

THE OPEN UNIVERSITY OF TANZANIA



**POLICY AND OPERATIONAL
PROCEDURES ON STUDY
MATERIALS**

DECEMBER, 2009

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List of Abbreviations

DRC	Director of Regional Centre
DRPC	Director of Research, Postgraduate and Consultancy
DVC (AC)	Deputy Vice Chancellor (Academic)
DVC (RS)	Deputy Vice Chancellor (Regional Services)
DVC(RM)	Deputy Vice Chancellor (Resources Management)
ELMS	E-Learning Management System
FRPC	Faculty Research, Postgraduate and Consultancy Committee
FRPC	Faculty Research, Publications and Postgraduate Committee
ICT	Information Communication Technology
IET	Institute of Educational Technology
IGNOU	Indira Gandhi National Open University
LMS	Learning Management System
ODAF	Open Data Foundation
ODL	Open Distance Learning
OER	Open Educational Resources
OPRAS	Open Performance Review and Appraisal System
OU – UK	Open University of United Kingdom
OUT	Open University of Tanzania
PMU	Procurement Management Unit
RPPC	Research, Postgraduate, Publications and Consultancy Committee
RSP	Rolling Strategic Plan
SMs	Study Materials
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TCU	Tanzania Commission for Universities
VC	Vice Chancellor

FOREWORD

This is the first policy and operational procedures on study materials, developed by the Open University of Tanzania. The policy was approved by the OUT Council, during its 66th meeting held on December 21st, 2009.

Since its establishment, OUT has relied on print-based study materials, as the main avenue for knowledge transfer. Although there were established rules and guidelines on writing of study materials, there were still many gaps in the process and in particular, the absence of a quality assurance monitoring tool, to ensure compliance with institutional standards. A number of the study materials that have been written by contracted non-OUT staff, and some had no prior training on how to write Study Materials for ODL.

Recently, the university, through funding support from Sida, has been able to customize the open source e-learning platform widely known as 'MOODLE', thus creating its own e-learning platform. This policy, takes into account the need for all print based study materials to have formats that are compatible with the e-learning management system (LMS). Henceforth, that are staff who are able to convert their study materials to the LMS mode will be awarded some points that will count towards their promotion as per OUT HRM policy.

It is hoped that this policy will be read and understood by all academic staff and management, so as to smoothen the processing of study materials, from the conception, printing, distribution and uploading to the OUT intranet.

Prof Tolly S.A. Mbwette

Vice-Chancellor

ACKNOWLEDGEMENTS

The preparation of this policy, was only possible through hard work and dedication of the core team, consisting of six people, i.e Dr Emmanuel Kigadye, Dr Susan Kolimba, Dr Josephat Saria, Miss Bahati Mbilinyi, and Miss Margareth Kamugisha under the guidance of the DVC (Academic). I wish to acknowledge the team's effort and its willingness to work beyond official hours. No words can express our gratitude to the Management and all other staff of the Open University, who in one way or the other, gave suggestions and ideas that helped to shape the policy and operational procedures to their present state during the stake holder workshop that was held on 29th July, 2009.

Finally, we acknowledge the support and commitment of OUT participating organs and management, to the realisation of its vision of providing affordable and quality education.

Prof Elifas Tozo BISANDA
Deputy Vice Chancellor (Academics)

Dar es Salaam
December, 2009

Chapter 1: INTRODUCTION

1.1 Background

The Open University of Tanzania (OUT) was established by an Act of Parliament no 17 of 1992, as the first Open and Distance Learning (ODL) institution of higher learning in Tanzania. By the beginning of 1994 OUT started enrolling students in its undergraduate programmes. Following enactment of the Universities Act No. 7 of 2005, the OUT Act was repealed and replaced by the 2007 Charter, which became operational from January 2007.

OUT has since grown into one of the leading public universities in the country. It has 25 regional centres in all mainland regions of Tanzania, including the two coordinating centres in Zanzibar and Pemba. OUT also has one coordination centre in Kenya, hosted by Egerton University. There are prospects of opening more centres in the country as well as in other East African countries.

As an ODL institution, the OUT delivers its instructions to students mainly through hard printed study materials. Despite current progress in ICT and OUT adopting MOODLE as the official academic electronic platform, the majority of OUT the majority of OUT students are likely to continue to depend on printed matter due to internet connectivity limitations, that are persistently a problem in some upcountry regions. The increasing costs for printing and distribution of study materials are pushing OUT to establish its own printing facilities. The University is now looking for potential investors, to build and run a printing press at its new headquarters at Bungo, Kibaha within the position of land designated for third party investment.

1.2 The Rationale for Policy on Study materials

When OUT started its operations, it needed to quickly establish the necessary tools for delivering its programmes. In the absence of concise text and reference materials related to the curriculum, the university started by borrowing study materials from enactment of other universities and specifically from Abuja, Nairobi University and IGNOU. It also commissioned its own staff, as well as staff in other higher institutions in the country, to write study materials for the increasing number of courses that were being offered. Writers were partially remunerated, and there were no clear undertakings for the writers to surrender their intellectual property to the OUT. The OUT basically continues to make reprints of the books for free distribution to its registered students. In the past few years, OUT has carried out review of its curriculum, and established new programmes at the same time. The writing of study materials has continued to be done in an adhoc manner. In the absence of a policy to guide writers, and without sufficient motivating incentives, very few study materials have been reviewed to be in harmony with the revised curricula.

The Deputy Vice Chancellor (Academic) has the mandate to supervise the writing and review of study materials up to the stage of production of the original. Then, once the books are approved for printing, the mandate for following up printing and distribution of the books is with the Deputy Vice Chancellor (Regional Services). This clear division of labour amongst the two DVCs need to be clearly stated in the policy. It thus clearly ascribes the role of Deans of Faculties or Directors of Institutes, as the sole custodians of the original manuscripts and soft copies of the study materials and any reprints should always originate from the Dean/Director. With the establishment of Departments, this role may flow down to the Heads of academic Departments. On the other hand, whereas the DVC (RS) is charged with printing and distribution, the manuscripts are sent to printers through the Procurement Management Unit (PMU), who, together with the storekeeper, operate under the Deputy Vice Chancellor (Resources Management). The DVC (RS) has therefore no direct control of the procurement process, as well as the stock control.

The proposed policy on study materials, aims at streamlining the management of study material writing, publication, printing, distribution and periodic review, in line with existing management structures at the OUT.

1.3 Vision and Mission

The Vision statement of the Open University of Tanzania is gearing it, "To be a leading world class university in the delivery of affordable quality education through open and distance learning, dynamic knowledge generation and application".

This study material policy and strategy, has the vision for the OUT, "To advance the delivery of knowledge through quality and affordable SMs consistent with current developments in ICT and ODL".

The OUT has a mission, "To continuously provide quality open and distance education, research, and public services for sustainable social economic development of Tanzania in particular and the rest of Africa".

This study material policy and strategy, has a mission to, "To provide open educational resources for supporting ODL to meet the growing needs of knowledge and advancement of technology in Tanzania and Africa".

1.4 Objectives

The main objective of this policy is to improve the preparation, quality and availability of study materials produced at the OUT.

The following are the specific objectives of this policy:

- (i) To encourage OUT staff to write new study materials and review existing ones.

- (ii) To improve the quality of study materials in terms of academic content and presentation.
- (iii) To increase the number of available study materials thus encouraging more students to enrol with the OUT.
- (iv) To provide clear guidelines to potential authors, thus reducing time used for editing and review.
- (v) To keep the study materials abreast with conventional knowledge trends, while at the same time remaining in harmony with curricula.
- (vi) To reduce the quantity of dead stock of study materials in stores at the HQ as well as in regional centres, through unregulated printing, distribution and unreliable stock records.
- (vii) To streamline the internal procedures of preparation of study materials at OUT.

Chapter 2: STATUS OF STUDY MATERIALS AT OUT

2.1 Analysis of the Internal Environment

The OUT has been witnessing a rapid growth in its enrolment, and parallel expansion of academic programmes. The development of the institution has been charted carefully through its five year Rolling Strategic Plans (RSPs). The OUT has in the past depended on study materials for the delivery of learning to its students with exception of the B.Sc (ICT) programme. However, mainly the setbacks in the university's fast expanding enrolment and programmes, has been the absence of clear policies and operational procedures on writing, publication, printing, review and distribution of study materials. Currently, a number of its publications are outdated and they need to be reviewed. With recent changes in the curriculum of some programmes, there has one can see gaps between the requirements and supply of the needed study materials.

Furthermore, there has been no comprehensive policy to guide the size and content of study materials. Whereas some courses have one unit, there are other courses with two or three units. Somehow, it is difficult to distinguish study materials prepared for one unit courses from those for three unit courses. The study materials have no direct bearing on the learning time and no policy guidance on the size of study materials in terms of course units. We think the study material ought to be representative of actual lecture hours, and criterion have to be in place to ensure that the study material has coverage that can be correlated to equivalent teaching time found in face-to face universities.

Directors of Regional Centres are responsible for ordering and distribution of study materials to students, depending on needs. However, there appears to be a lack of accountability on quantities of study materials that are not taken by students, when the DRC overestimates the demand (order). Also the quality of print in some released study materials has left a lot to be desired therefore demanding that Faculties and DVC (RS) will have to confirm the print quality prior to acceptance by stores in the future. In the absence of a clear catalogue of study materials, DRC are left to guess as to which books to order. Somehow, there is no database from which students and staff could search for stock materials with specific topics/keywords. It is also well known that some students see no value in the study materials or books, and throw them about after completing studies.

In order to understand the status of study materials at OUT, it is important to conduct a Strength, Weaknesses, Opportunities and Challenges (SWOC). This will help reveal areas where policies and operational procedures need to be focused.

2.2 Strengths

1. A wide and large collection of study materials exist
2. A system for editing and publishing books exists

3. Most of the OUT are written according to ODL system requirements and are thus reader friendly
4. There are already authored materials Course outlines as the baseline for writing the SMs where most of the SMs do not exist.
5. OUT has developed capacity for writing SMs in collaboration with authors from other Universities
6. A number of study materials are available in soft forms.

2.3 Weaknesses

1. In some subjects only course outlines exist, which are nevertheless inadequate
2. Most of OUT SMs are outdated and need to be reviewed to be in line with changing curriculum
3. OUT has no mandate to review SMs obtained from other Universities
4. Most of OUT the new academic staff lack ODL writing skills.
5. There are already have many books in storage – that cannot be matched to the current courses
6. Non existence of an electronic database on SMs
7. Most of the SMs do not match with credit rating of the subject due to delay in updating.
8. Distribution: Monitoring and control of the SMs resources is not comprehensive
9. Editing and publishing unit is inadequately equipped, lack adequate expertise
10. Non existence of a proper functioning process of preparation, Reviewing, approving and Registration of the SMs
11. Inability to effectively utilize donated resources for SMs productions eg OU-UK; (ODAF project) due to absence of Faculty direction
12. Absence of a printing unit at OUT
13. Incentives for writing SMs are inadequate
14. There are a number of many new courses for which there are neither SMs nor course outlines but they are on offer
15. Training is needed for academic staff, on writing SMs for ODL
16. Poor storage, packing and distribution of SMs
17. Poor stock records on SMs both at HQs and regional centres with no reliable system of updating in spite of taking annual stocks
18. Accumulating debts from printers of OUT SMs, and delays in releasing books
19. Frequent changes and review of curricula
20. Lack of incentives to encourage conversion of study materials to be in e-learning format

2.4 Opportunities

1. OUT materials are widely used by other Universities/Students in Tanzania
2. Potential linkage with other Universities through preparation of OER
3. Existence of many EORs over the web from which references can be drawn

4. OUT e-learning management system is developed countries, hence new SMs will be adapted for uploading on the LMS
5. Existence of an extensive base of writers from OUT and other Universities

2.5 Challenges

1. OUT books are being copied and used by other Universities without observation of intellectual property rights
2. Utilization of new technologies like Teleconferences, e-learning and mobile communications
3. High cost of distribution
4. Poor quality of print
5. Non availability of an electronic catalogue (database of SMs)
6. Dependence on external staff most of whom have no training in ODL writing skills
7. Poor ICT infrastructure that limits the use of e-resources and e-media.
8. High cost of printing

Chapter 3

POLICY AND OPERATIONAL PROCEDURES FOR STUDY MATERIALS

3.1 Introduction

The Open University of Tanzania, being a distance education institution of higher learning, will develop and distribute study materials for its students. These policies are to guide the process of material development, registration, printing, distribution, review, incentives to writers, and issues of copyright ownership.

An open and distance learning (ODL) text generally contains at least six components: Self-pre-test, advance organizer, body of text, activities, feedback, and self-post-test (Rahman, 2006). The study material design is based on the basic principles that facilitate effective self learning. The learner should know clearly the learning objective, and therefore be able to follow step by step, the text, while making self assessment of the learning objectives. The process of developing ODL materials has four essential stages: Pre-planning stage, Planning Stage, Authoring stage, and Production Stage.

During the Pre-Planning stage, the following activities are necessary:

- Preparing a rough syllabus for the course
- Finalization of the syllabus after discussion in a workshop and curriculum committee
- Approval by the Undergraduate or Postgraduate Studies committee and the Senate
- Holding Writers and Editors Workshop
- Preparing the model module
- Writer and Editors Selection.

When planning a course for distance education, the following questions are considered:

- What is the subject matter and content of the course?
- What is the aim and objective of the course?
- How much time will students need to complete the course (study and assessment)?
- Who are the target audience (their levels of education, their employment status)?
- What other resources will be provided with the textbook?
- How will the course be assessed?
- How long will the course be? (i.e. approximately how many credits/units?)

During the authoring stage, the following activities are involved:

- Authoring the manuscript

- Collecting the manuscript from the authors (usually by programme coordinator or head of department)
- Sending the manuscript to referee for content review
- Editing of manuscript
- Obtaining copyright permission

The production stage involves:

- Word processing and typesetting
- Style editing
- First proof reading
- Team review meeting
- Making corrections of text and illustrations
- Checking of style and setting
- Second proof reading
- Corrections
- Final check by author and instructional designer
- Printing

Distance learning courses are organized as a number of connected, but discrete modules. Each module is a self-sufficient study material, consisting of well planned teaching notes and activities to allow students to learn independently at their own pace. Modules may be divided into sub-modules, which may take the form of a unit/section/chapter and lesson. A good module should be interactive, conversational, self-pacing and pedagogically sound.

3.2 The Structure of a Study material for ODL

3.2.1 Situational analysis

At present there are some Study Materials which have not been written according to the ODL format. In addition the ODL has various courses on its curriculum, some with one, two or three units credit. However, the structure of the Study Materials has no relation to the credit rate of the subject.

3.2.2 Policy statement(s)

- (i) The study material must be in harmony with self-learning ODL structure, for easy reading and should present a clear dialogue between the learner and the tutor.
- (ii) The content of the study material should also reflect the credit rating of the course, as may be agreed, in terms of modules or chapters covered.

3.2.3 Strategies

A one unit subject is normally equivalent to 3hr/wk lectures semester course. One should therefore present the study material in TEN (10) lectures, where each

module represents one week lectures. Similarly, a TWO (2) unit course should have TWENTY (20) lectures, and a three (3) unit course will have thirty (30) Lectures. Each unit may be provided as a separate volume. The material for ONE lecture will be equivalent to three hour face-to-face lecture.

The study material is not a stand alone text for the subject, hence authors must indicate the additional references (bibliography) for students extra reading.

3.3 Planning to Write a Study Material

3.3.1 Situational Analysis

The OUT has many courses that it has been offering over the years. Some of the courses are accredited by the TCU, and have clearly outlined syllabi. However, it is always hard to get access to the syllabi, as the departments/faculties have not published the approved syllabi for public dissemination. It is therefore necessary for every faculty/institute to publish their programme specification and to make their validation document that was approved by TCU available to all potential study material authors.

There have been cases, where OUT Materials have been authored by staff, deemed unemployable as academic staff using existing regulations approved by TCU.

Some Authors, have been asked to write study materials, without having gone through training on how to write for ODL. As a result, the materials look no different from standard text books, neither have any interactivity.

There have been some cases, where some authors made a commitment to prepare study materials, but could not meet their obligations timely. On the other hands, some staff embarked on writing of study materials without prior approval and signing of contracts to do so. The institution only came to know about it, when the staff claimed for remuneration!

3.3.2 Policy Statement(s)

- (i) A request shall be submitted to the DVC (Academic) by the department through the Dean and DRPC, indicating intention to write or revise study materials.
- (ii) The proposal to write a study material shall be accompanied by comprehensive CVs of the authors, and copies of their degree certificates.
- (iii) Authors should possess a certificate in ODL from the Open University of Tanzania or any other recognized university.
- (iv) Authors shall sign a contract with the OUT, in which all the terms and conditions for the assignment and copyright issues are specified.

3.3.3 Strategies

The following strategies are required for the planning stage:

- The proposal will have a clear time scale on all key milestones in the development process.
- The proposed table of contents will clearly match what is specified in the syllabus.
- All authors will be qualified and certified to write for ODL.
- Existing learning resources for that subject will be indicated.
- All proposals will be scrutinized and recommended to Senate by RPPC for Approval.
- The office of DRPC will maintain a register of all approved study material proposals and the signed contracts.
- Guidelines on how to prepare study materials for ODL must be provided to all authors at the point of signing the contract.

3.4 Writing of a Study material

3.4.1 Situational Analysis

Some writers have written using difficult language, and introduced abruptly advanced concepts without consideration of the level of the intended learners. The structure of the materials is not uniform due to freedom given on choice of fonts, font size, line spacing, margins, etc. Sometime keywords to define new concepts etc have not been explained. Tables and Figures are not numbered, and all references used were not cited, using a common style (usually the Author, Year - style). Generally, citation has been very poor. Authors sometimes use styles which are not suitable for ODL. Therefore are not easily convertible to e-learning style. Some SMs do not contain clear illustrations.

Currently, four types of materials are produced for students as study guides:

- (i) Course Outlines: a very brief summary stating the major topics and indicative content.
- (ii) Extended Course Outlines: A slightly detailed outlines of the major topics with deeper coverage of the syllabus than the course outline.
- (iii) Compendium: a concise, yet comprehensive compilation of a body of knowledge.
- (iv) Study Material: A complete, detailed and well illustrated ODL material that is standard for student use.

3.4.2 Policy Statement

- (i) The manuscript must be prepared according to the requirements of ODL, such as to support easy self learning, self assessment, dialogue, possibility to transform it to an e-learning resource on the ELMS.
- (ii) Writers shall follow the format as described in the guidelines for Study Materials provided.

3.4.3 Strategies

The following documents will be in place:

- Guidelines on how to prepare study materials for ODL
- The syllabus of the subject for which the study material is intended.
- List of existing study materials and course outlines that support in part or in full, the given subject.

3.5 Incentives for Writing Study Materials

3.5.1 Situational Analysis

At present, staff who prepare study materials are given a once for all honorarium of about TSh 1000,000 irrespective of the size of manual, or the credit rating of the study material. There is no provision for review of the manuscript, after feedback from students and other readers/users. The remuneration also assumes total surrender of copyright to the Open University of Tanzania. Because of the low level of incentives provided, very few of the academic staff bother to embark on writing or reviewing of study materials.

Overtime, OUT academic staff, have been having a heavy workload, which involves invigilation, marking, supervision of field practice, etc, thereby having no time to write.

Currently, staff who write study materials, are also receiving publication points towards promotion. However, the same is not applied for those who successfully upload their materials on the e-learning platform.

3.5.2 Policy statements

- (i) Remuneration for writers shall be based on the content of the manuscript, taking into account the number of units. The University shall set limit to the maximum payable amount per unit, from time to time.
- (ii) The mode of disbursement of the funds at various stages of the process shall be specified in the contract.
- (iii) The Authors shall be required to sign a declaration surrendering copyright ownership to the OUT.
- (iv) The OUT shall set a maximum period within which authors must submit the final manuscript.
- (v) Reviewers of Study materials shall be remunerated at the rate of 20% of the remuneration of authors.
- (vi) Editors of study materials shall be remunerated at the rate of 10% of the remuneration of authors.

3.5.3 Strategies

OUT shall prepare a clear guide on incentive scheme for remuneration of writers taking into account, the number of units.

Writers who successfully convert their study materials to e-learning platform shall be remunerated accordingly.

Final payment shall only be released when the study material has been fully edited and typeset, and is ready for printing. For the case of e-learning content, the final payment shall be made when the content has been reviewed and uploaded on the LMS.

The contract shall clearly state the terms and conditions of the activity, including remuneration, time scale, and any other related activity/responsibility.

The study material writing proposal shall have to state the number of units expected, and an approximate number of pages for each unit. A set maximum limit of pages for one unit course will be 120 pages, and minimum will be 60 pages, including illustrations.

The OUT shall institute a penalty for authors who fail to submit the manuscripts in time, which may include termination of the contract.

3.6 Conversion of Study Materials to e-Learning format

3.6.1 Situation Analysis

The recent developments in ICT, have increasingly favoured the use of electronic media at the expense of printed media, due to the significant differences in the speed and cost of delivery. Currently, the OUT is constructing its e-Learning Management System (LMS) that uses an open source software, 'Moodle'. The wide range of existing study materials available, ought to be converted to the LMS so that the resources can be accessed by registered students through the OUT website.

There are no incentive schemes to encourage academic staff who have developed study materials, to convert them to the LMS.

3.6.2 Policy Statements

- (i) Study materials converted from print to e-learning shall not earn any publication points. However, new e-resources that had not been published as study materials, shall be considered at the same level as study materials, and subject to review, can be used for promotion purposes.
- (ii) The remuneration for converting study materials to e-learning resource shall be at the rate of 40% of the remuneration for producing a study material.

3.6.3 Operational Procedures

The department responsible for E-Learning shall organize regular training sessions to staff how to design and upload materials to the LMS. Students will be trained on how to use the LMS, on regular basis during the face to face sessions.

3.6.4 Strategies

The following strategies are to be in place:

- Every Dean/Director shall declare clear targets as to how many study materials are to be digitized annually, in his/her OPRAS.
- The Head of the E-Learning unit will report regularly on the courses that are currently available on the LMS.
- The DRCs shall report regularly on the number of learners currently using the LMS.
- The OUT management shall ensure that all Heads of Departments have up to date computing facilities to enable their staff develop e-learning resources.

Chapter 4

QUALITY ASSURANCE PROCEDURES

4.1 Situation Analysis

As has been stated in 3.3.1, there has been no comprehensive QA mechanism to screen the credibility of writers, i.e. their qualifications and capability to write for ODL.

The process of application, appointment of writers, review of manuscripts, and final registration are not properly regularized. There has also no proper mechanism of checking the quality of materials produced in terms of print quality and general appearance.

4.2 Policy Statements

- (i) The authors of study materials shall have to be screened and vetted, as meeting the minimum standards of the university lecturing.
- (ii) Each study material writing proposal shall be subject to review through the Faculty RPPC, before being presented to the University RPPC.
- (iii) Each approved study material under preparation shall be given a temporary registration number at the time of signing the contract.
- (iv) Each written study material shall be subjected to peer review, using subject experts, before being considered for publication.
- (v) Each study material that has passed the review process shall be registered upon approval by the RPPC.
- (vi) After every review of curriculum, all study materials under use shall be reviewed. However, the RPPC may recommend the review of any study material when need arises.

4.3 Strategies

Each prospective writer shall present CV, certificates and transcripts (academic credentials) for review, before being given a contract to write study materials.

Each Faculty/Institute shall have a Research, Publications and postgraduate committee which shall take the responsibility of proposing authors and peer reviewers.

The office of DRPC shall maintain a register of all proposed study materials under writing, and all study materials that have been registered and approved for printing.

A mechanism for review of old study materials shall be put in place. The Head of Department shall remain the custodian of all study materials developed for courses under his/her jurisdiction.

Chapter 5

MONITORING AND EVALUATION OF POLICY IMPLEMENTATION

5.1 Process Flow for Publishing of study materials.

Fig. 1. shows the process flow that will be followed in preparing and writing study materials.

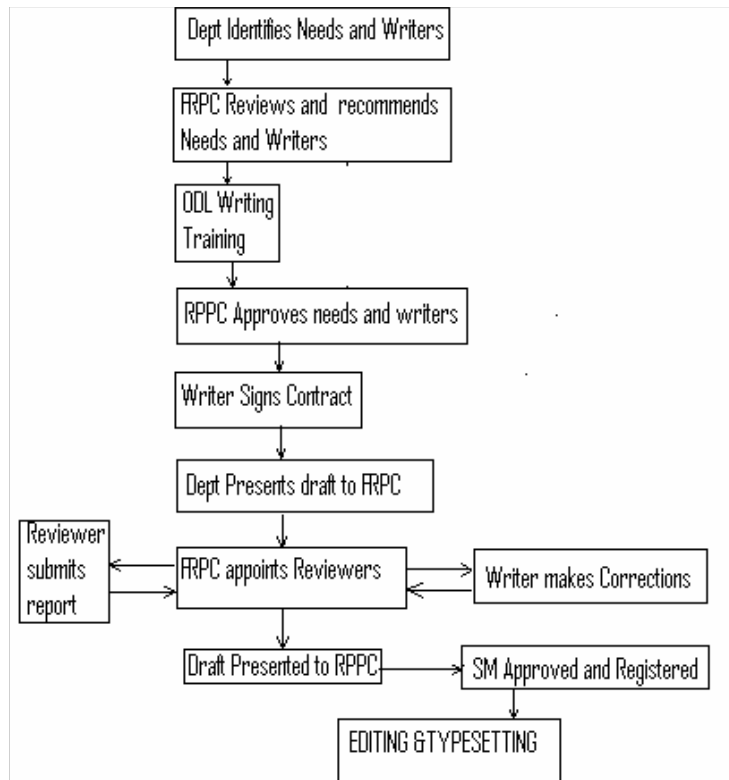


Fig. 1. The Process Flow for Writing a Study Material

- (i) Each department shall prepare quarterly reports on the status of study materials under preparation, and of those that have been registered over the given period. The departmental reports shall then be compiled to have a faculty/institute report that will be presented to the RPPC.
- (ii) The status of Study Material written and published shall be presented by the DRPC at the semi-annual and annual RSP review meetings.

5.2 Process Flow for Printing and distribution of Study Material

Fig. 2 shows the process flow for the printing and distribution of Study Materials. Printing of study materials will be initiated from the Head of Department, who will

determine the quantity of books to be printed for the various titles of registered study materials, submitting the request to the Dean. The Dean will then recommend the request and transmit to the DVC (RS). The DVC (RS) will then seek recommendations from the DVC (AC), who will forward the request to the VC for approval.

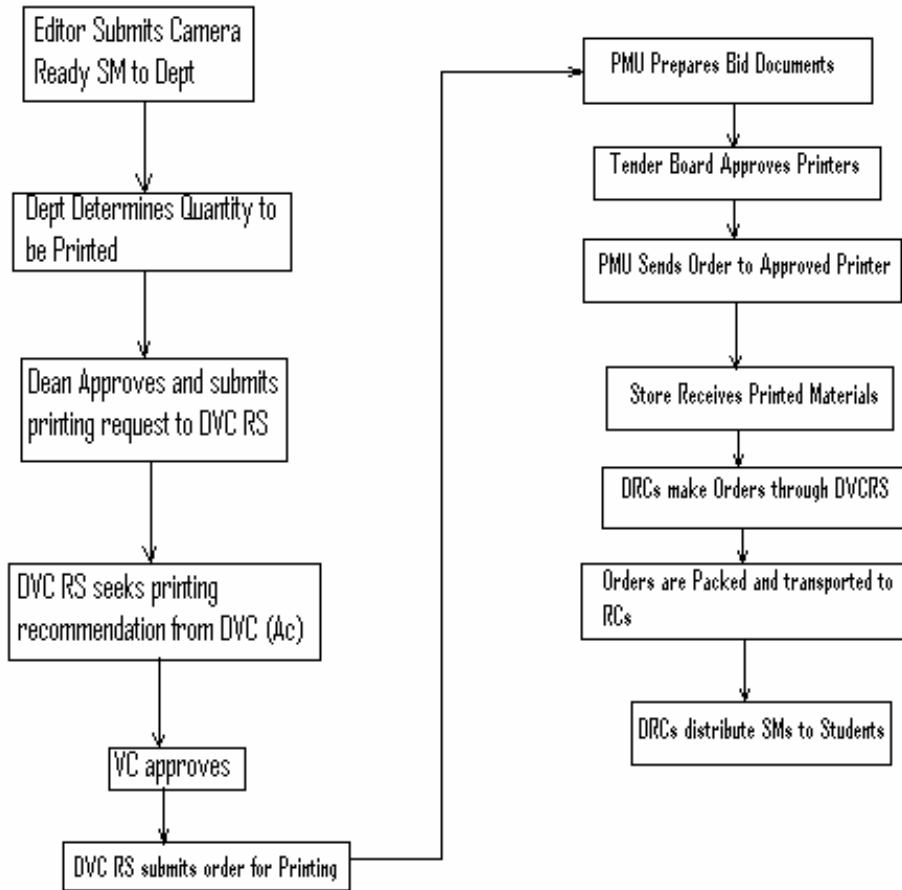


Fig. 2. The Process Flow for Printing and Distribution of Study Materials

Once approved, the manuscript will be presented to the procurement office by DVC (RS), for preparation of bidding documents. When the bids have been tendered and evaluated, the Tender Board will approve the winning bid for printing. The stores will then receive and document the study materials that are received from the printers but only after the Faculty SM coordinator has accepted quality of printed materials. DRCs will then be able to make orders for study materials, based on their enrolment projections of the coming academic year. The office of the DVC (RS) will receive the orders and make arrangements for packing and transportation of the study materials through the stores.

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The Open University of Tanzania (2009) The Rolling Strategic Plan 2008/9 – 2012/13.

The Open University of Tanzania (2000) Writing Distance Education Materials. A Guide to Authors.

APPENDIX 1

THE OPEN UNIVERSITY OF TANZANIA STUDY MATERIALS AUTHORSHIP FORM

This form must be filled in Triplicate and sent with the Proposal for Writing a Study Material.

SECTION A (Applicants details)

Name of the main Author:

Other Authors:

Affiliation of the Main Author:

Postal address:

Telephone/Mobile No.....

Fax no:

E-mail:

Academic qualification (e.g. PhD, MA, M.Sc, BA, etc.):

Position: (e.g. professor, senior lecture, lecturer, TA) etc.....

Area of specialization:

SECTION B: (details of the Study Material)

Code of Subject:

Title of Subject

Number of Units:

Type of material to be prepared (tick where applicable):

- Study material
 Extended Course Outline
 Course Outline
 Compedium
 E-learning content

Signature of Main Author: Date:

(For Official Use Only)

SECTION C: Head of Department

Name of Head of Department.....

Evaluation of the Proposal (tick where appropriate)

- No other learning material for the same subject exists
 The learning material will complement an existing material with the title:

 There are enough learning resources and this one is not needed.
 The author(s) is/are not qualified enough for the proposed work

.....

Signature of HoD:.....Date:

Section D: **FACULTY RESEARCH AND PUBLICATIONS COMMITTEE (FRPC)**

Name of t Faculty:

Decision of FRPC: [] Recommended [] Not recommended

If not recommended give reasons:

.....

.....

Name and Signature of **Chairperson of FRPC:**

.....

Date:

SECTION E: UNIVERSITY RESEARCH, PUBLICATIONS, POSTGRADUATE AND CONSULTANCY COMMITTEE (RPPC)

The decision of the RPPC is

[] Proposal has been approved [] Proposal has been accepted subject to changes below:

.....

[] The proposal has been rejected

Signature of **Chairperson (RPPC) / DVC(Ac):**

.....

Date:

APPENDIX 2

THE FORMAT OF A STUDY MATERIAL WRITING PROPOSAL

Title/Cover Page

- Must have an OUT Logo
- Gives the title of the Study Material and course code
- Shows Date (Month and Year) when proposal was presented to department
- Shows the Names of Authors

Authors

- Give a profile of the author (authors), showing their academic qualifications and academic ranks.
- Briefly describe the authors previous experience in writing for ODL with examples
- Copies of the authors CVs and Certificates (including the OUT postgraduate certificate in ODL) must be appended to the proposal.

Justification

- This is a brief statement to justify writing of the study material. It highlights the need and expected demand for the material, in the light of existing resources and demands from the curriculum.

Course Aims and Objectives

- Outlines the course aims and objectives in line with the specifications in the syllabus

Learning Outcomes

- Describes the learning outcomes in terms of knowledge and understanding, practical and transferable skills.

Table of contents

- Lists all modules, sections and respective to titles expected. The content must be in ODL format, whereby, one module represents a complete set of material for a particular topic, arranged according to the number lectures expected. A one unit course must be arranged into ten modules, each module being equivalent to a 3 hr lecture series. A two unit course would have 20 modules and similarly, a three unit course will have 30 modules.

Time scale (use Ghannt Chart)

- This is a Time Activity chart, showing clearly which activities will be done, when they start and when they end.

Budget: Direct Costs

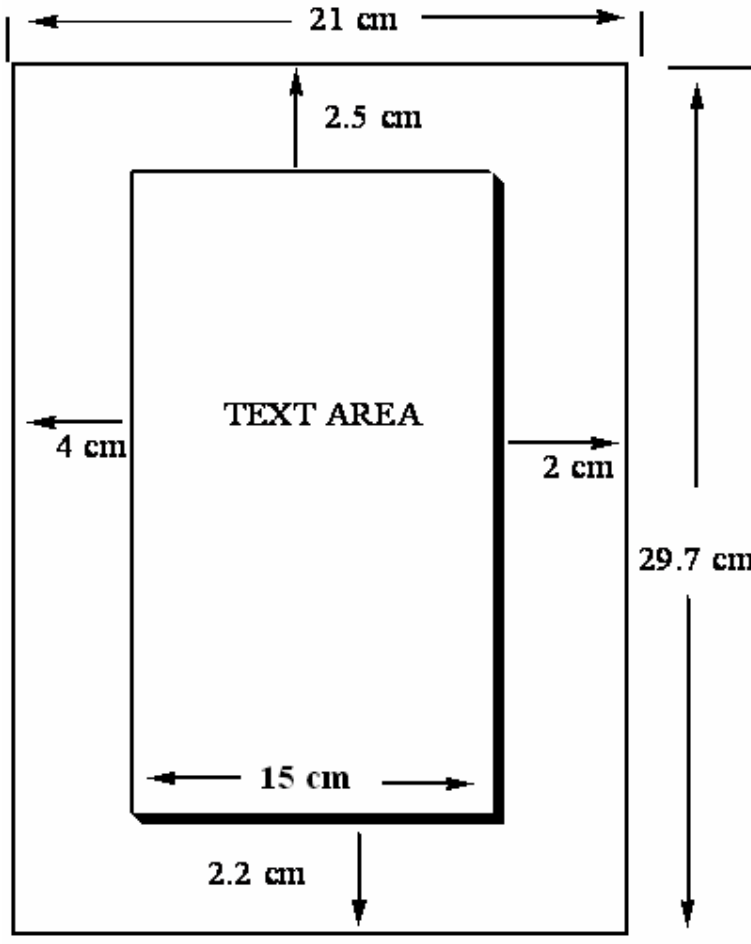
- In the course of preparing the material, the author must give an indicative budget of direct expenses, such as stationery, tonner, etc.

APPENDIX 3

INSTRUCTIONS TO AUTHORS OF STUDY MATERIALS

PAGE FORMAT

The paper should be in A 4. The margins shall be as shown in the drawing, i.e. top 25mm, bottom 25mm, left 40mm and right 20mm.



The font size of the text is 12, preferably in Times New Roman. Line Spacing is 1.5 lines.

TABLES:

Tables should be as close as possible to the text explaining the concept. Tables should be numbered in the order in which they are mentioned in the text. A Table caption must be presented in upper case at the top. Explain in footnotes all non-standard abbreviations used in each table.

FIGURES:

Figures must be clearly Drawn, placed as close as possible to the related text. All Figures must be numbered according to the order in which they appear in the text. A Figure caption, should be typed in bold immediately below the Figure.

PAGINATION:

Paginate the preliminaries (portions proceeding the instruction) in lower case Roman numerical (i, ii, iii etc) beginning with title page. Number pages of the body of the study material in Arabic numbers (1, 2, 3 etc) consecutively throughout. The page numbers should appear at the centre of the bottom edge of the page.



THE OPEN UNIVERSITY OF TANZANIA

STUDY MATERIAL PRINTING ORDER FORM

FACULTY/INSTITUTE	
DEPARTMENT	
NAME OF AUTHOR (S)	
COURSE CODE	
TITLE OF BOOK	
TOTAL NO OF PAGES	
NO OF COPIES REQUIRED	

Name Head of Department

Signed Date

FACULTY/INSTITUTE RECOMMENDATION

This is to certify that the manuscript has been reviewed and edited, and is now RECOMMENDED for printing as specified above.

Name of Faculty Dean/Institute Director:

Signed:..... Date:

DVC RECOMMENDATIONS

DVC -RS	Recommended/ not recommended	Signed -----	Date: -----
DVC-AC	Recommended/ not recommended	Signed -----	Date: -----

VICE-CHANCELLOR APPROVAL:

The book is hereby APPROVED/NOT APPROVED for printing.

Signed ----- Date: -----

FOR HPMU USE:

Name of Printer: _____

Date Manuscript submitted for Printing: _____ LPO no. _____

Name _____ Signed _____