



DIRECTORATE OF ACADEMIC AFFAIRS

UNIVERSITY OF LAGOS

AKOKA, LAGOS

NIGERIA

STUDENT CENTRED LEARNING GUIDELINES

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Acronyms

APU	Academic Planning Unit
CBT	Computer Based Test
HRMD	Human Resources Management Division
LMS	Learning Management System
NUC	National Universities Commission
Q&A	Question and Answer
SAC	Student Advisory Committee
SCL	Student Centred Learning

Definition of Terms

Undergraduate

Postgraduate

Senate

SPGS Board

SERVICOM: acronym for Service Compact with all Nigerians, an agreement that Nigerian government parastatals, establishments, and institutions enter into with their customers/stakeholders to provide quality services to which they (the customers and stakeholders) are entitled in a timely, fair, honest, effective, and transparent manner. It is also used to refer to the sub-unit of the Quality Assurance & SERVICOM Unit.

Stakeholders those within the University who provide services to which staff and students are entitled. They include members of the University Governing Council, the University Management, the Senate, and both academic and non-academic staff. The second category are persons or agencies who/that are affected either directly or indirectly by the activities/service delivery of the University. These are members of staff of the University of Lagos and non-staff such as students, their parents or guardians, contactors, and agencies to which the University reports.

Quality Assurance an oversight function in which processes and procedures are put in place to monitor and evaluate conformance of employees of the University of Lagos with prescribed and expected standard of quality service delivery.

Self Sufficiency Test for New Academic Programme A Departmental Preliminary Assessment Self Sufficiency Test form is filled for either undergraduate or postgraduate programmes. It is required when the Department proposing a new academic programme reviews their carrying capacity against the proposed new academic programme. The form is obtainable at the Academic Planning Unit or downloadable at www.unilag.edu.ng.

1.0 Introduction

The University of Lagos's approach to Student-Centred Learning (SCL) places our students at the centre of the educational experience. We motivate our students to take control of their learning, fostering a more engaging and effective learning environment. Our course delivery is based on established pedagogic principles that align with the University's Learning and Teaching goals. The assessment framework sessions are well-structured, effectively using allocated time and actively engaging students. Diverse learning strategies are adopted with a blend of synchronous and asynchronous activities, flipped learning, problem-based learning, and the embedding of a coaching culture. The core academic activities utilise relevant visual and audio support, learning technologies, and practical resources to meet the learning objectives.

The course teams develop collaborative learning approaches facilitating partnerships between staff and students to enhance student engagement and success. Continuous dialogue between both parties enables students to become active members of a learning community ultimately promoting their development as independent learners who recognise and take responsibility for their learning.

In the design of the courses, the course teams leverage expertise from within and outside the University or partner institutions to enrich the student experience. This usually involves connections to industry, clinical practice, and the community, including mentors in work-based learning.

At the University of Lagos, individuals involved in course design, teaching, and student support recognise their role-model responsibilities. Thus, academic staff are expected to maintain a professional approach, demonstrate commitment to their field and its values, and engage in active and ongoing professional development.

Therefore, these guidelines provide practical direction for implementing student-centred learning (SCL) across all academic programmes at the University of Lagos. They serve as a reference for administrators, academic staff, and support staff to create and maintain an effective and conducive student-centred learning environment.

2.0 Goals for Adopting the Student-Centred Learning

Our Policy goals are to:

- i. Foster a culture of active learning that encourages students' participation in their learning process through discussions, debate, collaboration, hands-on activities, group problem-solving, and interactive simulations.
- ii. Provide personalised learning experiences that promote autonomy and self-directed learning.
- iii. Provide a collaborative learning environment where students work together, share ideas, and learn from one another building essential teamwork skills.
- iv. Support the development of essential life skills through curricula that challenge students to think critically and solve real-world problems through case studies, project-based learning, and inquiry-based activities.
- v. Provide an inclusive learning environment that respects diverse perspectives and learning styles to ensure all students feel valued and engaged.
- vi. Emphasis implementation of formative assessments which provide ongoing feedback, helping students identify areas for improvement and take ownership of their learning journey.
- vii. Adopt technology that provides access to diverse resources and enables innovative teaching methods and learning strategies.

3.0 The Student-Centred Learning (SCL)

Introduction

The Student Centred Learning (SCL) approach aims to give the student greater responsibility of enabling the student to think, process, analyse, synthesise, criticise, apply, solve problems, etc.

3.1 Objectives of SCL

- (i) To create a transformative educational approach that places students at the core of the academic experience
- (ii) To implement diverse, flexible learning approaches including e-learning policy.

- (iii) To develop comprehensive assessment frameworks that utilise multiple assessment methods providing timely and constructive feedback
- (iv) To establish and maintain an exemplary Division of Student Affairs
- (v) To establish comprehensive support systems such as academic counselling and mentoring, mental health and wellness, and personal development programmes support.
- (vi) To provide conducive learning environments that provide flexible and adaptable spaces and integration of advanced technological resources
- (vii) To create inclusive admission processes that recognise diverse educational backgrounds and ensure equal educational opportunities
- (viii) To attract and retain high calibre /good quality local and international students
- (ix) To promote self-reliance entrepreneurship and exemplary leadership skills and capacity
- (x) To empower faculty who can facilitate student-centred learning, use diverse teaching strategies and engage in continuous professional learning

3.1 Student Participation in Curriculum Development

At the University of Lagos, our student are an integral part of the curriculum development exercise which represents a transformative approach to education, creating a dynamic, responsive student-centered learning ecosystem. This structure of academic curriculum development involves fully immersion of our students in the learning process. In so doing we democratise the educational process, ensuring curriculum relevance and responsiveness. More importantly we create the platform for students to have a sense of ownership of their learning. This strategy is at the forefront of student-centred learning and inclusive education. It seeks to facilitate students' engagement and motivation, and creating the avenue for individualised learning and the development of self-directed learners ([Read more ..](#)).

Our holistic approach to student involvement goes beyond simple feedback mechanisms but a multi-dimensional, integrated system that touches every aspect of the educational experience. At the very beginning is the constitution of the curriculum design committees with diverse student representation, course design input, assessment method development, learning resource selection,

programme structure recommendations, classroom-level feedback, and student course experience evaluation.

By this, UNILAG as an institution has evolved from being a teacher-centred to student-centred, where our staff (academic and non-teaching support staff) engage in collaborative knowledge creation, valuing student creativity, supporting entrepreneurial thinking and fostering continuous learning.

3.2 Student Engagement in Active Learning

The University of Lagos has institutionalized the active student engagement mode to facilitate interactive and participatory learning experiences. Our students are exposed to several platforms to enhance collaborative learning activities. We offer tools/ skills sets that are;

- Visual (Charts, Diagrams, graphic representations, use of infographics, etc.),
- Auditory (Asking questions, discussions, use of videos and mnemonic devices, educational podcasts and recorded lectures, etc.);
- Kinesthetic (Laboratory experiments, role-playing, physical demonstrations, movement-based learning activities, and hands-on tasks, etc.);
- Analytic (Case studies, problem-based projects/assignments, data analysis, etc.);
- Reading/Writing (Essay writing, note taking, conducting research, reporting, and giving additional reading content).

These strategies serve to fully maximize students' potential thereby enabling them to achieve more meaningful educational experiences while equipping them with Critical Thinking Skills, Communication Skills, increased Autonomy and Self-Regulation, in order to enhance their creativity and confidence.

3.2.1 Teacher Operationalizing Student Engagement in Active Learning

The University of Lagos adopted way back a holistic approach to operationalizing our students' learning experiences. This albeit takes into consideration the peculiarities of each student towards achieving an easy-free academic experience. We deploy the following key strategies;

- i. Student Advisory Council drawn from the Departmental Student Association Executives in each Faculty come together to collaborate. Those representatives generate a pool of suggestions which are then channeled to the Quality Assurance Unit. This is a requirement for an inclusive environment where all students feel comfortable
- ii. Teachers are trained to commence their class session with an engaging activity or discussion related to the day's topic.
- iii. Due to the students diverse mode of learning options teachers adopt a mix of interactive discussions, group activities, problem-solving tasks, and hands-on experiences.
- iv. The seating arrangements are flexible purposefully to establish collaborative work zones in classrooms/laboratories/workshops.
- v. Students work together in peer learning to solve problems, discuss concepts, or complete projects.
- vi. We support clear classroom norms and encourage risk-taking in learning
- vii. Our students are challenged to apply concepts learnt to real-world scenarios.
- viii. We adopt inquiry-driven learning experiences thereby creating the opportunities for student-led discussions.
- ix. Our feedback are timely and constructive on students' contributions and performance to guide their learning and development.

The university continues to invest in cutting-edge, interactive learning technologies such as multimedia presentations, virtual simulations, adaptive learning platforms, collaborative online workspaces, real-time feedback tools, and AI-powered personalized learning systems for dynamic, engaging, and personalized educational experiences.

3.3 Assessment & Feedback

Effective communication of knowledge can be better ascertained when we receive feedback to assess if the information communicated has been understood. Assessment taken by our students allows us to gain clear insights on the extent to which the intended learning outcomes have been achieved. Several tools are available in this regards to gauge student progress including various assessment types; quizzes, projects, presentations, laboratory reports etc., these are part of learning methods/strategies. Thus, assessments are undertaken to give feedback that captures strengths and

areas for improvement. The university has a holistic, adaptive assessment and feedback approach that prioritizes student growth (enhances critical thinking skills, and enables them to take control of their learning while improving their vista of knowledge), technological innovation, procedure for student appeals, and continuous improvement.

Assessment should focus more on formative than summative and the learning process, not just outcomes emphasising student growth and development. Feedback on students' coursework and practical activities (based on the intended learning outcomes and relevant marking criteria) should be timely, detailed, specific, constructively critical, and growth-oriented, and provide personalised actionable insights and guidance to improve future achievement or performance.

Various feedback methods including feedback forms, in-text comments, or audio/video feedback are encouraged. It should be clear from the feedback how the overall mark for any assessment was determined. Feedback should be timely to enable students to learn from it, ideally before the next one and normally within two working weeks of the submission deadline. If this timescale cannot be met, a rationale and revised timescale for feedback provision must be communicated to students. To ensure timely feedback, work can be returned to students before external examiner consideration and Assessment Boards have taken place. In these cases, students should be informed that all marks are provisional (or 'unratified') and subject to External Examiner and Assessment Board approval.

Written feedback may be supplemented with oral feedback and additional academic tutorial support where appropriate. Tutorial support is crucial and must be available for any referred or deferred student on time before any resubmission opportunity.

3.3.1 Framework for Assessment and Feedback

The university encourages Facilitators (Lecturers) to integrate feedback on quizzes, essay tests, laboratory assessments, and other educational activities as an integral part of the class teaching and learning process. This approach ensures we get a clear understanding of student's progress and areas where improvement is needed. Feedback should be integrated into the learning process as assessment is more formative, making it an ongoing dialogue as much as possible.

In addition, for the feedback to be effective and beneficial to our students' learning experience it should be;

- i. Clear and specific to provide actionable guidance
- ii. Focus on learning, not just performance
- iii. Address behaviours and processes, not personal attributes
- iv. Prompt for the technologically enhanced learning process and within a reasonable time frame (2 weeks maximum) for face-to-face to allow students to recall and reflect on their performance while the content is still fresh in their minds
- v. Individualized to each student's performance, strengths, weaknesses, and learning styles.
- vi. Aligned with learning objectives and goals outlined in the course curriculum.
- vii. Provide clear pathways for improvement
- viii. Encourage self-reflection and promote a growth mindset
- ix. Delivered through an effective channel (the most appropriate based on the nature of the assessment) such as written comments, audio recordings, face-to-face discussions, or digital platforms.
- x. Provide clear pathways for improvement

Table 1: Assessment and Feedback

S/N	Type of Assessment	Assessment Focus	Whose Responsibility?	Feedback Mechanisms	Feedback Timeline
I	Semester Examination; Theory or CBT	Summative (Performance-based assessment)	Academic Staff	Detailed qualitative feedback	1 Month
ii	Laboratory reports/ experiments	Formative	Academic Staff/Students	Weekly progress review	1 week
iii	Quizzes – Theory or CBT	Formative	Academic Staff/Students	Weekly progress review	1 week
iv	Continuous Assessment	Formative	Academic Staff	Mid-semester comprehensive review	1 week
V	Research project	Summative (Performance-based assessment)	Academic Supervisor	Final performance review	End of 1 st or 2 nd semester

3.4 Assessment Tasks

Assessment tasks shift from traditional testing to authentic, performance-based evaluations that reflect real-world applications, fostering deeper understanding and practical skill development. Assessment tasks traditionally should empower students to take ownership of their learning journey while providing meaningful feedback on their academic progress for growth and development. These tasks are significant and are critical tools to measure student progress, understanding individual learning needs (in terms of subject matter, technical proficiency, and personal skills) and adapting teaching strategies to support personalized learning processes. While maintaining consistent standards across levels and courses, the assessment tasks ensure effective student evaluation, with each assessment being valid and reliable. They are to provide academic staff with valuable insights to guide instruction and support student success in achieving performance expectations. The performance expectations are learning outcomes, not instructional activities, and are the basis for assessments.

For modules delivered at multiple sites, assessments must be equivalent across all locations, with cross-moderation arrangements in place to ensure consistent marking practices. Assessment planning and scheduling should ensure balanced workloads for students, avoiding over-assessment.

We at the university of Lagos mandate through surveys by the QA & S unit surveys that assessment tasks should be interesting, challenging, and appropriate to the course level. We envision that this will provide our students with opportunities to develop, practice, and demonstrate academic and work-ready skills and attributes. Assessment methods should increasingly promote and encourage learner autonomy as students progress in their learning from one level to another. Innovative assessment approaches are therefore encouraged that align with emerging trends, albeit they should be explicitly evaluated, considering assessment outcomes and student feedback.

As much as possible, all courses should include opportunities for students to work and be assessed in groups. Consequently, in the design of assessment tasks, course teams should consider how to discourage academic misconduct, such as plagiarism and the inappropriate use of artificial intelligence (AI) tools. This can be achieved by using online tools to detect plagiarism and

collusion, and by designing assessments that require personalized responses or include components carried out under facilitator supervision.

3.5 Marking of Assessment

Assessed work are expected to be marked according to the Framework and Regulations for the relevant type of award and the Assessment Moderation Policy. Whenever possible, anonymized marking should be employed. Agreed marking criteria should be used to ensure consistency. For undergraduate courses, the University's generic marking criteria and rubric provide a framework within which course teams can develop their marking criteria relevant to the level, subject areas, and assessment types offered.

3.6 Technology Integration

The University of Lagos is being repositioned as a future-ready institution to achieve the goal of full digitalization of our system. To accomplish this bold initiative, we have invested in current and emerging technologies, including multimedia where appropriate, upgraded campus-wide internet connectivity, and created digital learning laboratories/hubs and innovation spaces.

A well-established student data management system and the adoption of learning management systems, and other online platforms like Zoom, Google Meet, and others for collaborative projects, virtual discussions/webinars, in addition to cloud-based educational resources in the library, have increased our resources and communication access in the university. Also, digital learning materials such as interactive e-books, video tutorials and lectures, virtual laboratories, interactive quizzes and assessments have been incorporated into the teaching/learning process.

These tools have enabled personalized learning paths and self-directed and collaborative learning opportunities which engendered higher motivation and satisfaction of the students.

4.0 E-Learning Policy

The University of Lagos in keeping with its vision and mission has embraced technology to provide seamless access to high-quality education with blended learning in operation in all faculties and the Distance Learning Institute (DLI). The e-learning is under the management of Adetokunbo Babatunde Sofoluwe Centre for Information Technology (ABS-CITS). The policy document deals with overarching principles applicable to e-learning in terms of standardization of presentation formats, course contents, delivery, assessments, learning environment and evaluation.

Our e-learning approach ensures respect for student diversity and needs, flexible learning paths, regular evaluation of delivery methods, autonomy with guidance and support, and appropriate procedures for student complaints. This policy is key to open and distance learning delivery at the University of Lagos Distance Learning Institute. <https://dli.unilag.edu.ng/>

4.1 Self-Learning Resources Development

The need-based assessment forms the basis for the self-learning resources development. This is done by conducting regular surveys to identify student learning preferences, analysis of course objectives and learning outcomes, mapping existing resources against curriculum requirements, and identifying gaps in current learning materials.

These resources are learning content and materials written in a manner that does not require any intermediary (teacher/ instructor) to explain the content. It enables the learner to study independently. Self-learning resources are in different media formats namely; Course content in study sessions (A study session is a weekly topic according to the Quality Assurance Work Plan template. [\(Read more\)](#)).

4.2 Online Course Delivery

Course delivery will be enabled through the university Moodle LMS to ensure students tracking and grading with more complex interactivity. The university will deploy innovative social and educational technologies and the best possible mix of media formats to improve the quality of its course delivery. [\(Read more .\)](#)

4.3 Assessment and Feedback

Assessments are an integral part of the learning process. Assessment protocols when properly designed should enable students to achieve the learning outcomes of the course in terms of content, knowledge, skills and attitudes as well as a broader range of transferable skills and employability attributes. Assessments will primarily be of two types: Formative and Summative. [\(Read more\)](#). e (E-Policy page 8). Feedback is meant to aid learning and improve future work. Feedback should serve any or some of the following purposes. To justify a mark, offer constructive criticism. [\(Read more .\)](#)

4.4 Student Support

Various learner support services and resources are provided to help students succeed in their studies and manage other areas of life that may affect their academic performance. These are broadly categorized into Learners' analytic services, Information services, Support for skill acquisition, Guidance and counselling, and follow-up on student engagement. ([Read more .](#))

5.0 Staff Development Programme

The HRMD will schedule professional development experiences for our educators, both academic and technical staff. The Staff Training Unit of the university will organize sessions to help staff update their skills on student-centred approach. Given the size of our workforce, we continue to encourage the use of dynamic networks like communities of practice to share best practices as well as the “train the trainers” principle. The ultimate goal of the university management is to instil in our staff a positive Classroom Culture that fully aligns with the university’s vision as a “future ready” tertiary institution.

5.1 Staff Training Unit Faculty Development Programme

The University of Lagos hereby presents a systematic and effective framework strategy that establishes the key steps for assessing the training needs of members of staff. This is in line with the University’s core value to ensure continuous professional development of the workforce, which ultimately enhances the capability to deliver excellence in education. ([Read more ..](#)).

6.0 Communication & Collaboration

Establishing effective lines of communication between students, stakeholders and educators is crucial for fostering a supportive and engaging learning environment. This will ultimately enhance the overall learning experience and promote academic success.

6.1 Guidelines for Communication and Collaboration

The University of Lagos is very intentional about creating an enabling environment where openness and transparency are encouraged. To accommodate the diverse preferences and convenience of our students, various communication channels would be deployed. A well-established, time-bound feedback mechanism is also in place. Some of the key communication strategies include:

- i. Identify Communication Channels for interaction between students and educators. These may include in-person communication during class sessions, virtual communication platforms such as email, messaging apps, or learning management systems (LMS), scheduled office hours for one-on-one discussions, and online discussion forums or chat rooms.
- ii. Promote Accessibility to ensure that both students and educators have access to the chosen communication channels.
- iii. Establish clear expectations for communication frequency, response times, and appropriate communication etiquette to ensure mutual understanding and respect.
- iv. Encourage Openness and Transparency in an environment where students feel comfortable expressing their thoughts, concerns, and feedback.
- v. Leverage technology to facilitate communication between students and educators. This may involve using online platforms for submitting assignments, conducting virtual office hours, or hosting live discussions and Q&A sessions.
- vi. Provide Timely and constructive Feedback on student work, assignments, and inquiries which enables them to stay on track and reinforces their learning progress.
- vii. Deploy Multiple Communication Options since students may prefer different communication methods.
- viii. Encourage collaborative communication between students and educators through group projects, discussion forums, and peer-to-peer learning activities. Collaboration enhances engagement and fosters a sense of community within the learning environment.
- ix. Continuously assess the effectiveness of communication channels and strategies. Solicit feedback from both students and educators to identify areas for improvement and make necessary adjustments.

7.0 Continuous Improvement in Student-Centered Learning (SCL)

A culture of data-driven continuous improvement which we have adopted at the university of Lagos is essential for optimizing student-centred learning environments. It enables educators to individualize instruction, promote lifelong learning skills, address diverse learner needs. provided training modules to assist our staff to optimize their teaching strategies, prepare students for dynamic work environments, and enhance our student motivation and engagement. By prioritizing

continuous improvement, we have enshrined a culture where the learning environments supports our students to explore opportunities to reach their full potential and achieve meaningful learning outcomes.

7.1 Guidelines for Achieving Continuous Improvement in the Delivery of SCL

Data-guided decision-making provides the best approach to continuous improvement in operations delivery. The university has deployed resources and have schedules to train our personnel to use data-driven insights for improvement in curriculum, instruction, and support services. Our strategies are to:

- i. Collect Baseline Data on student performance, engagement levels, and satisfaction with the learning experience. Such data serves as our reference point for measuring progress and identifying areas for improvement.
- ii. Use Formative Assessments such as quizzes, surveys, interviews, and classroom polls to gauge our student understanding. We equally gather feedback on teaching methods in order to adjust instruction and support individual student needs.
- iii. Provide Personalized Support and resources that assist our students to succeed, such as tutoring services, academic advising, counselling and accommodations for students with physical challenges.
- iv. Embrace Technology to enhance student-centred learning experiences through online platforms for interactive lectures, virtual simulations, multimedia resources, and collaborative tools. Our ABS Centre for Information Technology and Systems coordinates on the infrastructure upgrade.
- v. Continuously monitor student progress and assess the effectiveness of teaching methods/strategies and learning activities.
- vi. Celebrate Successes and Share Best Practices within the educational community to inspire and inform our staff.
- vii. Engage educators, administrators, parents, and other stakeholders in the continuous improvement process by soliciting input and feedback to ensure that student-centred learning initiatives are aligned with their needs and expectations.

8.0 Individualisation of Student-Centred Learning

Individualization of learning is essential in student-centred learning because it caters for diverse learning styles, addresses varied levels of prior knowledge, promotes intrinsic motivation. This model enables us at the university to facilitate differentiated instruction, encourage self-regulated learning, and fosters equity and inclusion. By tailoring instruction to meet the unique needs and interests of each student, we are able to create engaging and meaningful learning experiences that empower UNILAG students to achieve academic success and thrive in their educational journey. We are proud with the giant strides our students are making amongst their peers in the global space.

8.1 Framework to Individualize Learning in a Student-Centered Setting

The framework developed to guide the University of Lagos on the strategies to individualise our student learning experiences in a student-centred setting is well contextualized and in line with global best practices. The objectives and performance targets are highlighted as follows;

8.1.1 *Assessment of Individual Student Needs*

- i. The course lecturer conducts an overview of level of grasp of pre-requisite courses in the form of on the spot interactive questions or pre-assessments to gauge students' prior knowledge, learning styles, and interests.
- ii. The Data Management Office may use data and infographics prepared through questionnaire assisted by diagnostic tools to identify strengths, weaknesses, and areas for improvement.
- iii. Consider multiple intelligences and diverse learning preferences.
- iv. Implement formative assessments that provide ongoing feedback, by assisting students identify areas for improvement and take ownership of their learning journey.

8.1.2 *Flexible Curriculum Design*

- i. Develop a flexible curriculum that allows for differentiation based on student needs.
- ii. Provide a variety of learning materials, resources, and activities to accommodate different learning styles.
- iii. Incorporate project-based learning, real-world applications, and interdisciplinary approaches.

- iv. Ensure that course content reflects a variety of perspectives and experiences by including readings from authors of different backgrounds and presenting case studies that highlight diverse scenarios.

8.1.3 Inclusive Learning Environment

- i. Create an inclusive learning environment through the implementation of strategies that ensure all students feel valued, supported, and empowered to succeed.
- ii. Frequently solicit input from students regarding the inclusivity of the learning environment and make informed adjustments to teaching practices and course design based on feedback.

8.1.4 Personalized Learning Plans

- i. We encourage course lecturers to collaborate with students to create personalized learning plans that align with their goals and interests.
- ii. Course lecturers are expected using the topics in the curriculum to set achievable yet challenging goals to foster a sense of autonomy and ownership.
- iii. Design course materials and assessments accessible to all students, regardless of their abilities or learning preferences to provide multiple means of engagement and expression.

8.1.4 Technology Integration

- i. Leverage educational technology tools to facilitate personalized learning experiences.
- ii. Use adaptive learning platforms that adjust content based on individual performance.
- iii. Encourage the use of online resources, simulations, and interactive content.
- iv. Incorporate accessible technologies that support diverse learning needs, such as screen readers, captioned videos, and interactive platforms that allow for various forms of participation.

8.1.6 Small Group and Individual Instructions

- i. Rotate between whole-class, small-group, and individual instruction based on students' needs.

- ii. Provide targeted interventions for struggling students and enrichment activities for those who need more challenge.
- 9 Foster peer collaboration and learning through structured group activities.
- 10 Foster team spirit and respect for each other's ideas and viewpoints.

8.1.7 Continuous Feedback and Reflection

- i. Implement regular formative assessments to gather ongoing feedback on student progress.
- ii. Encourage self-assessment and reflection to promote metacognition.
- iii. Use feedback to guide instructional decisions and adjust teaching strategies.

8.1.8 Teacher as a Facilitator

- i. Shift the role of the teacher to that of a facilitator, guiding students in their learning endeavours.
- ii. Foster a supportive learning environment where students feel comfortable taking risks and exploring new ideas.
- iii. Encourage questioning, critical thinking, and problem-solving skills.
- iv. Involve students in decision-making about learning activities
- v. Provide choices in learning paths and assessment methods
- vi. Acts as a learning partner by modelling lifelong learning behaviours

8.1.9 Choice and Voice

- i. Provide students with choices in assignments, projects, and topics of study through discussion forums.
- ii. Incorporate student interests through co-creation of curriculum to increase engagement.
- iii. Foster a sense of commitment by allowing students to have a say in how they demonstrate their understanding.
- iv. Encourage student voice and leadership

8.1.10 Monitoring and Evaluation

- i. Regularly monitor and evaluate the effectiveness of individualized learning strategies.
- ii. Use data and feedback to make informed decisions about instructional adjustments.

- iii. Celebrate successes and continuously seek opportunities for improvement.

9.0 Course Design

The University of Lagos course design follows a structured approach, enabling students to progress from supported learning to negotiated learning and ultimately to independent learning as autonomous learners. We ensure our students are involved in the co-creation of their curriculum in order to cater for their individual needs and learning processes. This allows our style to be responsive and adaptive to peculiar requirements. The learning experiences we engender are envisioned to offer clear, aspirational pathways with opportunities for personal and professional development. It trains our students to make informed decisions about their future careers and personal growth.

Course offerings are inclusive by ensuring that no student is discriminated against or marginalized. This approach guarantees that all students have equal opportunities to participate in the learning process and demonstrate their achievement of the associated learning outcomes. This aligns with the University's duty to provide reasonable adjustments. As a matter of principle, course teams must strategically address potential barriers during the course design, validation, and delivery phases.

We take cognizance of the need for adjustments to support students with specific needs that cannot be preempted (e.g., due to a disability, health condition, or specific learning difficulty) following the University's Practice on Reasonable Adjustments for Students.

Furthermore, we acknowledge the diversity of student learning needs, which can only be satisfied by employing a variety of teaching and assessment methods that promote academic and personal development.

Courses are designed to encourage higher-order cognitive skills, critical thinking, and deeper learning. Ultimately, it should assist in fostering a culture that values learning and engages students as active participants in learning communities.

The course contents should be free from bias regarding all protected characteristics and inclusive in design. Expectations of academic success should be clear to the students. Learning outcomes should be clearly defined for each module, level of study, and course, so that students, staff, and

other relevant stakeholders understand what students are expected to achieve upon completion, and how each module contributes to the overall course learning outcomes.

10.0 Credit Hours

Following the Framework and Regulations for the relevant type of award, we ensure clear stated hours of student learning (including formal contact time, tutorial support, independent study, and assessment activities) associated with each 20 credits. The breakdown of study hours is clearly outlined in each module specification. Students are provided with clear schedules for their planned contact time and related assessments for each module, year of study, and the overall course, enabling them to plan and manage their study activities. While these statements outline the normal learning experience for students, individual experiences are shaped by their engagement with additional study and learning support opportunities and independent learning activities.

11.0 Learning Space

In line with the University of Lagos core values, we strive to foster a conducive learning environment that encourages students to be at their best and excel. We will deploy resources and undertake partnerships to:

- Provide suitable teaching spaces (lecture rooms, lecture theatres), practical workspaces (laboratories, workshops), and equipment for teaching and research relevant to all our subject areas.
- Make appropriate learning resources available, including digital resources.
- Provide access to appropriate digital technologies, including wireless connectivity on campus
- Make available remote access to resources and services, such as through the online learning environment (e.g., Brightspace).
- Ensure quiet study and social spaces.
- Provide appropriate student support and guidance, including a Personal Academic Coach (or equivalent)

- Provide access to specialist support services (e.g., disability and wellbeing support, counseling, or financial support via referral to external specialist advisory services).

12.0 Conclusion

In conclusion, the University of Lagos' commitment to Student-Centred Learning (SCL) reflects a transformative approach to education that empowers students to take ownership of their learning journeys. We place our students at the heart of the educational process. The university fosters an environment that encourages active participation, collaboration, and self-directed learning. Through innovative teaching methods, such as problem-based learning, flipped classrooms, and coaching culture, the university of Lagos enshrines a culture of dynamic learning experiences that cater to a wide range of learning styles and preferences. This mechanism guarantees that our students are actively engaged and equipped with critical life skills.

The integration of continuous assessment, personalized feedback, and cutting-edge technology enhances the SCL experience by promoting critical thinking, autonomy, and the application of knowledge in real-world contexts. The university's commitment to active student engagement and the co-creation of curricula ensures that students play an integral role in shaping their educational experiences. This not only heightens their motivation but also prepares them for success in an increasingly complex and interconnected world. The framework for ongoing professional development further strengthens the teaching faculty's ability to adapt to the evolving needs of learners, fostering a supportive learning environment.

Ultimately, the University of Lagos' Student-Centred approach promotes continuous improvement in both academic and personal development, as well as inclusivity across diverse student populations. The emphasis on individualized learning plans, flexible curriculum design, and collaborative learning strategies prepares students to thrive as independent learners and future leaders. By embracing these principles, the University is setting a benchmark for modern education, ensuring that its graduates are not only academically successful but also equipped with the critical thinking and leadership skills needed to excel in their future careers.

Appendix 1: Information and Guidance on Assessments

Information on assessments should be clear and easily accessible to students. The following details should be provided:

- a) An assessment summary for the entire course within course handbooks.
- b) Details of formative and summative assessment tasks for each module within module specifications.
- c) An annual assessment schedule issued at the beginning of each academic year, including information on summative assessments, submission deadlines, and expected feedback dates within the University's three working week turnaround time.
- d) A detailed assessment brief for each individual assessment task provided to students as early as possible within the module, including:
 - assessment title
 - weighting as percentage of total module assessment and whether it is a core or non-core component of assessment
 - module learning outcomes assessed
 - hand-out date and submission deadline
 - confirmation of whether late submissions are permitted
 - submission procedure
 - expected feedback dates within the University's three working week turnaround time
 - assessment aims
 - assessment guidelines giving clear and specific information on the task, associated word count (or equivalent) limits and any special presentation requirements
 - marking criteria linked to learning outcomes.

Appendix 2: Assessment Word Count Limits

Word count limits (or equivalent) should provide students with a clear indication of the minimum and maximum acceptable length of a piece of assessed work. The word count should include the main body of text (including quotations, in-text citations, footnotes, tables, diagrams, and graphs) but not reference lists, bibliographies, or appendices. While the University does not apply standardized penalties for not adhering to specified word limits, students should be aware that not

meeting the minimum or exceeding the maximum word count may affect the academic judgment of their work and could result in a lower mark.

Students should receive appropriate advice, guidance, and support for their coursework assessments and examination preparation. This may include practice in assessment techniques before summative assessments (e.g., through formative assessments) and/or opportunities to receive feedback on their work before final submission (e.g., via tutorial time, submission of essay plans, peer assessment opportunities, or group review sessions). Pre-submission feedback should not include any indication of a speculative mark.

Appendix 3: Assessment Submission

Course teams should require students to submit assessed work online to facilitate the use of online plagiarism detection tools. The online submission process should be documented to ensure that both staff and students fully understand their responsibilities and the processes involved.

Where online submission is not possible (e.g., artefacts or poster presentations), students must submit a summary of the assessment (e.g., a photograph of the artefact) to ensure there is a digital record. The original assessment should also be submitted to the relevant Assessment Office (or equivalent). Students should receive a receipt, which they need to retain until after the relevant assessment period. Assessment Offices should maintain records of all receipts issued for each assessment period.

According to the Extenuating Circumstances Policy, students with extenuating circumstances may submit a claim for additional time to complete assessments, either in the form of self-certified additional time, an extension, or a deferral of the submission deadline, usually to the next assessment period following the relevant Assessment Board. Work submitted late without approved extenuating circumstances are subject to a penalty as outlined in the Framework and Regulations for the relevant type of award.