ZEAL OPEN UNIVERSITY

OPEN EDUCATIONAL RESOURCES POLICY

A FRAMEWORK FOR CREATING, ADAPTING, SHARING AND SUSTAINING OPEN LEARNING RESOURCES

VERSION 1.0 | OCTOBER 2026

Prepared with reference to the National Policy on OER in Higher Education in Nigeria,NUC Guidelines for e-Learning in Nigerian Universities (April 2023)

Document Control and Approval

This proposed institutional policy is prepared for Zeal Open University (ZOU). It becomes operative only after approval by the appropriate University authority and issuance of an effective date. The policy is to be implemented subject to applicable Nigerian law, NUC requirements, the University's licence conditions, and programme-specific accreditation requirements.

Control item	Details
Policy owner	Office of the Vice-Chancellor, supported by the OER and Open Education Committee
Responsible offices	Academic Affairs; Library and Information Services; ICT; Quality Assurance; Legal/IP; Faculties and Departments
Approval authority	Governing Council or other competent authority under the University's approved governance instruments
Review cycle	Annual implementation review; formal policy review at least every five years or earlier where regulation, law or technology requires
Related instruments	Copyright and Intellectual Property Policy; ICT and Information Security Policy; Data Protection and Privacy Policy; Academic Quality Assurance Policy; e-Learning/ODL Policy; Records Retention Schedule; Research Ethics Policy

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1. Policy Statement

Zeal Open University is committed to expanding equitable access to relevant, high-quality, learner-centred education through the responsible creation, adaptation, use and sharing of Open Educational Resources (OER). OER will support, and never replace, the University's academic standards, approved curricula, qualified instruction, learner support, secure assessment, or quality assurance responsibilities.

ZOU will promote an open culture in which staff, students, researchers and partners can find and use properly licensed learning materials; where rights are clear; where resources are accessible across devices and connectivity conditions; and where quality is reviewed, maintained and improved. Subject to ownership, consent, funding terms, confidentiality and applicable law, ZOU-created educational resources will be released under an appropriate open licence and deposited in a managed University repository.

2. Purpose and Objectives

This policy establishes the institutional rules, roles and processes for OER and open educational practices at ZOU. It aims to:

- Increase access to quality learning and research resources and reduce avoidable cost, format, language and connectivity barriers.
- Enable lawful reuse, revision, translation, remixing and redistribution of educational materials through clear open licences.
- Improve teaching quality, learner engagement, self-directed study, creativity, critical thinking, collaboration, employability and entrepreneurship.
- Align OER selection and development with approved curricula, applicable CCMAS requirements, programme learning outcomes and NUC guidelines.
- Protect authorship, copyright, privacy, confidentiality, cultural rights, research integrity and the University's legitimate interests.
- Provide a durable repository, consistent metadata, accessible formats, review standards, staff development and recognition for OER work.
- Promote partnerships, locally relevant content and responsible contribution to the Nigerian University System OER ecosystem, including NUSOER where appropriate.

3. Scope and Application

This policy applies to all ZOU faculties, schools, departments, centres, administrative units, staff, students, visiting academics, contractors and collaborators who create, commission, adapt, select, publish, host or use educational resources on behalf of the University. It applies to resources in print, digital, audio, video, interactive and other media, regardless of whether they are created for online, blended or in-person learning.

The policy applies to institutional repositories, learning management systems, virtual learning environments, course portals, e-library interfaces and external platforms managed or formally used by ZOU. It governs materials made available as OER. It does not make every resource on a course site open: resources may remain restricted where copyright, licensing, privacy, security, assessment integrity, contractual terms or a documented exception requires restriction.

The policy applies across ZOU programmes and support functions, including computing and technology, social sciences and management, and future schools or programmes, subject to their approved status and applicable regulatory requirements.

4. Definitions

Term	Meaning in this policy
Open Educational Resource (OER)	Teaching, learning or research material in any medium that is in the public domain or released under an open licence that allows no-cost access and specified reuse, adaptation and redistribution.
Open licence	A public copyright licence granting permissions beyond ordinary copyright exceptions, subject to stated conditions such as attribution, share-alike, non-commercial or no-derivatives.
Open educational practice (OEP)	Teaching, learning, assessment and scholarly practices that use openness and collaboration to improve learning, while respecting rights and quality.
Retain, reuse, revise, remix, redistribute	The five common permissions associated with OER: keep a copy; use it; adapt it; combine it with other material; and share original or adapted copies, subject to licence terms.
ZOU-created resource	A resource created by a ZOU staff member, student, contractor or collaborator within the scope of an assigned role, funded project, contract or approved University activity.
Third-party material	Material in which copyright or other rights are held by someone other than ZOU or the resource creator, including images, text, data, software, recordings and trademarks.
Repository	A managed digital service that stores, describes, preserves, exposes and provides access to OER and associated files.
Open format	A documented, editable or interoperable format that facilitates access, reuse and migration without dependence on a single proprietary platform.

5. Policy Principles

- Learner benefit and academic quality: resources are selected or created to serve stated learning outcomes and undergo fit-for-purpose review.
- Openness with rights clarity: every shared resource displays its creator, source, licence, version and reuse conditions.
- Equity and inclusion: materials should be usable by learners with disabilities, varied language backgrounds, different devices and limited connectivity.
- Local relevance: resources should reflect Nigerian contexts, the University's communities and discipline-specific realities, while avoiding stereotypes and respecting community rights.
- Academic freedom and responsible choice: instructors may select the most suitable learning materials, subject to curriculum, quality, rights and accessibility obligations.
- Interoperability and sustainability: use open formats, durable links, backups and preservation-ready source files wherever feasible.
- Recognition and collaboration: OER creation, adaptation, review and sharing are scholarly contributions that should be acknowledged and considered in workload and performance processes.
- Privacy and security: openness applies to the learning resource, not to personal data, confidential records, protected assessment materials or secure systems.

6. OER Categories and Exclusions

6.1 Resources that may be OER

Examples include course outlines and maps; lecture notes and slides; textbooks and chapters; readings and study guides; recorded lectures, podcasts and demonstrations; open datasets and case studies; virtual laboratory exercises and simulations; quizzes and formative activities; rubrics and teaching guides; glossaries, visual assets and accessible transcripts; student-created learning artefacts when permission and rights are clear; and research outputs specifically prepared for educational reuse.

6.2 Material not automatically open

The following are not automatically OER and must not be placed in an openly accessible repository without clearance:

- Commercial textbooks, journal articles, databases, stock media, software or other works used under subscription, purchase or limited licence.
- Student records, grades, identifiable learner submissions, personal data, confidential communications or materials containing sensitive personal information.
- Live or secure examination questions, answer keys, item banks, proctoring materials or content whose disclosure would compromise assessment integrity.
- Unpublished research, patentable inventions, trade secrets, sponsor-confidential information or material subject to an embargo or contractual restriction.
- Third-party logos, trademarks, cultural expressions or community-held knowledge where permission, attribution, consultation or benefit-sharing is required.
- Materials with unresolved ownership, unclear provenance, inadequate consent, or an incompatible licence.

7. Governance and Responsibilities

Role / unit	Core responsibilities
Governing Council	Approve this policy and material amendments; ensure institutional oversight and appropriate resourcing.
Vice-Chancellor / Management	Sponsor implementation; appoint the OER and Open Education Committee; resolve cross-unit barriers; ensure policy alignment with the University's strategic plan and regulatory duties.
OER and Open Education Committee	Coordinate policy implementation; issue templates and standards; advise on licensing and exceptions; monitor targets; report annually; recommend policy updates.
University Librarian / Repository Lead	Operate the repository; establish metadata, discovery, preservation, deposit and takedown processes; support attribution and licence selection; maintain usage reports.
Faculty Deans and Heads of Department	Integrate OER into course review; assign academic reviewers; confirm curriculum alignment; identify priority resources and workload needs.
Course authors / academic staff	Create or adapt resources; verify accuracy, accessibility, attribution and rights; select licences; maintain content; inform learners how and when to use OER.
Quality Assurance / Academic Affairs	Review alignment with programme outcomes, CCMAS and academic standards; maintain approval evidence; coordinate course and resource review cycles.
ICT / Learning Technology	Provide secure, reliable and accessible platforms; enable download and offline use; manage backups, preservation, interoperability and access controls.
Legal / IP focal person	Advise on ownership, contracts, licences, permissions, exceptions, complaints and legal compliance.
Students	Use resources within licence terms; provide feedback; respect attribution and academic integrity; request consent before sharing identifiable work.
Collaborators / funders / contractors	Agree rights, licensing, deliverables, attribution, privacy, deposit and maintenance terms before work begins.

7.1 OER and Open Education Committee composition

The Vice-Chancellor should appoint a cross-functional committee with representation from academic leadership, the Library, ICT/learning technology, Quality Assurance, Legal/IP, student support, accessibility/inclusion, faculty and student representation where appropriate. The Committee should meet at least once per semester during implementation and at least annually thereafter, with minutes and an action register.

8. Ownership, Copyright and Intellectual Property

8.1 Ownership determination

Before a resource is published, the creator and relevant unit must identify who owns the copyright and related rights. Ownership must be determined under Nigerian law, the University's governing instruments and IP policy, employment or student terms, commissioning arrangements, donor and sponsor agreements, and any collaboration contract. No blanket transfer of student or staff copyright is implied by this OER policy.

8.2 Default release approach

Where ZOU has the right to license a resource and no restriction applies, ZOU should release eligible teaching and learning resources as OER. Resources created wholly or partly with public, donor or development-partner funding should follow the applicable funding terms and the National Policy on OER, which expects an appropriate open licence and online availability in editable formats for qualifying publicly funded works. Any departure must be documented and approved by the designated authority.

8.3 Staff-created materials

For each staff-created work, the relevant unit must record whether the work was created in assigned duties, with University resources, under a specific commission, or independently. The applicable employment, IP and funding terms determine ownership. The author must be credited even when the University holds or administers the rights. Where rights are jointly held, written consent from all relevant rightsholders is required before open release.

8.4 Student-created materials

Students normally retain rights in original work unless a valid agreement or law provides otherwise. A student resource may be included in an OER collection only with informed, written permission stating the proposed licence, attribution, distribution channels and any permitted future adaptations. Participation must not be a condition of a grade, admission, scholarship or access to ordinary University services. Identifying information should be removed unless the student separately consents to disclosure.

8.5 Third-party material and adaptations

Creators must check the rights and licence of every third-party component. A resource must not be labelled as a single OER under a licence that overstates permissions for embedded content. Clearly identify excluded components and their separate terms, or replace them with material that can be openly licensed. When adapting an existing OER, comply with its licence, preserve required notices, identify changes and ensure the combined work's licence is compatible.

8.6 Moral rights, attribution and integrity

Attribution must be reasonable, accurate and consistent with the licence. The creator may request correction of inaccurate attribution or misleading representation. Users must not imply endorsement by ZOU or an author. Adaptations must be marked as modified and must not be presented as an unaltered official ZOU version.

9. Licensing Framework

9.1 Approved licence choices

The preferred licences are current Creative Commons licences that clearly communicate reuse rights. For material intended to be adapted and redistributed, the normal starting point should be CC BY 4.0 International or, where reciprocal sharing is educationally appropriate, CC BY-SA 4.0. CC BY-NC or CC BY-NC-SA may be used where a documented, proportionate reason supports restricting commercial reuse. No-derivatives licences should be exceptional because they prevent adaptation, translation and remixing; they may be considered only where integrity, authenticity, safety or a documented economic/legal concern requires it. The OER Committee or delegated authority must approve an exception to the preferred open licences.

Licence	What it generally permits	ZOU use guidance
CC BY 4.0	Share and adapt, including commercially, with attribution.	Preferred default when ZOU controls the rights and broad reuse is intended.
CC BY-SA 4.0	Share and adapt, including commercially, with attribution and same licence on adaptations.	Use where reciprocal openness is a deliberate objective.
CC BY-NC 4.0	Share and adapt for non-commercial purposes with attribution.	Use only with a recorded reason; “non-commercial” can be interpreted differently by users.
CC BY-NC-SA 4.0	Non-commercial sharing and adaptation with attribution and same licence.	Use where both restrictions are justified.
CC BY-ND 4.0	Redistribute unchanged copies, including commercially, with attribution.	Exceptional use only; prevents translations and adaptations.
CC BY-NC-ND 4.0	Redistribute unchanged copies for non-commercial purposes with attribution.	Most restrictive CC option; ordinarily unsuitable for OER intended for adaptation.
Public domain / CC0	Where legally available, waives rights to the extent possible.	Only with appropriate rights advice and creator authorization.

9.2 Licence selection and display

- Select the licence before publication and confirm that ZOU has authority to apply it.
- Include the licence name, version, link to the legal code, creator, source, date, version number and any third-party exceptions on the resource itself and in repository metadata.
- For online resources, use the relevant machine-readable Creative Commons metadata or equivalent structured licence information where the platform supports it.
- Do not apply an open licence to a resource merely because it is hosted on a public website. Publicly viewable does not mean openly licensed.
- Do not apply a licence to personal data, confidential information, trademarks, patents, or third-party items beyond the rights actually held.

9.3 Sample attribution statement

“[Title]” by [Creator], [Zeal Open University / source institution], [year], [source URL or repository identifier], licensed under [CC BY 4.0]. This version has been [adapted/translated/edited] by [name/unit]; changes: [brief description]. Third-party components are identified separately.

10. OER Lifecycle and Approval Workflow

The following workflow applies to new OER and substantial adaptations. A unit may use a proportionate review route for small items, but rights, accessibility, attribution and repository requirements remain mandatory.

1. Plan: identify the learner need, course outcomes, target audience, format, language, connectivity constraints, maintenance owner and intended licence.
2. Check curriculum and quality: map the resource to approved course outcomes, programme requirements and the appropriate level of study. Confirm that OER improves or supports the learning design.
3. Confirm rights: establish authorship and ownership; clear third-party content; secure written permissions and contributor agreements; document funding and collaboration terms.
4. Develop or adapt: use accessible, editable source files; apply inclusive language and learner-centred instructional design; provide alternate formats for media where feasible.
5. Review: obtain academic/subject review, instructional design review and rights/accessibility screening. Apply specialist safety, ethics or technical review where relevant.
6. Approve and license: the Dean/Head or delegated academic authority approves the academic content; the repository lead checks metadata and file readiness; Legal/IP is consulted for unresolved rights or exceptions.
7. Publish: deposit the resource in the repository with the approved licence, metadata, accessible file(s), source file(s), version and review date. Link it from the relevant LMS/course page.
8. Monitor and improve: collect learner and staff feedback, usage and accessibility reports; correct errors; maintain versions; archive or withdraw resources that are obsolete or unsafe.

10.1 Minimum publication gate

Gate	Required evidence
Academic relevance	Course/programme mapping; stated learning outcomes; named academic approver.
Rights and provenance	Creator and ownership record; source list; permissions; licence compatibility check; funder/contract review where applicable.
Quality	Subject review; instructional design review proportionate to resource type; correction log or reviewer sign-off.
Accessibility and usability	Accessibility checklist; captions/transcript or text alternative for media; mobile/low-bandwidth check; accessible document structure.
Repository readiness	Metadata; persistent identifier or stable URL; licence statement; version; source and export files; review date and contact.
Risk and privacy	Privacy, confidentiality, security, assessment-integrity and cultural sensitivity check where the resource could raise those concerns.

11. Quality Assurance and Academic Standards

Every OER must be accurate, current enough for its intended use, pedagogically purposeful, clearly presented, accessible and aligned with applicable programme and course outcomes. Open status does not itself certify quality, and a resource's placement in a repository must not be represented as NUC endorsement or accreditation.

11.1 Review dimensions

- Subject accuracy, currency, evidence quality and appropriate referencing.
- Alignment with stated learning outcomes, approved curriculum, CCMAS and level of study.
- Instructional design: clear purpose, sequencing, explanatory support, interaction, practice and feedback.
- Presentation and technical usability across supported devices and platforms, including low-bandwidth access where practicable.
- Accessibility, inclusive language, cultural appropriateness and usability for diverse learners.
- Rights, licences, attribution, privacy, security and ethical compliance.

11.2 Review and refresh

A course OER should be reviewed at least once every two academic years, and more frequently where subject matter changes rapidly, law or professional standards change, software versions evolve, safety instructions may become outdated, or learner feedback identifies a material problem. Each resource must show its last reviewed date and the responsible unit. Major changes should receive a new version number and a summary of changes.

11.3 Learner feedback

ZOU should provide a practical mechanism for learners and instructors to report errors, accessibility barriers, broken links, outdated information, attribution concerns or inappropriate content. Reports must be acknowledged, triaged and resolved under the timescales set by the OER implementation procedure.

12. Accessibility, Inclusion and Connectivity

ZOU will design OER so that learners can access and understand them across a range of abilities, devices, bandwidth and learning contexts. The University should use its adopted accessibility standard, informed by applicable NUC e-learning guidance and recognized web accessibility practices, and should regularly test representative content and repository interfaces.

12.1 Minimum design practices

- Use built-in heading styles, meaningful reading order, descriptive link text, adequate contrast and tables only for structured data.
- Provide text alternatives for meaningful images and diagrams; captions and transcripts for instructional video/audio; and text-based equivalents for essential visual information.
- Use selectable text and properly structured source files for documents; do not publish scanned image-only PDFs where an accessible source can be provided.
- Use clear language, explain specialist vocabulary, and avoid relying on colour alone to communicate meaning.
- Offer compressed media, downloadable files and text-first alternatives; where feasible, design resources to function on mobile devices and in intermittent connectivity conditions.
- State file size, format, language, version and any technical requirements before download.
- Provide reasonable accommodation pathways and a contact for reporting barriers; do not rely solely on inaccessible automated checks.

12.2 Local and inclusive content

Where useful and academically appropriate, OER may include Nigerian examples, local datasets, multilingual glossaries, community knowledge and regionally relevant case studies. Creators must verify consent and rights for community-held knowledge, personal narratives, recordings and cultural heritage. Translation and adaptation must preserve meaning and note any contextual changes.

13. Repository, Metadata and Preservation

ZOU will maintain or designate an institutional OER repository that is searchable, stable, governed and integrated with the learning environment where practicable. The University should make eligible resources discoverable through relevant national or regional OER platforms, including NUSOER, subject to current submission requirements and quality checks.

13.1 Minimum metadata

Field	Minimum record
Title and description	Clear title, summary, subject/keywords and intended learner level.
Creator and contributor	Name or approved attribution form; role; institutional affiliation where appropriate.
Source and provenance	Original source, adaptation history, funding/support and related course/programme.
Licence and rights	Licence name/version/link; third-party exclusions; permissions or rights note.
Academic mapping	Course code/title where approved, learning outcomes, discipline and relevant curriculum alignment.
Technical access	File format, language, file size, accessibility features, device/offline notes and technical requirements.
Version and maintenance	Version number, date created/published/revised, last review date, responsible unit and review due date.
Discovery and preservation	Persistent identifier or stable URL, repository collection, source/editable file and archival format where available.

13.2 Formats, access and preservation

Publish in accessible, open or broadly supported formats wherever feasible, such as HTML, ODT/ODS/ODP, PDF/UA or tagged PDF, plain text, CSV, SVG, WebVTT/SRT captions, and open audio/video formats where supported. If a proprietary authoring format is needed, provide the final source file and any reasonably necessary export or interface documentation to facilitate reuse, subject to applicable security and licence limits. Maintain backups, integrity checks, version history and a documented retention/archive process.

A repository entry should normally offer a downloadable package and a stable URL. LMS-only storage may be used for learning access but should not be the sole preservation location for an OER intended for ongoing public reuse.

14. Integration into Teaching, Learning and Assessment

Academic staff should intentionally select, adapt or create OER to improve a course, not merely to increase the volume of digital content. Course design may combine self-paced resources, short recorded explanations, live tutorials or masterclasses, discussion activities, e-library material, virtual laboratories, assignments and feedback. The mix should suit the learning outcomes, subject, learner access conditions and available support.

14.1 Learner orientation and academic integrity

At the start of a course, learners should be shown how to locate OER, read licence notices, attribute material, distinguish open resources from restricted course content, report issues and use resources ethically. Students may be encouraged to create and share learning artefacts, but sharing must be voluntary where personal identity or copyright is involved. OER use does not relax academic integrity, citation, examination security or research ethics rules.

14.2 Course materials and learning support

Where a course uses OER, the course page should state the purpose of each resource, how it relates to the outcomes, whether it is required or supplementary, and what support or alternative format is available. Course design should support interaction among learners, tutors and content, with synchronous and asynchronous options where appropriate. Where virtual labs or simulations are used, the course should state the limits of simulation and any practical requirements.

15. Capacity Building, Recognition and Incentives

ZOU will provide periodic training and practical support for academic staff, students, librarians, instructional designers, ICT personnel and administrators. Training should include OER concepts and permissions, copyright and Creative Commons licences, attribution, source checking, accessible and low-bandwidth design, open formats, repository deposit, instructional design, adaptation, privacy and culturally respectful use.

OER work should be recognized as academic and professional contribution. Faculties should consider resource creation, adaptation, peer review, translation, accessibility improvement, repository stewardship and learner feedback in workload planning, annual performance review, promotion evidence and internal awards, consistent with University rules. Recognition must be based on quality and documented contribution, not raw upload counts alone.

16. Partnerships, Procurement and Funding

Partnerships with universities, professional bodies, public agencies, employers, civil society, communities and international organizations may support OER development, review, translation, hosting and capacity building. Before work begins, the parties must document ownership, permitted licences, attribution, use of logos, source files, accessibility deliverables, personal data handling, maintenance, costs, termination and repository deposit. Agreements must preserve the University's ability to meet applicable public-funding and NUC expectations.

Procurement for learning content and platforms should consider open licensing, portability, accessibility, data export, interoperability, service continuity, backup, and exit arrangements. Subscription resources may supplement OER but must be clearly distinguished and must not be represented as openly licensed.

17. Privacy, Security, Ethics and Responsible Technology

Open publication must comply with applicable Nigerian data protection, copyright, cybersecurity, research ethics and records requirements, including the Nigeria Data Protection Act 2023 where applicable. Personal data should be minimized, anonymized or removed before public release unless there is a lawful basis and informed consent. Repository access controls, backups, incident response and secure system administration remain ICT responsibilities.

Where generative AI or other automated tools assist in creating or adapting OER, the creator remains accountable for accuracy, bias, privacy, copyright, attribution, source verification and disclosure under University academic integrity and AI guidance. Synthetic or AI-assisted content must not be presented as verified fact without review. Do not upload personal, confidential, unpublished or restricted data to tools unless approved under University policy and applicable law.

18. Exceptions, Complaints, Takedown and Dispute Resolution

18.1 Exceptions

A resource may be withheld from open licensing when release would violate law or a court/government directive; breach a contract or funding condition; disclose confidential information, personal data or a trade secret; compromise safety, research ethics or assessment integrity; infringe third-party rights; impair patent protection; or create a documented and material institutional risk. Exceptions must be narrowly applied, recorded with reasons, reviewed periodically and approved by the OER Committee or delegated authority. An exception does not remove the duty to provide legitimate course access to enrolled learners.

18.2 Complaints and takedown

A creator, learner, rightsholder or other person may report suspected infringement, incorrect attribution, privacy exposure, unsafe content, or serious quality concerns through the designated repository contact. The repository lead should acknowledge a report within five working days, assess immediate risk, preserve an audit record, and refer rights or legal issues to the Legal/IP focal person. Where credible risk exists, temporary restriction may be applied while the matter is reviewed. The responsible unit should aim to issue a decision within 20 working days, or explain the reason for delay. Confirmed errors must be corrected, versioned or withdrawn; affected users should be notified where material.

18.3 Appeals

A person directly affected by a decision may submit a written appeal to the Vice-Chancellor or designated appeal authority within 15 working days. The appeal should be considered by a reviewer not responsible for the original decision where practicable. This process does not limit rights available under law or other University procedures.

19. Monitoring, Evaluation and Reporting

The OER Committee will maintain an annual implementation report for Management and the appropriate governing body. The report should combine quantitative indicators with evidence of quality and learner benefit. Targets should be realistic, reviewed annually and aligned with the University's approved strategic and academic plans.

Indicator	Suggested measure
Repository growth	Number of new and revised resources deposited, by faculty, resource type and licence.
Open licensing	Share of eligible ZOU-created resources carrying complete, compatible licence and attribution information.
Course integration	Number and proportion of approved courses that use at least one reviewed OER mapped to learning outcomes.
Quality and currency	Percentage of repository resources within review period; number of material corrections, withdrawals or unresolved issues.
Accessibility	Share of priority resources passing the University checklist; caption/transcript coverage for instructional media; barriers resolved.
Learner access and use	Downloads/views, mobile/offline use where measurable, and learner feedback on usefulness and access barriers.
Cost and equity	Documented learner cost avoided where measurable; availability of low-bandwidth, accessible and locally relevant formats.
Capacity and recognition	Staff/student training participation; OER contributions recognized in workload or awards; collaborations and shared projects.
Risk and compliance	Rights/permission exceptions; privacy incidents; takedown requests; average response time; completion of corrective actions.

Analytics must be proportionate, privacy-respecting and interpreted carefully. Page views or download counts alone do not prove learning gains. Evaluation should also consider course outcomes, learner experience, accessibility, instructor feedback, resource reuse and any unintended costs or barriers.

20. Policy Review and Related Documents

The OER Committee will review implementation annually. A formal policy review will occur at least every five years from the effective date, consistent with the National Policy on OER, or sooner if the NUC revises relevant guidance, Nigerian law changes, the University's delivery model changes, or monitoring identifies a significant gap. Amendments require approval by the competent University authority.

This policy should be read alongside ZOU's copyright/IP, e-learning/ODL, accessibility, ICT, cybersecurity, privacy/data protection, academic integrity, assessment, research ethics, records management, procurement, partnership and quality assurance instruments. If a conflict arises, applicable law and binding NUC requirements prevail; the issue must be referred to the Registrar and Legal/IP focal person for resolution.

Appendix A. OER Deposit and Release Checklist

☐ The resource has a clear title, purpose, audience and learning outcome mapping.

☐ Academic content and references have been reviewed by an appropriate subject reviewer.

☐ Creator, ownership, funding and contract terms have been checked and recorded.

☐ All third-party content is either cleared, compatible, separately labelled or removed.

☐ The selected licence is approved, appropriate and displayed on the resource and repository page.

☐ Adaptations identify the source, licence, nature of changes and new version.

☐ The resource has been checked for accessibility, mobile usability and low-bandwidth/offline access.

☐ Personal data, confidential material, sensitive assessment content and security risks have been screened.

☐ Editable/source files, export formats and preservation copy are included where feasible.

☐ Metadata, persistent link, version, review date and responsible unit are complete.

☐ The course/LMS page explains how learners should use the resource and where to report problems.

Appendix B. OER Quality Review Rubric

Criterion	Meets standard when...	Rating (1-4) / notes
Accuracy and currency	Claims are reliable, references are traceable and time-sensitive content is dated.	
Outcome alignment	Content and activities support stated course or programme outcomes.	
Learning design	Purpose, sequence, explanation, practice and feedback are appropriate.	
Accessibility	Structure, alternatives, captions, readability and navigation support diverse learners.	
Usability	Files work across intended devices/platforms and are practical under limited bandwidth.	
Rights and attribution	Ownership, source, permissions, licence and exceptions are clear and compatible.	
Cultural and ethical suitability	Examples are respectful, contextualized and do not expose protected information.	
Maintainability	Source files, owner, version, review date and update route are documented.	

Suggested scale: 1 = not met; 2 = partly met; 3 = met; 4 = exceeds standard. Any unresolved rights, privacy, safety or academic integrity issue is a publication hold regardless of total score.

Appendix C. Quick Licence Decision Guide

Question	Decision direction
Does ZOU have authority to license the whole resource?	If no or uncertain, do not publish as OER until rights are clarified; replace or segregate uncleared components.
Should others be allowed to adapt and translate it?	If yes, avoid ND licences; start with CC BY or CC BY-SA.
Is restricting commercial use necessary and documented?	If yes, consider NC and record why; explain that NC has interpretation limits.
Is same-licence sharing a deliberate objective?	If yes, consider SA and check compatibility of all components.
Would adaptation materially compromise safety, integrity or authenticity?	Consider an ND exception only after legal and academic review; explain the limitation prominently.
Was public or donor funding involved?	Check the funding terms and national policy expectations for an appropriate open licence and editable online format.

Appendix D. Suggested Attribution and Adaptation Patterns

Resource attribution: “Title” by Creator, Institution, year. Source: stable URL or repository ID. License: CC BY 4.0.

Adaptation attribution: “Adapted from Title” by Original Creator, original institution, source URL, original licence. Changes by ZOU author/unit: [translation, updates, additions, abridgements]. Adapted version licensed under [licence], where permitted by the original licence.

Third-party exception: “Except where otherwise noted, this resource is licensed under CC BY 4.0. The following components are excluded: [component and rights holder/licence].”

Appendix E. Suggested Annual OER Report Outline

- Executive summary and policy implementation status.
- Governance meetings, decisions, risks and corrective actions.
- Repository and course integration metrics by faculty and resource type.
- Quality, accessibility, learner feedback and content maintenance findings.
- Training, workload recognition, partnerships and funding.
- Rights, privacy, security, takedown and exception register summary.
- Infrastructure, preservation and low-bandwidth access status.
- Priorities, targets and budget/resource needs for the next year.

Appendix F. References and Regulatory Alignment

This policy is informed by the following primary and institutional sources. The University should confirm the current versions and applicable amendments during formal approval and each review cycle.

1. National Universities Commission (NUC), National Policy on Open Educational Resources in Higher Education in Nigeria (validated 12 September 2017; reviewed document hosted by NUC). https://www.nuc.edu.ng/wp-content/uploads/2024/06/OER-POLICY-REVIEWED-DOCUMENT.pdf

2. National Universities Commission (NUC), Guidelines for e-Learning in Nigerian Universities, April 2023 (revised final). https://www.nuc.edu.ng/wp-content/uploads/2024/06/Guidelines-for-e-Learning-in-Nigerian-Universities-April-2023-Revised-FINAL.pdf

3. National Universities Commission, Open and Distance & e-Learning Department mandate and functions. https://www.nuc.edu.ng/project/open-and-distance-education/

4. Creative Commons, About CC Licences and licence legal codes. https://creativecommons.org/share-your-work/cclicenses/

5. Federal Republic of Nigeria, Nigeria Data Protection Act 2023. https://ndpc.gov.ng/Files/Nigeria_Data_Protection_Act_2023.pdf

Appendix G. Source-to-Policy Alignment Summary

Source pointer	ZOU policy response
National OER policy: scope, access, equity, local relevance and curriculum alignment.	Sections 2, 3, 5, 6, 14 and 20.
National OER policy: capacity building, material development and professional recognition.	Sections 7, 10, 15 and 20.
National OER policy: quality assurance, peer review, institutional repositories, open formats and infrastructure.	Sections 10-13 and 19-20.
National OER policy: public/donor-funded materials, preferred CC licences and defined exceptions.	Sections 8-9 and 18.
NUC e-learning guidance: sound course design, interaction, assessment integrity, OER attribution, review, accessibility, low bandwidth and offline access.	Sections 10-14 and Appendices A-B.
Miva public practice: mix of self-paced video, live instruction, portal, e-library and virtual labs; OER policy and courseware development supported through COL.	Sections 7, 14-16; adapted as practical design reference, not as a claim that Miva policy wording is reproduced.