creative way;
- ii. apply such practical skills to the solution of social problems;
- iii. recognize and analyze new problems and plan strategies for their solutions;
- iv. Communicate and present Social Standards scientific research materials and logical argument, both orally and in written forms, to a range of audience;
- v. Process relevant quantitative and qualitative data using information technologies; and
- vi. pursue wide range of careers in areas of social standards after graduation.

### **c. Behavioural Attributes**

At the end of the programme, graduates should be able to:

- i. demonstrate a proper understanding of human behaviours in organizations;
- ii. resolve or reduce the impact of social problems on individuals, social groups, and communities;
- iii. develop policies and recommendations for resolving or reducing social problems;
- iv. appreciate constructive criticisms;
- v. interact effectively in group situations;
- vi. inclined to mentoring and peer review; and develop the ability to work in a team.

Multidisciplinarity built on the causative areas of knowledge such as sociology, psychology, anthropology, economics, education, social work, organizational behaviour, environment, technology, innovation and engineering management represent the unique character of the programme. Consequently, the postgraduate degree shall ultimately provide students with promising career opportunities in the ever-growing need for experts in the social standards fields.

Additionally, delivery of the course shall involve the process of lectures, practical workshop sessions and activity-based engagements to provide opportunities for students to acquire hands-on experience. Adoption of technology media inform of digital tools to access, manage, evaluate, synthesize and communicate useful information is a necessity in this programme.

The scope of the programme shall be based on NUC provisions and in accordance with the National policy on education. The scope shall also cover the relevant contributing fields of knowledge. There shall be teaching and research components to the programme. The research component shall be carried out in the second year (covering two semesters) of the programme. During the year students shall engage in multi-disciplinary research in specialized fields, supervised by a senior academic in line with the university postgraduate studies guidelines.

The teaching component shall be in conformity with innovative approaches such as research-based teaching and learning and problem-based models of instruction. Students will be introduced to qualitative and quantitative research techniques. The emphasis shall be to provide students with necessary capacity to undertake research, provide hands-on training and build competence required to address the identified challenges in areas such as insecurity, social conflict resolution and grievance redress, social impact assessment and management, land acquisition, displacement, resettlement, social sustainability, gender and Development etc.

The ethical considerations shall be in accordance with the professional standard practices and the centres/university policy on staff and students conducts in terms of teaching, research and service to humanity. Laws and policy regulations on issues of research, copyright, patent and license shall be respected by lecturers and students. Research and teaching material would be used in the best manners to avoid causing unwanted effects to human health, animals and the environment. After usage, research and study materials shall be properly disposed of based on standard practices. Gender and vulnerability issues shall also be applied in accordance with the policies of the centre and the university on such matters.

The criteria for admission into the M.Sc. programme in social standards shall be as follows:

- a. Matriculation requirement of individual universities which must be 5 O'level credits including O' level credit in English Language and Mathematics;
- b. Candidates with Second Class (Lower Division) Bachelor's degree in Social Standards, Social Work, Sociology or related discipline from an approved University or the Postgraduate diploma with a 3.5 CGPA on a 5-point scale from an accredited university; and

Candidates with a PGD at credit level pass or 60% on weighted percentage average.

Students shall normally complete registration of courses for the semester within the time frame of registration set by the Centre/University after the start of the semester. A student cannot withdraw from a course, after registering for it, without permission from the Coordinator of the Programme. A student who fails to sit for the final examination for any registered course, without reasons acceptable to the Programme Board, shall be deemed to have failed that course.

All other matters concerning deferment, extension and reabsorption shall be applied in accordance to the university's postgraduate regulations.

**a. Master of Science (M.Sc.) in Social Standards**

The academic Master's degree programme will run as follows:

Full-Time: A minimum of 4 semesters and a maximum of 6 semesters

Part-Time: A minimum of 6 (six) semesters and a maximum of 9 (nine) semesters.

**b. Professional Master in Social Standards**

The Professional Master's degree programme will run for a minimum of 3 semesters (18 months) and maximum of 4 semesters (24 months).

In either case, the research project (dissertation) must take place during the second or third year of the programme.

The curriculum should be taught through classroom contact, multimedia resources and presentations, interactive sessions, field work, capstone approach/case studies and students' feedback mechanism, Industry players should also be deployed to provide field perspectives on Social Standards practice.



- i. Continuous Assessment, which shall be through essays, tests, term papers, tutorial exercises, quizzes, homework and attendance at seminars.
- ii. In addition to continuous assessment, a final examination shall be given for every course at the end of every semester. To qualify for the examination, the student must have attended at least 75% of the lectures in that course.
- iii. The total scores obtained in continuous assessment and final examination in every course is 100%. The breakdown shall be as follows:

Continuous Assessment	30%
Final Examination	70%
Total	100%

iv. Grading system:

A - 70-100	-	Excellent	-	5 Points
B - 60-69	-	Very Good	-	4 Points
- 50-59	-	Good	-	3 Points
- Less than 50	-	Fail	-	0 Point

The minimum pass mark in any course shall be 50%.

Students are required to register for a minimum of 30 credit units of taught courses to be offered in the first two semesters respectively (on Full-time) or four semesters (on Part-time). In doing so, a student shall select one elective course in each of the semesters. In addition, during the second year, candidates MUST register for, and earn 6 credit units of Thesis/project in their respective area of research specialization.

Graduates shall be awarded either M.Sc. in Social Standards or Professional Masters in Social Standards. For the M.Sc. degree programme, students will be required to earn a minimum of 36 credit units including all the prescribed compulsory courses in the area of specialization. This includes 6 compulsory units for Research Thesis which must be defended.

On the other hand, to earn a professional Master Degree in Social Standards which is a terminal degree, students shall earn the required 36 credit units, including a Project of 6 credit units. The project may not necessarily be defended but moderated.



**Table 10.1 Courses Structure for MSc Sustainable Social Development  
1<sup>st</sup> Semester Year 1**

<b>FIRST YEAR</b>					
<b>Course Code</b>	<b>Course</b>	<b>Credit Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
SST 801	Theories, Problems and Institutions in Social Standards	2	C	30	-
SST 803	Social Standards Policy, Planning and Administration	2	C	30	-
SST 805	Advanced Research Methods for Social Standards	2	C	30	-
SST 807	Statistical Methods in Social Standards	2	C	30	-
SST 809	Legal Issues in Social Standards, Law and Society	3	C	45	-
SST 811	Inclusive Workplace	2	C	30	-
SST 813	Fieldwork/Practicum	2	C	-	60
SST 815	Valuation and Compensation	2	E	30	-
SST 817	Social Standards, Emergency and Disaster Management	2	E	15	45
SST 819	Social Dialogue and Collective Bargaining	2	E	30	-
	<b>Total</b>	<b>21</b>			

**2<sup>nd</sup> Semester Year 1**

SST 821	Land Law and Land Use Planning	2	E	30	-
SST 804	Social Standards in Medical/Mental Health and Rehabilitation	3	C	30	45
SST 806	Principles of Housing	2	C	30	-
SST 808	Social Standards, Gender and Community Development	2	C	30	-
SST 810	Social Impact Assessment (SIA)	2	C	15	45
SST 812	Industrial Relation and Labour Administration	2	C	30	-
SST 814	Criminal Behaviour, Deviance and Criminal Justice System	2	E	30	-
SST 816	Social Standards, Poverty and Human Security	2	E	30	-
SST 818	Organization and Administration of Social Welfare	2	E	30	-
	<b>TOTAL</b>			<b>19</b>	
<b>SECOND YEAR</b>					
SST 823	Research Project			6	C - 270

## COURSE SYNOPSES

### **SST 801: Theories, Problems and Institutions in Social Standards (2 units, LH 30)**

This Advanced Social Standard Theories course will illuminate some of the most influential as well as promising perspectives. In-depth analysis of theories like Theory of individual action by Talcott Parson, Self-categorization theory of Turner et al and Natural-law theory. This course will also explore other theories like social norms theory, cultural standards model, ecological theory, social identity theory, social rule theory, cost-benefit model, and game theory through the critical reading of theoretical and analytical texts. Students will engage with advanced concepts in social standards and will explore the connections between theoretical arguments and the practice of social standards in agencies and organizations.

#### **Learning Outcomes:**

At the end of this course, students should be able to identify the major theories in the tradition of social standards, discuss the assumptions and applicability of social standard theories and adopt a critique of each of the theories of social standards.

### **SST 803: Social Standards Policy, Planning and Administration (2units LH 30)**

The course will focus on various international social standards on social policy planning and administration by ILO, World Bank, United Nations and so on. Topics such as social capital, economic development, community capacity building, project development, and social exclusion/inclusion will be discussed. The work of policymakers, social planners, and social administration and adherence to social standards of practice will be highlighted.

#### **Learning Outcomes**

At the end of this course, students should be able to distinguish between social policy, planning and administration; understand international social standards document as it relates to social policy, planning and administration as well as appreciate the role of policymakers, social planners, and social administration in formulating and

maintaining social standards.

**SST 805: Advanced Research Methods for Social Standards (2 units, LH 30)**

This course focuses on analyzing the need for research as well as methodological problems for students. It discusses the ethics and politics of research; problem formulation; conceptualization and operationalization; measurement; validity and reliability; sampling; sources of data and the techniques of relevant data gathering (quantitative and qualitative). The course also examines issues in evaluating social standards documents as well as techniques of proposal and report writing. Computer Appreciation and Applications will be taught.

**Learning Outcomes**

At the end of this course, students will be able to:

- v. Distinguish between experimental and non-experimental designs;
- vi. Undertake the computerization of their research;
- vii. Articulate the process of evaluating social standards documents; and
- viii. Ability to conduct a research and write a report.

**SST 807: Statistical Methods in Social Standards (2 units, LH 30)**

This course focuses on the use of advanced statistical methods for social standards related data. Emphasis will be placed on analysis of descriptive data involving socio-economic variables such as age, social status, income and education as they affect different aspects of social standards such vulnerability, health seeking , service delivery and utilization. Beyond mere descriptive analysis cross tabulation of bivariate and multivariate data will be discussed. Methods such as regression, correlation, factor analysis and analysis of variance (ANOVA) will be discussed. For purpose of projections, time-series analysis will be examined to aid in examining best-fit in social relations.

**Learning Outcomes**

At the end of this course, students will be able to make distinction between the statistical methods to use in relation to their research problem, distinguish between statistic to be used for relational data and other non-probabilistic data and utilize the best and rigorous statistic for the peculiarity of their research design.

**SST 809: Legal Issues in Social Standards, Law and Society (2units LH30)**

The course deals with the relationship between law (as an institution) and society. A critical analysis of the relationship between law and social structure; legislation, law enforcement, and the public will also be examined. Particular attention will be paid to the discussion of law and conflict resolutions, judicial behaviour, and the legal profession.

The content of the legal issues in social standards documents and implementation places emphasis on the people working with individuals, families, groups, communities and organization reflecting a broad spectrum of racial, ethnic sexual, gender and cultural backgrounds. Social issues such as perspectives on culture, sexual orientation, social change, and advocacy are explored in the context of how it will affect the social standards of an organisation. Additionally, issues related to organizational culture, social inequalities and deprivations; and human displacement within a fast changing world will be explored.

### **Learning Outcomes**

At the end of this course, students should be able to demonstrate an understanding of the laws governing the development of social standards and appreciate some of the legal issues in social standards documents and implementation.

### **SST 811: Inclusive Workplace (2 Units LH 30)**

This course addresses how to achieve an inclusive workplace; issues related to race, ethnicity, age, gender, religion, political opinion, sexual orientation, disability, and other aspects of diversity in work organizations. The course will also look at a key future issue in industrial and employment relations such as the challenges presented by an aging workforce. Here, we will look at both the public policy, public service rule, terms and conditions of employment as well as the aspects of aging and how these might impact the employment relationship.

### **Learning outcome**

At the end of the course students should have adequate knowledge of workplace inclusion in line with the ILO Convention on Discrimination (Employment and Occupation) Convention 111 which promotes equality of opportunity and treatment in respect of employment and occupation and appreciate key issues in industrial and employment relations.

### **SST 813: Fieldwork/Practicum (2units PH 60)**

Students are required to go on fieldwork placement at the end of the first session. For eighteen (18) weeks. The course offers the student an educational experience in an

institution that has social standards for practice and it is being implemented. The purpose of the course is to integrate materials gained in academic course with practice in the field. At the end of the placement, the student will be expected to submit a field work practicum report to the Department using a departmental format. The field practicum here should focus on students going to various agencies and institutions to find out if they have different social standards guiding different aspects of their service delivery or practice. Then, also assess if they need help in developing one or implementing what they have. Also determine if the institution are being guided by the social standards they have set up.

### **Learning Outcomes**

The student is expected to have practical experience of how to implement social standards and know how to develop a social standards document.

### **SST 815: Valuation and Compensation (2units LH 30)**

The course is expected to develop the student's skills and knowledge to carry out valuations for rating and taxing purposes and assess compensation for compulsory acquisition and resumption of land with focus on maintaining social standards. Introduction to principles of Statutory Valuations, Types of valuations used for rating & taxing, Valuation of Land Act, Role of Court in Statutory Values, Specialist Valuations, Valuation methods of statutory valuations, Practical application in rating and taxing values, Principles of Acquisition and resumption, Land acquisition and compensation Act, Determination of compensation.

### **Learning Outcomes**

At the end of this course, students will be able to understand the standard practices in the carrying out valuation and compensation, demonstrate understanding of land acquisition and its associated problem as well as offer quality counseling on the subject where necessary.

### **SST 817: Social Standards, Emergency and Disaster Management (2 units, LH 15, 45)**

This course explores social standards required in emergency situations and the various strategies of handling emergencies in different localities based on the magnitude and intensity. The students will be exposed to various forms of social standards that need to be put in place in an emergency situation. Such topics like: Inclusion, human rights, equity, fairness and so on will be discussed. . Also, various forms of social and health

voluntary organizations as well as the methods employed by selected agencies will be explored. The role of international organizations and global instruments governing humanitarian responses will also be evaluated.

### **Learning Outcomes**

At the end of this course, students will be able to explain the social effects of disaster and emergency, understand the form of social standards that are required during emergency and disaster and also understand how to resettle at risk people in emergency and disaster using an approved social standards procedure.

### **SST 819: Social Dialogue and Collective Bargaining (2 units, LH 30)**

This course addresses how to ensure that workers participate through social dialogue in decision making affecting their rights at work. This is very important; in fact, it is one of the decent work components. The course will also look at the techniques adopted for effective collective bargaining strategy. Discussion would be centred on how to negotiate/ renegotiate the working conditions and terms of employment, and regulating relations between employers or their organisations and workers' organisation.

### **Learning outcome**

At the end of the course students should have adequate knowledge of social dialogue and collective bargaining, ability to negotiate the terms and conditions of employment as well as understand negotiable items and non-negotiable items during negotiation. This includes appointment, promotion, discipline and transfer.

### **SST 821: Land Law and Land Use Planning (2units**

### **LH 30)**

The course is in two parts, Part one expose students to Legal concept of Land, Doctrine of Estates, Concept of property rights and types of interest in land-Lease, Tenancy, license, Easement and other rights and interest in Land, Concept of land ownership and types of Land tenure system, Principles in sales, assignment, pledges and mortgages in common law and equity, registrable instruments and importance of Land Title Registration ,Land Use Act of 1978 and its implication on Land transaction in Nigeria, Land reform in Nigeria, ,Law of Agency. While in part two, students will be taught overview of land use planning concepts, frameworks, institutions, movements, and methods. Historical evolution of planning, Objectives of urban &



Regional Planning and Components of planning, Planning agencies and authorities in Nigeria, Development control and public participation in planning, Urban planning theories, Planning models and techniques and Concept of city, Rationale of Land use planning. Land use management system- Building code and regulations, Development Plan, Intensity of Development, Development Parameters, Systems and Procedures of plan approval, density, zoning, sub-division, development control etc. Planning and land values, site layout and analysis.

### **Learning Outcomes**

At the end of the course, students will be able to understand the land laws and administration in Nigeria and also understand the concept of land use planning and its application to national development.

### **SST 823 Research Project (6 units PH 270)**

In the third semester the student is expected to carry out an original research project on a standards practice/social service/social problem/ and write a report under the direct supervision of departmental staff. The research project is quantitative and qualitative. It will be based on library and/or fieldwork research. The research project report is to be defended before a panel of examiners to qualify students for graduation.

The research project is to be written in five chapters:

- vi. Introduction;
- vii. Literature review;
- viii. Research methodology;
- ix. Data analysis; and
- x. Discussion and Conclusion.

### **Learning Outcomes**

By the end of this fieldwork, learners will be able to;

- v. Identify both quantitative and qualitative research design.
- vi. Design research instrument and other tools to data generation and gathering.
- vii. Construct a sampling frame to match the research design; and
- viii. Identify suitable Analytical tools for data analysis leading to report writing.

**SST 804: Social Standards in Medical/Mental Health and Rehabilitation (2 units, LH 15 PH 45)**

This course will discuss organization role, relationship values, beliefs and social standards required in the practice of medical and mental health. The societal perception of mental institution and the practice of mental health will be discussed. As a standard promotion of health human resources and management, the course will examine mode of engagement, distinguish prognosis in medical and mental health. Ethics and culture of mental health in service delivery and utilisation will be discussed. The need to have a social standard in line with international best practices will be examined. Community health care role in promoting medical and mental health will be discussed.

Furthermore, the course introduces various forms of disabilities and their physical, emotional, social and economic impact on persons. The various forms of rehabilitation (physical, emotional, educational, social and economic) services available in Nigeria are also discussed as well as the social standards for working people living with disability. The organization of rehabilitation services and modern trends in rehabilitation projects such as community based vocational rehabilitation (CBVR) will be examined in line with international best practices and acceptable social standards. Current forms of skills acquisition useful for self-employment or employment in the formal wage sector will also be discussed. And so, the areas covered in the course include institutional care of challenged persons, community based rehabilitation, vocational and occupation rehabilitation services, social standards with refugees and internally displaced persons, rehabilitation of trafficked and abused persons, social policies for persons living with disability, rehabilitation services aimed at enabling chronically ill older adults with functional disabilities to gain considerable functional independence, and mental health care.

**Learning Outcomes**

At the end of this course, students should be able to:

- v. Discuss how values and beliefs affect social standards in medical and mental health care delivery;
- vi. Explain the international best practices in medical and mental health;
- vii. Justify the need for more collaborative model of medical and mental health care delivery; and

- viii. Explain the concept of rehabilitation and social standards required when working people living with disability in the society.

**SST 806: Principles of Housing (2 units, LH 30)**

This course exposes students to the housing needs of families; economics, social; and psychological factors in owning/buying and renting a house. Housing standards, principles and design, and layout of different types of houses. Rural housing and community development. Local materials for rural housing. Public participation in rural development. A study of housing policies of Federal and State Government in Nigeria. Various methods of financing housing investment in the public, private, and cooperative societies.

**Learning outcomes**

At the end of this course students will be able to understand and demonstrate the basic principles of planning and designing a house as well as the various types of houses and their peculiarity.

**SST 808: Social Standards, Gender and Community Development (2 units, LH 30)**

This course aims to give participants a basic understanding in social standards that need to be adhered to when working with women in community development. The course will present obstacles for women in community driven development. Students will be exposed United Nations social standards in gender related enterprise. Also gender and development (GAD) approach and women in Development – WID with emphasis on differences and convergence will be highlighted. Furthermore, consideration will be given to social standards practices that emphasize equity and equality in gender representation for purpose of development.

**Learning Outcomes**

At the end of this course, students will be able to identify cultural factors that instigate gender discrimination in developmental drive, make distinction between WID and GAD as well as specify the international best practices that can promote gender-driven development.

**SST 810: Social Impact Assessment (SIA) (2 units LH 15 PH 45)**

This course will explain the specific and operational definition of social impact

assessment (SIA) and how it (SIA) is a process of identifying and managing the social impacts of industrial projects. The various application areas of SIA in projects will be described. A comprehensive guide for social impact assessment in line with international best practices will be discussed. Distinctions will be made between Environmental Impact Assessment (EIA) and Social Impact Assessment (SIA).

### **Learning Outcomes**

At the end of this course, students will be able to describe SIA, explain the specifics for carrying out SIA and distinguish between SIA and EIA

### **SST 812: Industrial Relation and Labour Administration (2units LH 30)**

This course intends to expose students to how industrial relations practice, human resources and employment relations help organisation to maintain industrial peace and harmony in the world of work. Students will be exposed to various internationally recognized social standards required in industrial relations practice. It also enables the students to appreciate industrial relations history and the role of human resources management as well as employment relationships in the workplace. Furthermore, the course will expose students to the tools in which government uses to achieve International Labour Organisation's (ILO) decent work objectives. Such as: formulation, enforcement of labour legislation, supervision of national labour standards, employment and human resources development, research and statistics on labour, and offer solutions to the various and complex problems in the workplace.

### **Learning Outcomes**

At the end of the course, students should be able to understand the history of industrial relations and how to apply it for industrial peace and harmony in the workplace and understand the role of labour administration in addressing complex problems in the workplace.

### **SST 814 Criminal Behaviour, Deviance and Criminal Justice System (2 units LH 30)**

This course will introduce student to the various social standards required in the criminal justice system in line with international best practices. A make a clear distinction between criminal behaviour and deviance will be made. Individual and group behaviour of adults and juveniles that are classified as crime and delinquency will be discussed. The intervention between the criminal justice system intervention

in crime and delinquency will be properly discussed. Theories of crime and deviance, typology of criminal behaviour and juvenile delinquency will also be covered.

### **Learning Outcomes**

At the end of this course, students should be able to make a distinction between crime and deviance, classify behaviours as crime and delinquency appropriately and also explain social standards intervention of the criminal justice system in crime and delinquency.

### **SST 816: Social Standards, Poverty and Human Security (2units, LH 30)**

The course examines the definition and measurement of poverty; incidence of poverty and its impact on the economy; structural and profile analysis of the poor in terms of gender and rural-urban composition. It will review the basic theories of economic development and the relevance and implications for poverty alleviation and gender equity. The course will also explore the understanding of the relationship between under development, gender inequalities and poverty as well as various social standards by different organisations in poverty alleviation programmes. It will interrogate approaches to engendering development and poverty alleviation programmes; roles of Government and the private sector in enhancing gender equity and poverty alleviation in developing countries. While exploring the 'feminization' of poverty, the course will examine the role of gender in the interface of issues relating to human security e.g. security of life and property, food security, and access to basic needs such as food, shelter, clothing, education, employment, and a safe environment among others.

### **Learning Outcomes**

At the end of this course, the students should be able to identify the factors that generate poverty in the security, explain the impact of poverty in human security and also discuss different social standard put in place for implementing poverty alleviation programmes.

### **SST 818: Organisation and Administration of Social Welfare (2units, LH 30)**

This course will discuss the competing philosophic and ideological models of the role of the state in the provision of, and planning for, social welfare services to individuals, family and community. Various social standards by different agencies for implementing social welfare programmes will be discussed. Historical and comparative approaches to the problems of social policy and planning will be discussed. The theories of formal organization and social Administration in human

services will also be discussed. Key concepts such as control, coordination, budgeting, and personnel management will be examined. The nexus between social policy, planning and administration will also be explored.

### **Learning Outcomes**

At the end of this course, students will be able to operationalize the concepts of organization and administration of social welfare, explain the principles, techniques and social standards required in social welfare administration as well as discuss the characteristics of social welfare organization.



## CURRICULUM FOR PROFESSIONAL MASTER IN SOCIAL STANDARDS

<b>DEPARTMENT/STANDARDS</b>
Social Standards
<b>POSTGRADUATE PROGRAMME</b>
Professional master’s Degree in Sustainable Social Development
<b>OVERVIEW OF THE PROGRAMME</b>
<p>MSc Sustainable Social Standard is built on the enhanced integration of educational, methodological, and research activities focused on preparing the postgraduate students with a high level of professional and academic knowledge, enhanced talents, skills, and competencies in the application of social standards and policies in the society. Therefore, it shall be concerned with the ways government, institutions and communities strive to provide for human needs in terms of security, education, empowerment, health and wellbeing.</p> <p>The programme is customized to provide graduates with knowledge, skills and insights necessary for properly responding to global challenges on social, political demographic, economic and technological changes. In doing so, students shall be exposed to issues such as poverty, child mortality, inequality, gender, family and community health, migration, insecurity, resettlement risk, environmental sustainability and globalization alongside the different roles of federal, states and local governments, the family, civil society, the market, and international organizations in developing policies and providing support services to the citizenry as well as identifying social challenges and proffering solutions.</p> <p>The programme shall be multidisciplinary in nature with universal scope, at the end of which graduates should also be able to demonstrate applied talents necessary for building career as academic practitioners. The curriculum shall be subjected to regular review to keep pace with the ever changing and challenging developmental needs of the economy, industry, polity and wider society. The curriculum implementation shall involve the establishment of effective feedback mechanism with graduates and their employers to monitor their work performance in terms of knowledge, skills and adaptability. In doing so, the center shall make effort to retain senior experienced, productive, committed staff. In addition, there shall be constant monitoring and evaluation exercise to monitor the relevance of course and contents to the socio – economic and political challenges. The application of the curriculum should promote the practice of joint teaching programmes with professionals in practice and experienced technocrats. To maintain the efficacy of the curriculum implementation, there shall be constant study of students, evaluation of reports of the programmes, and views of relevant stakeholders. It shall also encourage industry linkages and academic partnerships with other relevant institutions and individuals. Information and communication technologies shall be adequately acquired, deployed and adopted for effective implementation of the curriculum through the use of LMS.</p>
<b>PHILOSOPHY</b>
<p>The underlying philosophy of postgraduate Master programme in Social Standards is to produce a crop of graduates equipped with appropriate knowledge and skills in conduct of research and professional practice in proffering solutions of contemporary and emerging social issues. It will ensure advancing knowledge in human dignity, equity and fundamental human rights, thereby contributing to the development of Nigeria, Africa and the global community.</p>

## OBJECTIVES

The major aim is to strengthen the capacity in problem-solving analysis. Students should be able to articulate, develop and implement research using social standards concepts and methodologies, while the objectives of the programme are to:

- i. equip students with broad knowledge of social standards and application of theories, models, methods and approaches.
- j. instill in students a sound knowledge of social standards, in appreciation of its application in different socio-cultural contexts.
- k. cultivate in students the ability to apply social standards knowledge to understanding of growing societal problems in Nigeria and elsewhere;
- l. expose students to appreciate the importance of social standards in socio-cultural, legal, economic, political, industrial and environmental contexts;
- m. equip students with skills in critical thinking and problem-solving skills through social standards;
- n. impart in students the relevant knowledge and skills needed to proceed for further studies in special areas of social standards; and
- o. provide career opportunity to teach the next generation of educators, researchers, and practitioners; and
- p. equip students with knowledge and skills for scholarly research in the fields social standards and related areas.

## LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### a. Regime of Subject Knowledge

At the end of the programme, graduates should be able to:

- v. have comprehensive knowledge of their areas of specialization, theoretical foundation, and qualitative tools including the ability to apply this knowledge to practical problems;
- vi. demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge/areas identified;
- vii. meet the needs of public/private sectors in Nigeria and beyond; and
- viii. demonstrate problem solving capacity through literal, critical, innovative and creative thinking among diverse fields of study in analyzing problems, using multidisciplinary approaches.

### b. Skills and Competencies

At the end of the programme, graduates should be able to:

- vii. demonstrate problem-solving capacity using multidisciplinary approaches in an innovative and creative way;
- viii. apply such practical skills to the solution of social problems;
- ix. recognize and analyse new problems and plan strategies for their solutions;
- x. Communicate and present Social Standards scientific research materials and logical argument, both orally and in written forms, to a range of audience;
- xi. Process relevant quantitative and qualitative data using information technologies; and
- xii. pursue wide range of careers in areas of social standards after graduation.

### c. Behavioural Attributes

At the end of the programme, graduates should be able to:

- viii. demonstrate a proper understanding of human behaviours in organisations;
- ix. resolve or reduce the impact of social problems on individuals, social groups, and communities;
- x. develop policies and recommendations for resolving or reducing social problems;
- xi. appreciate constructive criticisms;
- xii. interact effectively in group situations;
- xiii. inclined to mentoring and peer review; and
- xiv. develop the ability to work in a team.



<b>UNIQUE FEATURES OF THE PROGRAMME</b>
<p>Multidisciplinarity built on the causative areas of knowledge such as sociology, psychology, anthropology, economics, education, social work, organizational behaviour, environment, technology, innovation and engineering management represent the unique character of the programme. Consequently, the postgraduate degree shall ultimately provide students with promising career opportunities in the ever- growing need for experts in the social standards fields.</p> <p>Additionally, delivery of the course shall involve the process of lectures, practical workshop sessions and</p>
<p>activity-based engagements to provide opportunities for students to acquire hands-on experience. Adoption of technology media inform of digital tools to access, manage, evaluate, synthesize and communicate useful information is a necessity in this programme.</p>
<b>SCOPE</b>
<p>The scope of the programme shall be based on NUC provisions and in accordance with the National policy on education. The scope shall also cover the relevant contributing fields of knowledge. There shall be teaching and research components to the programme. The research component shall be carried out in the second year (covering two semesters) of the programme. During the year students shall engage in multi- disciplinary research in specialized fields, supervised by a senior academic in line with the university postgraduate studies guidelines.</p> <p>The teaching component shall be in conformity with innovative approaches such as research-based teaching and learning and problem-based models of instruction. Students will be introduced to qualitative and quantitative research techniques. The emphasis shall be to provide students with necessary capacity to undertake research, provide hands-on training and build competence required to address the identified challenges in areas such as insecurity, social conflict resolution and grievance redress, social impact assessment and management, land acquisition, displacement, resettlement, social sustainability, gender and Development etc.</p>
<b>ETHICAL CONSIDERATIONS</b>
<p>The ethical considerations shall be in accordance with the professional standard practices and the centres/university policy on staff and students conducts in terms of teaching, research and service to humanity. Laws and policy regulations on issues of research, copyright, patent and license shall be respected by lecturers and students. Research and teaching material would be used in the best manners to avoid causing unwanted effects to human health, animals and the environment. After usage, research and study materials shall be properly disposed of based on standard practices. Gender and vulnerability issues shall also be applied in accordance with the policies of the centre and the university on such matters.</p>
<b>ADMISSION REQUIREMENTS</b>
<p>The criteria for admission into the M.Sc. programme in social standards shall be as follows:</p> <ul style="list-style-type: none"> <li>d. Matriculation requirement of individual universities which must be 5 O'level credits including O' level credit in English Language and Mathematics;</li> <li>e. Candidates with Second Class (Lower Division) Bachelor's degree in Social Standards, Social Work, Sociology or related discipline from an approved University or the Postgraduate diploma with a CGPA of not lower than 3.0 on a 5-point scale from an accredited university; and</li> <li>f. Candidates with a PGD at credit level pass or 60% on weighted percentage average.</li> </ul>
<b>REGISTRATION PROCEDURES</b>

Students shall normally complete registration of courses for the semester within the time frame of registration set by the Centre/University after the start of the semester. A student cannot withdraw from a course, after registering for it, without permission from the Coordinator of the Programme. A student who fails to sit for the final examination for any registered course, without reasons acceptable to the Programme Board, shall be deemed to have failed that course. All other matters concerning deferment, extension and reabsorption shall be applied in accordance to the university's postgraduate regulations.

**DURATION OF THE PROGRAMME**

**Professional Master in Sustainable Social Standard**

The Professional Master's degree programme will run for a minimum of 3 semesters (18 months) and maximum of 4 semesters (24 months). In either case, the research project (dissertation) must take place during the second or third year of the programme.

**MODE OF STUDY/ DELIVERY**

The curriculum should be taught through classroom contact, multimedia resources and presentations, interactive sessions, field work, capstone approach/case studies and students' feedback mechanism, Industry players should also be deployed to provide field perspectives on Social Standards practice.

**CONTINUES ASSESSMENT, EXAMINATION, GRADING SYSTEM & GRADUATION REQUIREMENTS**

- v. Continuous Assessment, which shall be through essays, tests, term papers, tutorial exercises, quizzes, homework and attendance at seminars.
- vi. In addition to continuous assessment, a final examination shall be given for every course at the end of every semester. To qualify for the examination, the student must have attended at least 75% of the lectures in that course.
- vii. The total scores obtained in continuous assessment and final examination in every course is 100%. The breakdown shall be as follows:
 

Continuous Assessment	30%
Final Examination	70%
Total	100%
- viii. Grading system:
 

A - 70-100	- Excellent	- 5
Points B - 60-69		-
Very Good	- 4 Points	
C - 50-59	- Good	- 3
Points F - Less than 50		- Fail
-	0 Point	

The minimum pass mark in any course shall be 50%.

Students are required to register for a minimum of 30 credit units of taught courses to be offered in the first two semesters respectively (on Full-time) or four semesters (on Part-time). In doing so, a student shall select one elective course in each of the semesters. In addition, during the second year, candidates MUST register for, and earn 6 credit units of Thesis/project in their respective area of research specialization.

Graduates shall be awarded either M.Sc. in Social Standards or Professional Masters in Social Standards. For the M.Sc. degree programme, students will be required to earn a minimum of **36** credit units including all the prescribed compulsory courses in the area of specialization. This includes 6 compulsory units for Research Thesis which must be defended.

On the other hand, to earn a professional Master Degree in Social Standards which is a terminal degree, students shall earn the required 36 credit units, including a Project of 6 credit units. The project may not necessarily be defended but moderated.

**Table 10.1 Courses Structure for MSc Sustainable Social Development****1<sup>st</sup> Semester Year 1**

<b>FIRST YEAR</b>					
<b>Course Code</b>	<b>Course</b>	<b>Credit Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
SST 801	Theories, Problems and Institutions in Social Standards	2	C	30	-
SST 803	Social Standards Policy, Planning and Administration	2	C	30	-
SST 805	Advanced Research Methods for Social Standards	2	C	30	-
SST 807	Statistical Methods in Social Standards	2	C	30	-
SST 809	Legal Issues in Social Standards, Law and Society	3	C	45	-
SST 811	Inclusive Workplace	2	C	30	-
SST 813	Fieldwork/Practicum	2	C	-	60
SST 815	Valuation and Compensation	2	E	30	-
SST 817	Social Standards, Emergency and Disaster Management	2	E	15	45
SST 819	Social Dialogue and Collective Bargaining	2	E	30	-
	<b>Total</b>	<b>21</b>			

## 2<sup>nd</sup> Semester Year 1

SST 821	Land Law and Land Use Planning	2	E	30	-
SST 804	Social Standards in Medical/Mental Health and Rehabilitation	3	C	30	45
SST 806	Principles of Housing	2	C	30	-
SST 808	Social Standards, Gender and Community Development	2	C	30	-
SST 810	Social Impact Assessment (SIA)	2	C	15	45
SST 812	Industrial Relation and Labour Administration	2	C	30	-
SST 814	Criminal Behaviour, Deviance and Criminal Justice System	2	E	30	-
SST 816	Social Standards, Poverty and Human Security	2	E	30	-
SST 818	Organization and Administration of Social Welfare	2	E	30	-
<b>TOTAL</b>		<b>19</b>			
<b>SECOND YEAR</b>					
<b>SST 823</b>	Research Project	6	C	-	270

### COURSE SYNOPSES

#### **SST 801: Theories, Problems and Institutions in Social Standards (2 units, LH 30)**

This Advanced Social Standard Theories course will illuminate some of the most influential as well as promising perspectives. In-depth analysis of theories like Theory of individual action by Talcott Parson, Self-categorization theory of Turner et al and Natural-law theory. This course will also explore other theories like social norms theory, cultural standards model, ecological theory, social identity theory, social rule theory, cost-benefit model, and game theory through the critical reading of theoretical and analytical texts. Students will engage with advanced concepts in social standards and will explore the connections between theoretical arguments and the practice of social standards in agencies and organizations.

**Learning Outcomes:**

At the end of this course, students should be able to identify the major theories in the tradition of social standards, discuss the assumptions and applicability of social standard theories and adopt a critique of each of the theories of social standards.

**SST 803: Social Standards Policy, Planning and Administration (2units LH 30)**

The course will focus on various international social standards on social policy planning and administration by ILO, World Bank, United Nations and so on. Topics such as social capital, economic development, community capacity building, project development, and social exclusion/inclusion will be discussed. The work of policymakers, social planners, and social administration and adherence to social standards of practice will be highlighted.

**Learning Outcomes**

At the end of this course, students should be able to distinguish between social policy, planning and administration; understand international social standards document as it relates to social policy, planning and administration as well as appreciate the role of policymakers, social planners, and social administration in formulating and maintaining social standards.

**SST 805: Advanced Research Methods for Social Standards (2 units, LH 30)**

This course focuses on analyzing the need for research as well as methodological problems for students. It discusses the ethics and politics of research; problem formulation; conceptualization and operationalization; measurement; validity and reliability; sampling; sources of data and the techniques of relevant data gathering (quantitative and qualitative). The course also examines issues in evaluating social standards documents as well as techniques of proposal and report writing. Computer Appreciation and Applications will be taught.

**Learning Outcomes**

At the end of this course, students will be able to:

- ix. Distinguish between experimental and non-experimental designs;
- x. Undertake the computerization of their research;
- xi. Articulate the process of evaluating social standards documents; and
- xii. Ability to conduct a research and write a report.

**SST 807: Statistical Methods in Social Standards (2 units, LH 30)**

This course focuses on the use of advanced statistical methods for social standards related data. Emphasis will be placed on analysis of descriptive data involving socio-economic variables such as age, social status, income and education as they affect different aspects of social standards such

vulnerability, health seeking , service delivery and utilization. Beyond mere descriptive analysis cross tabulation of bivariate and multivariate data will be discussed. Methods such as regression, correlation, factor analysis and analysis of variance (ANOVA) will be discussed. For purpose of projections, time-series analysis will be examined to aid in examining best-fit in social relations.

### **Learning Outcomes**

At the end of this course, students will be able to make distinction between the statistical methods to use in relation to their research problem, distinguish between statistic to be used for relational data and other non-probabilistic data and utilize the best and rigorous statistic for the peculiarity of their research design.

### **SST 809: Legal Issues in Social Standards, Law and Society (2units LH30)**

The course deals with the relationship between law (as an institution) and society. A critical analysis of the relationship between law and social structure; legislation, law enforcement, and the public will also be examined. Particular attention will be paid to the discussion of law and conflict resolutions, judicial behaviour, and the legal profession.

The content of the legal issues in social standards documents and implementation places emphasis on the people working with individuals, families, groups, communities and organization reflecting a broad spectrum of racial, ethnic sexual, gender and cultural backgrounds. Social issues such as perspectives on culture, sexual orientation, social change, and advocacy are explored in the context of how it will affect the social standards of an organisation. Additionally, issues related to organizational culture, social inequalities and deprivations; and human displacement within a fast changing world will be explored.

### **Learning Outcomes**

At the end of this course, students should be able to demonstrate an understanding of the laws governing the development of social standards and appreciate some of the legal issues in social standards documents and implementation.

### **SST 811: Inclusive Workplace (2 Units LH 30)**

This course addresses how to achieve an inclusive workplace; issues related to race, ethnicity, age, gender, religion, political opinion, sexual orientation, disability, and other aspects of diversity in work organizations. The course will also look at a key future issue in industrial and employment relations such as the challenges presented by an aging workforce. Here, we will look at both the public policy, public service rule, terms and conditions of employment as well as the aspects of aging and how these might impact the employment relationship.

### **Learning outcome**

At the end of the course students should have adequate knowledge of workplace inclusion in line with the ILO Convention on Discrimination (Employment and Occupation) Convention 111 which promotes equality of opportunity and treatment in respect of employment and occupation and appreciate key issues in industrial and employment relations.

### **SST 813: Fieldwork/Practicum ( 2units PH 60)**

Students are required to go on fieldwork placement at the end of the first session. For eighteen (18) weeks. The course offers the student an educational experience in an institution that has social standards for practice and it is being implemented. The purpose of the course is to integrate materials gained in academic course with practice in the field. At the end of the placement, the student will be expected to submit a field work practicum report to the Department using a departmental format. The field practicum here should focus on students going to various agencies and institutions to find out if they have different social standards guiding different aspects of their service delivery or practice. Then, also assess if they need help in developing one or implementing what they have. Also determine if the institution are being guided by the social standards they have set up.

### **Learning Outcomes**

The student is expected to have practical experience of how to implement social standards and know how to develop a social standards document.

### **SST 815: Valuation and Compensation (2units LH 30)**

The course is expected to develop the student's skills and knowledge to carry out valuations for rating and taxing purposes and assess compensation for compulsory acquisition and resumption of land with focus on maintaining social standards. Introduction to principles of Statutory Valuations, Types of valuations used for rating & taxing, Valuation of Land Act, Role of Court in Statutory Values, Specialist Valuations, Valuation methods of statutory valuations, Practical application in rating and taxing values, Principles of Acquisition and resumption, Land acquisition and compensation Act, Determination of compensation.

### **Learning Outcomes**

At the end of this course, students will be able to understand the standard practices in the carrying out valuation and compensation, demonstrate understanding of land acquisition and its associated problem as well as offer quality counseling on the subject where necessary.



### **SST 817: Social Standards, Emergency and Disaster Management (2 units, LH 15, 45)**

This course explores social standards required in emergency situations and the various strategies of handling emergencies in different localities based on the magnitude and intensity. The students will be exposed to various forms of social standards that need to be put in place in an emergency situation. Such topics like: Inclusion, human rights, equity, fairness and so on will be discussed. . Also, various forms of social and health voluntary organizations as well as the methods employed by selected agencies will be explored. The role of international organizations and global instruments governing humanitarian responses will also be evaluated.

#### **Learning Outcomes**

At the end of this course, students will be able to explain the social effects of disaster and emergency, understand the form of social standards that are required during emergency and disaster and also understand how to resettle at risk people in emergency and disaster using an approved social standards procedure.

### **SST 819: Social Dialogue and Collective Bargaining (2 units, LH 30)**

This course addresses how to ensure that workers participate through social dialogue in decision making affecting their rights at work. This is very important; in fact, it is one of the decent work components. The course will also look at the techniques adopted for effective collective bargaining strategy. Discussion would be centred on how to negotiate/ renegotiate the working conditions and terms of employment, and regulating relations between employers or their organizations and workers' organization.

#### **Learning outcome**

At the end of the course students should have adequate knowledge of social dialogue and collective bargaining, ability to negotiate the terms and conditions of employment as well as understand negotiable items and non-negotiable items during negotiation. This includes appointment, promotion, discipline and transfer.

### **SST 821: Land Law and Land Use Planning (2units LH 30)**

The course is in two parts, Part one expose students to Legal concept of Land, Doctrine of Estates, Concept of property rights and types of interest in land-Lease, Tenancy, license, Easement and other rights and interest in Land, Concept of land ownership and types of Land tenure system, Principles in sales, assignment, pledges and mortgages in common law and equity, registrable instruments and importance of Land Title Registration ,Land Use Act of 1978 and its implication on Land transaction in Nigeria, Land reform in Nigeria, ,Law of Agency. While in part two, students will be taught overview of land use planning concepts, frameworks, institutions, movements, and methods. Historical

evolution of planning, Objectives of urban & Regional Planning and Components of planning, Planning agencies and authorities in Nigeria, Development control and public participation in planning, Urban planning theories, Planning models and techniques and Concept of city, Rationale of Land use planning. Land use management system- Building code and regulations, Development Plan, Intensity of Development, Development Parameters, Systems and Procedures of plan approval, density, zoning, sub-division, development control etc. Planning and land values, site layout and analysis.

### **Learning Outcomes**

At the end of the course, students will be able to understand the land laws and administration in Nigeria and also understand the concept of land use planning and its application to national development.

### **SST 823 Research Project (6 units PH 270)**

In the third semester the student is expected to carry out an original research project on a standards practice/social service/social problem/ and write a report under the direct supervision of departmental staff. The research project is quantitative and qualitative. It will be based on library and/or fieldwork research. The research project report is to be defended before a panel of examiners to qualify students for graduation. The research project is to be written in five chapters:

- xi. Introduction;
- xii. Literature review;
- xiii. Research methodology;
- xiv. Data analysis; and
- xv. Discussion and Conclusion.

### **Learning Outcomes**

By the end of this fieldwork, learners will be able to;

- ix. Identify both quantitative and qualitative research design.
- x. Design research instrument and other tools to data generation and gathering.
- xi. Construct a sampling frame to match the research design; and
- xii. Identify suitable Analytical tools for data analysis leading to report writing.

### **SST 804: Social Standards in Medical/Mental Health and Rehabilitation (2 units, LH 15 PH 45)**

This course will discuss organization role, relationship values, beliefs and social standards required in the practice of medical and mental health. The societal perception of mental institution and the practice of mental health will be discussed. As a standard promotion of health human resources and

management, the course will examine mode of engagement, distinguish prognosis in medical and mental health. Ethics and culture of mental health in service delivery and utilisation will be discussed. The need to have a social standard in line with international best practices will be examined. Community health care role in promoting medical and mental health will be discussed.

Furthermore, the course introduces various forms of disabilities and their physical, emotional, social and economic impact on persons. The various forms of rehabilitation (physical, emotional, educational, social and economic) services available in Nigeria are also discussed as well as the social standards for working people living with disability. The organization of rehabilitation services and modern trends in rehabilitation projects such as community based vocational rehabilitation (CBVR) will be examined in line with international best practices and acceptable social standards. Current forms of skills acquisition useful for self-employment or employment in the formal wage sector will also be discussed. And so, the areas covered in the course include institutional care of challenged persons, community based rehabilitation, vocational and occupation rehabilitation services, social standards with refugees and internally displaced persons, rehabilitation of trafficked and abused persons, social policies for persons living with disability, rehabilitation services aimed at enabling chronically ill older adults with functional disabilities to gain considerable functional independence, and mental health care.

### **Learning Outcomes**

At the end of this course, students should be able to:

- ix. Discuss how values and beliefs affect social standards in medical and mental health care delivery;
- x. Explain the international best practices in medical and mental health;
- xi. Justify the need for more collaborative model of medical and mental health care delivery; and
- xii. Explain the concept of rehabilitation and social standards required when working people living with disability in the society.

**SST 806: Principles of Housing (2 units, LH 30)**

This course exposes students to the housing needs of families; economics, social; and psychological factors in owning/buying and renting a house. Housing standards, principles and design, and layout of different types of houses. Rural housing and community development. Local materials for rural housing. Public participation in rural development. A study of housing policies of Federal and State Government in Nigeria. Various methods of financing housing investment in the public, private, and cooperative societies.

**Learning outcomes**

At the end of this course students will be able to understand and demonstrate the basic principles of planning and designing a house as well as the various types of houses and their peculiarity.

**SST 808: Social Standards, Gender and Community Development (2 units, LH 30)**

This course aims to give participants a basic understanding in social standards that need to be adhered to when working with women in community development. The course will present obstacles for women in community driven development. Students will be exposed United Nations social standards in gender related enterprise. Also gender and development (GAD) approach and women in Development – WID with emphasis on differences and convergence will be highlighted. Furthermore, consideration will be given to social standards practices that emphasize equity and equality in gender representation for purpose of development.

**Learning Outcomes**

At the end of this course, students will be able to identify cultural factors that instigate gender discrimination in developmental drive, make distinction between WID and GAD as well as specify the international best practices that can promote gender-driven development.

**SST 810: Social Impact Assessment (SIA) (2 units LH 15 PH 45)**

This course will explain the specific and operational definition of social impact assessment (SIA) and how it (SIA) is a process of identifying and managing the social impacts of industrial projects. The various application areas of SIA in projects will be described. A comprehensive guide for social impact assessment in line with international best practices will be discussed. Distinctions will be made between Environmental Impact Assessment (EIA) and Social Impact Assessment (SIA).

**Learning Outcomes**

At the end of this course, students will be able to describe SIA, explain the specifics for carrying out SIA and distinguish between SIA and EIA

**SST 812: Industrial Relation and Labour Administration (2units LH 30)**

This course intends to expose students to how industrial relations practice, human resources and employment relations help organisation to maintain industrial peace and harmony in the world of work. Students will be exposed to various internationally recognized social standards required in industrial relations practice. It also enables the students to appreciate industrial relations history and the role of human resources management as well as employment relationships in the workplace. Furthermore, the course will expose students to the tools in which government uses to achieve International Labour Organisation's (ILO) decent work objectives. Such as: formulation, enforcement of labour legislation, supervision of national labour standards, employment and human resources development, research and statistics on labour, and offer solutions to the various and complex problems in the workplace.

**Learning Outcomes**

At the end of the course, students should be able to understand the history of industrial relations and how to apply it for industrial peace and harmony in the workplace and understand the role of labour administration in addressing complex problems in the workplace.

**SST 814 Criminal Behaviour, Deviance and Criminal Justice System (2 units LH 30)**

This course will introduce student to the various social standards required in the criminal justice system in line with international best practices. A make a clear distinction between criminal behaviour and deviance will be made. Individual and group behaviour of adults and juveniles that are classified as crime and delinquency will be discussed. The intervention between the criminal justice system intervention in crime and delinquency will be properly discussed. Theories of crime and deviance, typology of criminal behaviour and juvenile delinquency will also be covered.

**Learning Outcomes**

At the end of this course, students should be able to make a distinction between crime and deviance, classify behaviours as crime and delinquency appropriately and also explain social standards intervention of the criminal justice system in crime and delinquency.

**SST 816: Social Standards, Poverty and Human Security (2units, LH 30)**

The course examines the definition and measurement of poverty; incidence of poverty and its impact on the economy; structural and profile analysis of the poor in terms of gender and rural-urban composition. It will review the basic theories of economic development and the relevance and implications for poverty alleviation and gender equity. The course will also explore the understanding of the relationship between under development, gender inequalities and poverty as well as various

social standards by different organisations in poverty alleviation programmes. It will interrogate approaches to engendering development and poverty alleviation programmes; roles of Government and the private sector in enhancing gender equity and poverty alleviation in developing countries. While exploring the ‘feminization’ of poverty, the course will examine the role of gender in the interface of issues relating to human security e.g. security of life and property, food security, and access to basic needs such as food, shelter, clothing, education, employment, and a safe environment among others.

### **Learning Outcomes**

At the end of this course, the students should be able to identify the factors that generate poverty in the security, explain the impact of poverty in human security and also discuss different social standard put in place for implementing poverty alleviation programmes.

### **SST 818: Organisation and Administration of Social Welfare (2units, LH 30)**

This course will discuss the competing philosophic and ideological models of the role of the state in the provision of, and planning for, social welfare services to individuals, family and community. Various social standards by different agencies for implementing social welfare programmes will be discussed. Historical and comparative approaches to the problems of social policy and planning will be discussed. The theories of formal organisation and social Administration in human services will also be discussed. Key concepts such as control, coordination, budgeting, and personnel management will be examined. The nexus between social policy, planning and administration will also be explored.

### **Learning Outcomes**

At the end of this course, students will be able to operationalize the concepts of organization and administration of social welfare, explain the principles, techniques and social standards required in social welfare administration as well as discuss the characteristics of social welfare organization.

<b>NAME OF ACADEMIC STAFF</b>	<b>AREA OF SPECIALIZATION</b>	<b>DISCIPLINE</b>	<b>QUALIFICATION</b>	<b>RANK</b>
Professor Bogoro Patrick	PhD, Marketing, 2013 MBA Management, 1991 BSc. Business Management, 1983	Professor 2003/2004	FULL TIME	FRESH APPOINTMENT
Professor Singhry Hassan Barau	PhD, Management, 2016 MSc. Management, 2014 BSc. Business Administration, 1996	Professor 2008	FULL TIME	FRESH APPOINTMENT
Prof. YARIMA Babangida Ibrahim		Professor	FULL TIME	FRESH APPOINTMENT
Assoc Profesor Mallo Mangai Josiah	PhD Management, 2015 MBA, Management 2007 BSc. Business Management, 2001	Associate Professor 2008	FULL TIME	FRESH APPOINTMENT
Assoc. Professor Ali Ado Siro	PhD Criminology and Security, 2017 MSc. Sociology, 2010 BSc. Sociology, 1999	Associate Professor, 2010	PART TIME	FRESH APPOINTMENT
Assoc. Professor Kari Abubakar Garba Umar	PhD Political Sociology, 2014 MSc. Sociology, 2008 BSc. Sociology, 2001	Associate Professor, 2009	PART TIME	FRESH APPOINTMENT
Dr. MOHAMMED Mohammed Ishaq	PhD Real Estate & Facilitors, 2018 MSc. Estate Management 2012 B.Tech Estate Management, 2006	Senior Lecturer 2009	FULL TIME	FRESH APPOINTMENT
Dr. Abdullahi Nafiu Zadawa	PhD Project Management, 2017 MSc. Project Management, 2013 B.Tech Quantity Surveying, 2009	Senior Lecturer 2011	FULL TIME	FRESH APPOINTMENT
Dr. BALA Aishatu Hassan	PhD Agric. Extension, 2020 MSc. Agric. Extension, 2015 B. Agric. Tech. 2008	Senior Lecturer 2011	FULL TIME	FRESH APPOINTMENT
Dr. ABDULLAHI Salisu	PhD Agric. Extension, 2020 MSc. Agric. Extension, 2013 PGD Agric. Economics and Extension, 2005	Senior Lecturer I 2014	FULL TIME	FRESH APPOINTMENT
Adamu Abba	PhD, Sociology, 2017 MSc. Sociology, 2010 BSc. Sociology, 2003	Senior Lecturer		
Dr Suleiman Yuusuf Alhaji	PhD, Molecular Medicine, 2018 MSc. Molecular Medicine, 2013 BSc. Human Anatomy, 2008	Senior Lecturer 2019	FULL TIME	FRESH APPOINTMENT
Musa Usman Bawa		Lecturer I	FULL TIME	FRESH APPOINTMENT
Shittu Kassim Aliyu		Lecturer I	FULL TIME	FRESH APPOINTMENT
Dr. Usman Hamza	PhD Real Estates and Facilities Management, 2021 MSc. Real Estates and	Lecturer I,		

	Facilities Management, 2016 B. Tech Estate Management, 2012 B. Tech Estate Management, 2012			
Ibrahim Samirah Jibril	LLB, Civil Law, 2005 LL. M Public Law, 2014	Lecturer I		







