

***NATIONAL BOARD FOR TECHNICAL EDUCATION***



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***GUIDELINES AND PROCEDURES FOR THE  
ESTABLISHMENT OF PRIVATE POLYTECHNICS,  
MONOTECHNICS, AND OTHER TVET INSTITUTIONS  
IN NIGERIA***

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***AUGUST 2023***

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***New TVET Institutions Registration Department  
NBTE***

***Plot 'B' Bida Road, P.M.B. 2239,  
Kaduna – Nigeria***

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## **FOREWORD**

In 1993, the Federal Government amended Decree 16 of 1985 to allow corporate bodies and individuals to establish and operate private Polytechnics and Monotechnics in the country. The amended decree now Education (National Minimum Standards and Establishment of Institutions), CAP E3 LFN 2004, requires the proprietors of such institutions to apply to the Honorable Minister of Education through the NBTE. The applications are expected to meet the standards and conditions specified in the law and those specified by NBTE for accreditation of Diploma Programmes in the country.

In order to simplify the process for applicants, the Board produced the guidelines and procedures for approval of such institutions. After operating the guidelines and procedures for about 24 years, during which period, about 34 private Polytechnics and Monotechnics, 123 IEIs and 86 VEIs were approved, the Board has reviewed them so as to make the process easier and less time consuming. The application form has also been reviewed in line with the same policy.

It is therefore my hope that many more private Polytechnics and Monotechnics will be approved in the years ahead to meet the rising demand for higher education in Nigeria and beyond.

Thank you

**Prof. I.M. Bugaje, FNSChE**  
**Executive Secretary.**

## **Chapter One**

# **GUIDELINES FOR THE ESTABLISHMENT OF PRIVATE POLYTECHNICS, MONOTECHNICS AND SIMILAR TERTIARY INSTITUTIONS IN NIGERIA**

## **GENERAL**

The Technical Institutions to be affected by these guidelines are those established or to be established to offer vocational, technical, technology or professional education and training programmes at the tertiary level such as Polytechnics and Monotechnics which produce technicians and technologists and other professionals or similar level of business and related manpower in Nigeria. The National Council on Education approved the following definitions for a polytechnic or a Monotechnics at its Sokoto meeting held in 1987:

1. A Polytechnic is a technical institution offering post-secondary technical education programmes leading to the award of diplomas/certificates such as the National Diploma (ND) and Higher National Diploma (HND). The products of these institutions will have entry level employment skills to function as technicians, higher technicians/technologists or professionals, depending on the level of training, in their fields of specialization. A polytechnic may also be involved in applied research, and perform any other functions that its Council may require it to perform from time to time. The minimum entry requirement is the SSSC/GCE O'Level with credit passes in at least five subjects relevant to the programme or their equivalents.
2. A Monotechnics is similar to a polytechnic in all respects except that it offers a mono-disciplinary or a cluster of related programmes such as Agriculture, Engineering, Catering and Hotel Management, Surveying, Accountancy, etc. without combining all of them.

## **POLICY GUIDELINES**

In line with the provisions of CAP E3 LFN 2004, any individual or voluntary organization may establish a Polytechnic or Monotechnics

to offer tertiary technical/technological education programmes. For this purpose the following policy guidelines shall apply:

#### **1.1 Level of Programmes to be offered by Institution**

The institutions to be established shall offer mainly Programmes leading to the award of National Diploma (ND) and Higher National Diploma (HND). It may also offer certificate courses where these are required to meet specific needs of the community where it is located.

#### **1.2 Nomenclature of Institution**

The proposed institution shall be properly designated with a descriptive title similar to titles of existing government owned institutions offering similar Programmes in the country. In the case of a Monotechnics, the discipline shall form part of the title, e.g. College of Agriculture, College of Surveying, etc.

#### **1.3 Purpose of the Institution**

The proposed institution shall have a clearly defined vision and mission, which shall be in consonance with the national philosophy, aims and objectives of technology education at the polytechnic and similar tertiary level institutions as contained in the National Policy on Education (NPE).

#### **1.4 Programmes to be offered by Polytechnics and Monotechnics**

All Polytechnics must plan to offer the core engineering, science and management Programmes. These include programmes such as Computer, Chemical, Mining, Civil, Electrical & Electronics, and/or Mechanical Engineering, as well as Applied Sciences and Management programmes. In addition are courses in the basic sciences – mathematics, chemistry, biology and physics as well as courses in Entrepreneurship and General Studies.

A Monotechnics curriculum shall include the professional courses needed to practice in the field at the level of training, Entrepreneurship and General Studies. A Monotechnics that offers a technology-based programme must also have in its curriculum, the basic sciences – mathematics, chemistry, biology and physics as courses, depending on the fields of specialization.

### **1.5 Non-Discrimination in Student and Staff Recruitment**

The institution shall admit its students and recruit its staff from among Nigerians without any discrimination on the basis of ethnic derivation, gender, religion, social status or political persuasion.

## **3.0 APPLICATION DOCUMENTS**

The application for the approval to establish the institution shall be accompanied by the following documents:

### **3.1 Need Survey Report**

The proprietor shall demonstrate on the basis of proper planning and feasibility study of the proposed institution conducted by him or on his behalf or the reports of accredited federal and state government agencies or national development plans/constitutional provision that:

1. there is demand by the Nigerian economy and the world for the products of the programmes to be offered;
2. the programmes will be useful to individuals either for enriching their knowledge, or as a preparation for entrance into employment, personal business or politics as the case may be and
3. there are initially and in subsequent years, sufficient number of qualified candidates to admit into the various programmes to be offered by the institution. The survey shall include the number that applied for admission through JAMB, the number that are qualified for admission and the number admitted in the past three years.

### **3.2 Academic and Master Plans**

There are available the following documentation for the proposed institution:

#### **1. Academic Master Plan**

A well-articulated academic master plan showing the programmes to be offered and student enrolment by year in the next 20-25 years. Note that in the case of a Polytechnic there should be included in the plan in its early years of development, the engineering and science programmes. The structure of programmes shall comply with the 70:30 ratio in

favour of Science/Technology and the Management courses or any other provided in the National Policy on Education.

## **2. Master Plan**

A master plan, well-articulated to provide an orderly development of the campus and relative to the academic development plans of the institution. This shall be produced by a Licensed Town Planner and NBTE has designated approved Consultants for each Geo-political Zone.

### **3.3 Organization, Management and Governance**

An administrative and organizational structure should be presented that spells out the authority and responsibilities of each organizational component of the institution – Governing Board, the Administrative, Academic, Works and Services and other significant constituencies, together with the process by which they function and inter-relate. Provisions for the lines of authority and responsibilities for the staff should be depicted in a table or organizational chart, which represents the actual working order of the proposed institution. The administrative structure of the private institution shall be similar to that of a government-owned institution of the same type. Also, its rules and regulations shall not be in conflict with the conventional responsibilities in academia or interfere with the avowed traditional institutional autonomy.

#### **3.3.1 Governing Board**

The proprietor shall appoint a Governing Board as the overall Policy Maker of the institution. The composition of the Board should include representatives of the proprietor, education authority, employers and professional registration councils/associations related to the disciplines offered by the institution and public interest. The secretary should be the Registrar of the institution.

#### **3.3.2 Academic Board**

There shall be an Academic Board whose main function shall be the management of all academic issues. The composition shall include the Rector as Chairman, the Deans or Directors of Schools, Head of Academic Departments and the Librarian as members. The Registrar of the institution shall be its secretary.

### **3.4 Administration and the Management Committee**

These are appointed to run the institution and are composed of a Rector/Provost as Chief Academic and Administrative Officer of the institution together with other principal officers – Bursar, Registrar, Librarian and other Directors or Deans. They form the Management Committee of the Institution responsible for the day-to-day running of the Institution and are answerable to the Governing Board.

The Rector/Provost of a private polytechnic shall hold at least a Master's degree in addition to HND or BSc qualification in one of the disciplines to be offered in the institution and have at least 10 years of cognate industrial work/teaching experience.

### **3.5 Resources for Running the Institution**

Adequate resources as listed in the NBTE minimum guide curricula and course specifications for the programmes to be offered and in the standard for Accrediting Diploma Programmes in Polytechnics and Monotechnics are available to support the curricula of the proposed institution. Some of the resources are as follows:

#### **3.5.1 Site**

In the case of a Polytechnic, the institution has a permanent site not less than 10 hectares in size, well located near municipal facilities – power and water supplies and easily accessible, free from distractions, hazards and safe. A Monotechnic shall have a site of not less than 5 hectares with the same characteristics as the site of a Polytechnic. However concessions could be given for cities such as Abuja, Kano, Lagos and Port-Harcourt. For a permanent site, the land should be freehold. Where the property is to be leased, a long lease should be contemplated to allow sufficient time for the programmes to develop prior to transferring them to the permanent site.

#### **3.5.2 Adequate Facilities**

Adequate teaching accommodation to support the various programmes listed in the academic plan of the proposed institution are available. These include such facilities as classrooms/lecture halls/theatres, laboratories, farms,



workshops or studios (where applicable) and library. At least teaching accommodation for the number of programmes to be offered in the first two years of existence of the institution should be available. Classrooms, laboratories and workshops should each have capacity for at least 30 students.

### **3.5.3 Equipment**

All teaching facilities are equipped with relevant furniture items, hand and machine tools, and instruments where applicable.

There is a seat and writing desk for every student during lectures, a marker board, a teacher's table and chair in the the classroom or lecture hall or theatre. Each student should have a workspace to undertake his laboratory, workshop, and studio assignments.

### **3.5.4 Library**

There is at least a central library large enough to take a third of the readers at a time. It is well stocked with relevant books and non-book items, well lit, ventilated and properly staffed. A purpose-built library should be among the first academic buildings to be provided on campus. Sufficient e-learning materials should be available too.

### **3.5.5 Utilities**

There are regular water and power supplies to the premises and in all the buildings making up the institution. There is also a gas supply for the laboratories and workshops where necessary.

Details of physical facilities requirements and their complement of tools, machines, instruments and equipment required for each programme are contained in the appropriate minimum curricula and course specifications produced by NBTE for the programmes.

### **3.5.6 Teaching and Support Staff**

The proprietor shall show evidence that there are available on ground, adequate number of qualified staff of all categories (teaching, administrative and support) to meet the standard required for teaching and administration at the level of the institution to be established. For details, see NBTE Standards for Accrediting Diploma Programmes in Polytechnics and Similar Post-secondary Technical Institutions in Nigeria.

### **3.5.7 Financial Resources**

The proprietor shall satisfy the Board that there are adequate financial resources to support the capital development of the institution and for its recurrent expenditure.

Accordingly, the institution shall submit a valid bank guarantee of ₦100 million for Polytechnic, ₦25,000 for Monotechnics with the application to the Board.

## **3.6 Welfare**

### **a. Staff**

There shall be available, staff conditions of service, which should address welfare issues. These should be good enough to enable the institution attract and retain qualified staff from all sectors of the economy. Accommodation may be provided on campus or very near the campus for staff on essential duties. Rent subsidy may however be paid to staff who are not given accommodation by the institution. Free medical facilities for staff and their families, pensions and gratuity schemes for staff should be included in the welfare package. Teaching staff should also be provided accommodation in line with the provisions of standards for accreditation of programmes.

### **b. Students**

There should be evidence that adequate provisions have been made for students' recreational and medical facilities. A policy statement on students' accommodation and catering services on campus should be made clear to all students in some of the institution's publications.

### **3.7 Conditions for Approval to Establish an Institution**

Approval to establish an institution may be granted only when there is evidence that there are relevant laboratories, workshops, studios, library, administrative facilities and adequate resources on ground to teach the approved programmes and common courses (general studies, computing and foundation courses) and:

1. in the case of a monotechnic, the professional courses in the discipline of specialisation: and
2. for a Polytechnic, at least one of the Engineering programmes – Chemical, Mining, Computer, Civil, Mechanical, Electrical & Electronics Engineering and some science and management programmes. The ratio of 70:30 enrolments in favour of Science and Technology shall be adhered to.

## **Chapter Two**

### **PROCEDURE FOR OBTAINING APPROVAL TO ESTABLISH A PRIVATE POLYTECHNIC, MONOTECHNIC OR SIMILAR TERTIARY INSTITUTION**

#### **1.0 INTRODUCTION/SUMMARY**

The procedure for obtaining approval to establish a private polytechnic or Monotechnic shall consist of the following:

1. Submitting the application letter and Application Form to NBTE
2. Analysis and assessment of the Application by NBTE
3. Carrying out approval/advisory visit to the site of the institution.
4. Consideration of the report of the visit by NBTE Management.
5. Recommendation of the application to the Hon. Minister of Education (HME) for approval of the establishment of the Institution as appropriate.
6. Communication of approval of Hon. Minister of Education to the Institution.

#### **2.0 SUBMISSION OF APPLICATION**

The proprietor of the proposed institution shall obtain the application forms and the guidelines from the New TVET Institutions Registration Department, National Board for Technical Education, Plot B, Bida Road, P.M.B. 2239, Kaduna.

The application forms are completed and returned to the Executive Secretary, National Board for Technical Education, Programmes Department, Plot B, Bida Road, P.M.B. 2239, Kaduna together with the:

1. Need Survey Report
2. Academic Master Plan
3. Physical Master Plan
4. Certificate of Occupancy for permanent site, and
5. Bank Guarantee for ₦100million for Polytechnics and ₦ 25,000 for Monotechnics.

#### **3.0 ANALYSIS OF APPLICATION AND INSPECTION VISIT**

The completed forms and the attached documents are analysed by the NBTE. Each of the documents above are analysed by a team of specialists staff of NBTE. Experts derived from in and outside the Board organized and pay visit to the site of the proposed institution to confirm the correctness of the submissions made by the proprietor. The team shall pay particular attention to the following:

1. the proposed curriculum of the institution;
2. the physical, teaching, accommodation/facilities – offices, classrooms, workshops, farms, laboratories, studios and library as appropriate for the proposed programmes to be offered by the institution, their adequacy for size of classes proposed, environment, and the complement of equipment required;
3. adequacy of financial resources to support capital and recurrent expenditure
4. availability of human resources – administrative, teaching and support staff in quality, number and mix for the programmes to be mounted, in the first and second years of existence of the institution;
5. the institution's library – well furnished and stocked with book and non-book items, for the proposed programmes and of a size adequate to accommodate its readership;
6. availability of utility services: regular water and power supplies and provisions for gas in the case of science, engineering and other technology-based programmes.

**NOTE:** The national guides for Resource Adequacy are the NBTE Minimum Guide Curricula and Course Specifications for the programme(s) to be mounted.

#### **4.0 NBTE's RECOMMENDATIONS TO THE HME**

The report of the inspection shall be considered by the Management of the National Board for Technical Education along with the completed application forms in relation to meeting the provisions of the Education (National Minimum Standards and Establishment of Institutions) (Amendment) CAP E3 LFN 2004. The recommendation of the Management is then submitted to the Board for consideration and recommendation to the Honourable Minister of Education to approve the establishment of the institution.

#### **5.0 NBTE's ACTION ON HME's DECISION**

Where the management and or the Board is satisfied that the institution has not met the conditions for approval, it shall inform the proprietor to carry out such required remedial actions before the institution is recommended to the HME for approval.

The National Board for Technical Education shall inform the proprietor of the decision of the HME where the application is unsuccessful. The letter to the proprietor shall state reasons for denying approval where approval is not granted.

## **6.0 RE-SUBMISSION OF APPLICATION**

The proprietor may re-apply for approval to run or establish the institution when he/she has corrected all the deficiencies highlighted in the earlier report.

If the application to establish the institution receives the approval of the Honourable Minister of Education, the institution is informed and is also listed in NBTE's publications as accredited/approved to operate in Nigeria.

## **7.0 NBTE PROGRAMME ACCREDITATION**

Any programme offered by a Polytechnic or Monotechnic which leads to the award of a National Diploma (ND) or Higher National Diploma (HND) must be accredited by NBTE before the award is made. The accreditation process consists of two stages:

1. An approval to mount the programme, and
2. Full accreditation.

## **8.0 PROCEDURE FOR OBTAINING APPROVAL TO MOUNT A PROGRAMME**

The following are the guidelines to be followed by institutions seeking approval from the National Board for Technical Education to mount a National Diploma or Higher National Diploma programme in a Polytechnic or Monotechnic.

An institution seeking approval from the National Board for Technical Education to mount a new programme shall so apply to the Board giving the following information:

1. justification for the proposed programme;
2. evidence of demand for manpower in the discipline of the proposed programme in the country and the world.
3. statistics on the availability of students for the programme; and
4. evidence of availability of physical and human resources for the proposed programme.

These shall be submitted along with completed quadruplicates of Form NBTE/PRO/8 (Self-Study Questionnaire for Approval to Mount a New Diploma Programme) to the Executive Secretary, National Board for Technical Education, Plot B, Bida Road, P.M.B. 2239, Kaduna.

## **THE APPROVAL PROCESS**

This includes:

1. **Analysis and Assessment of Institution's Application**  
When the submission of an institution in respect of a programme is received, the Board shall carefully analyse and assess it. If it appears to the Board that the programme has at least the minimum resources required to mount it at one of the levels of training, that is National Diploma (ND), or Higher National Diploma (HND), its staff and experts shall undertake an inspection of the resources listed in the application form.
2. **Resources Inspection Visit**  
A resource inspection is conducted by the Board in order to confirm that the resources listed for the proposed programme(s) by the institution in the application form are adequate and on site for immediate use. In the case of engineering, science, computer studies and related programmes, the equipment have been installed and commissioned and are ready for immediate use. Also to be examined are the administrative set-up of the institution and the department to support the programme when mounted, the financial provisions for capital and recurrent costs.
3. **Approval to Mount a Programme**  
Following the resource inspection visit and the institution meeting the criteria outlined below, the Board may grant approval to it to mount the programme. Approval may not be granted if the report of the resource inspection visit shows inadequacies in the facilities which may affect the smooth running of the programme.

The decision of the Board on whether or not a new programme may be mounted by an institution shall be conveyed to the institution in writing. An institution shall advertise for and admit students into a programme only after it has obtained the Board's approval to do so.

## 9.0 **CRITERIA FOR APPROVAL TO MOUNT A NEW PROGRAMME**

During a programme approval visit, items to be inspected and assessed against the Board's laid down national minimum standard for the programme are as follows:-

### **A) Establishment of the Institution**

The private polytechnic or monotechnic should have been properly established following approval by the Honourable Minister of Education in accordance with the provisions of Education (National Minimum Standards and Establishment of Institutions) (Amendment) CAP E3 LFN 2004. There is evidence that the institution plans to operate in accordance with the Guidelines for Establishing and Operating a Post-secondary Technical Institution – See NBTE Standards for Accrediting Diploma Programmes in Polytechnics and Similar Tertiary Institutions.

### **B) Curriculum**

There shall be a curriculum for the proposed programme drawn up by the institution in course units and the contents written in behavioural objectives in the NBTE format for producing curricula. The contents should not be lower than those contained in the NBTE approved minimum guide curriculum and course specifications for the programme, if one exists. In the case of a programme for which NBTE has not issued a minimum national guide curriculum, the institution should structure the proposed curriculum taking cognizance of its philosophy, and the goal and objectives of the programme, and the Board's Format for Evolving New Curricula obtainable from the Programmes Department, NBTE Secretariat, Kaduna.

The goal and objectives of the programme shall not be in conflict with those stated for a similar programme by NBTE. They should be clear and in line with the national philosophy and objectives of technical education as contained in the National Policy on Education and the Education (National Minimum Standards and Establishment of Institutions) CAP E3 LFN 2004. The curriculum shall also include:

1. a task inventory of the experiences the student should have during the supervised industrial training;
2. the entry requirements into the programme;



3. the curriculum structure and contents; and
4. the methods of evaluating the students' work and the programme.

Evidence shall be shown that adequate financial provisions have been made in the recurrent budget of the institution for the Students' Industrial Work Experience Scheme (SIWES).

### **C) Resources**

Regular ND and HND programmes last four semesters or two years. Hence, there shall be adequate resources on ground for teaching the whole programme before it is approved to start. These resources include teaching staff, adequately equipped classrooms, laboratories, workshops, farms, studios etc as appropriate and a library. The requirements of each resource are explained below:

#### **1. Teaching Staff**

There shall be available to the proposed programme, a full complement of teaching staff in number and mix required to teach all the courses listed in the curriculum. The number and mix of teaching staff vary with the programme. On the average, a minimum core staff of 4 lecturers and the head of department shall be required to teach a single stream of the programme at ND or HND levels. The number excludes teaching staff for General Studies and other service courses taught by other departments. It may also comprise 4 lecturers including the Head of Department and an Instructor. Generally, teaching staff will not be expected to teach for more than 15 contact hours per week. Where necessary, part-time teachers may be employed to cover some of the periods and to update the curriculum. Teaching staff are expected to possess a minimum of a good first degree or its equivalent.

In the case of some professional programmes, such as Accountancy, Quantity Surveying and Banking and Finance, at least two full-time Lecturers who are professionally qualified and registered in the field should be among the staff of the department if the programme is to be offered at the HND level. At least one professional lecturer will be required for an ND programme.

Teaching staff for specialized HND options, for example, in engineering, science laboratory technology or in areas of business studies such as banking and finance, personnel management, production management etc. should preferably have post graduate degrees in the option they are expected to teach. In all cases, adequate post-qualification cognate experiences in industry and/or teaching are required for lecturer ship positions. In addition to the 4 lecturers for one option. Two additional lecturers are required for each additional option at the HND level. Where the HND programme does not have options, minimums of 4 lecturers are required. The number of staff excludes those for general studies, which may be based on a Staff Student Ratio (SSR) of 1:20. The mix of Principal/Chief Lecturer: Senior Lecturer: Lecturer I and below shall be 1:2:5. For double or more streams, the number of teaching staff shall be pro-rated in a ratio of 1 Lecturer to 15 students for science and technology programmes and 1 Lecturer to 20 students for management programmes

The head of department should be at least, a Senior Lecturer in rank in the case of an ND programme and a Principal Lecturer in rank in the case of an HND programme; and should have considerable industrial, teaching and educational management experiences, in order to be able to provide the desired professional and academic leadership. He/She should hold at least a first and second degree in the discipline.

## **2. Other Staff**

There shall be a full complement of instructional/teaching staff before the first batch of students are admitted into the programme. For science, engineering and other technology programmes, each of the laboratories, workshops and ancilliary facilities should be fully staffed with at least a technologist/instructor; a technician, workshop assistant and an attendant. For agricultural programmes, a farm manager/supervisor is also required. Clerical staff should consist of a departmental/programme secretary or typist, a clerical officer, cleaner/messenger.

## **10.0 PHYSICAL FACILITIES**

### **1.1 Laboratories**

There should be adequate number and types of laboratories available to the programme(s) to be offered. Where the department is to share existing facilities with other departments, adequate arrangement should be made on the time-table to accommodate all the courses to be taught. The tools, instruments and equipment in the NBTE's minimum list of equipment for each laboratory for the programme should be provided, installed and commissioned before the approval inspection takes place and before the first set of students are admitted. In all cases, care should be taken to ensure that the programmes do not over-stretch the available facilities and reduce the required period of teaching for each course. The use factor for a laboratory should be about 0.7 or 30 hours for a 40 – hour working week, to allow time for cleaning up and for the movement of students from one laboratory to the other.

### **1.2 Workshops/Studios**

Adequate number and sizes of workshops/studios to sustain an initial intake of 30 students in each of the two years of the programme should be available. All the hand and machine tools and equipment required for the programme should be available, already installed and commissioned before the approval inspection visit and the first intake. The list of workshops, studios and the minimum equipment required for each programme are contained in the appropriate national minimum guide curricula and course specifications issued by NBTE. An acceptable use factor of 0.7 about 30 hours for a 40-hour working week should be allowed.

### **1.3 Classrooms/Lecture Theatres**

Adequate number of classrooms/lecture halls/theatres should be available to the programme. Ideally, at least two classrooms, each fully equipped to sit not less than forty (40No) students at a time should be available to each programme. Where classrooms are centrally allocated to the various courses, care should be taken to ensure that all courses are included in the time schedule for the number of contact hours specified. The classrooms may be used for about 32 hours (a use factor of 0.8) for a 40-hour working week.

### **1.4 Library**

The library of the institution should have a sitting capacity for a third of its readership at any one time and should be able to provide all the

basic services that a school library at that level should provide. Text and reference books, journals, general reading and non-book materials in the disciplines to be offered should be provided, and in quantities and mix that will provide adequately for all students to be enrolled. A provision of not less than ~~N~~2,000.00 per capita per annum or 5-8% of the recurrent budget, whichever one is greater, should be made for the library. For a new institution, adequate provisions should be made for capital projects including the building of a purpose-built library, furnishing and stocking with past issues of journals, text and reference books and non-book items.

## **11. OTHER FACILITIES**

Other teaching facilities like farms and field facilities in the case of agricultural programmes should be available for the proposed programme. These will be sighted to confirm their availability during the approval inspection visit.

## **12. OFFICES**

### **1. Staff**

Offices should be available for all teaching staff of the programme. The least acceptable shall be two lecturers sharing a room. Senior Lecturers and above in rank should have individual offices.

### **2. Departmental General Office**

A large general office should be provided for the programme, and should be equipped with the following:

- |   |            |
|---|------------|
| 1. Photocopying machine                                 | -1no.      |
| 2. Computer with printer                                | -2nos.     |
| 3. Table and chair for secretary                        | -1no. each |
| 4. Writing table and chair for clerical officer         | -1no. each |
| 5. Filing cabinets                                      | -2nos.     |
| 6. Notice Board for staff and students                  | -1no.      |
| 7. Sitting chairs for students waiting to consult staff | -2nos.     |
| 8. Air-conditioner/fan                                  | -1no.      |

## **13. WELFARE FACILITIES**

Welfare facilities for both staff and students should be adequate. For students, these may include cafeteria, health and recreational facilities and hostel accommodation for those who may need them. For teaching staff, these may include staff housing, health and recreational facilities, and provisions for pensions and gratuities. Only staff on essential duties may be accommodated on campus. Others may be paid housing allowances in lieu of accommodation on campus.

**14. POWER, GAS AND WATER SUPPLY**

Regular power, gas and water supplies should be available for the laboratories, workshops, studios and other facilities for each programme.

**15. FINANCE**

Adequate funds should be available for capital projects and recurrent expenditure for the programme. Adequate consumables should be on ground for students' practicals. For science and technology based programmes, the recommended per capita funding for consumables should not be less than Five thousand naira (~~N~~5,000.00) per annum or at least 10% of the institution's total recurrent expenditure whichever one is greater. In both cases, the per capita cost includes the cost of maintaining small tools/equipment in the workshops, laboratories and classrooms. Major repairs should be funded from capital/recurrent grant as appropriate.

**16. RE-SUBMISSION OF APPLICATION FOR APPROVAL TO MOUNT A NEW PROGRAMME**

An institution may re-submit for re-consideration its application for approval to mount a new programme if it has corrected the deficiencies highlighted in a report of a previous resource inspection visit. The submission should give details of the corrections made.

**17. INITIAL ACCREDITATION VISITATION**

A formal accreditation visit shall take place in the fourth semester of the programme. Prior to the visit, the institution is required to complete and submit six copies of self study questionnaire (NBTE/PRO/P1) in respect of the programme to the Executive Secretary, NBTE, P.M.B. 2239, Kaduna, not later than the end of the first semester of the academic year in which the initial accreditation visit is to be made.

**18. ACCOMMODATION AND LOCAL TRANSPORTATION FOR RESOURCE INSPECTION/ADVISORY VISIT TEAM MEMBERS**

It is the responsibility of the institution to provide for team members, hotel accommodation and local transportation from the nearest airport and between the hotel and the institution during the period of the resource inspection or advisory visit.

## **Chapter Three**

### **PROCEDURE FOR OBTAINING APPROVAL TO ESTABLISH AN INNOVATION ENTERPRISE INSTITUTION (IEI) OR VOCATIONAL ENTERPRISE INSTITUTION (VEI)**

1. Any person or organization wishing to establish an Innovation Enterprise Institution (IEI) or Vocational Enterprise Institution (VEI) shall apply to the Honourable Minister of Education, through the Executive Secretary, National Board for Technical Education, Plot B, Bida Road, PMB 2239, Kaduna. The application letter shall be accompanied by the following documents:
  - i. A Need Assessment Report, showing that the institution is required to produce the type of manpower that it plans to produce for the economy.
  - ii. A Business Plan that describes the business concept of the institution, its vision and mission, profiles and experiences of the promoters and management team and sources of funds for capital and recurrent expenditure.
  - iii. The proposed Structure of Administration and Control of the institution including an organogram of how the various components of the institution shall relate to each other. This shall also include the names, qualifications and cognate work experiences of the principal officers and heads of departments.
  - iv. List of all academic and non-academic staff with qualifications, specializations and work experiences for each proposed programme. The nature of employment (full-time or part –time) of each staff and duties to be performed in a tabular form.
  - v. The proposed school curriculum for the programme. This shall have evidence of potentials for creativity, innovation and link with industry and the market.
  - vi. A list of physical facilities e.g. classrooms, laboratories, workshops, studios, farms etc that are available for each proposed programmes. The service facilities like seats, desks, and water. Light, gas etc those are available in each facility. The dimensions and student capacity of each facility shall also be stated.
  - vii. A Tax Clearance Certificate showing that the proprietor has paid his/her taxes fully in the past three years.
  - viii. A Current Audit Financial Statement and or Bank Statement of Account of the proprietor.
  - ix. Certificate of Incorporation by Corporate Affairs Commission.

- x. A signed Memorandum of Understanding (MoU) with relevant industries for students' practical training and subsequent employment.
- 2. The submitted application documents shall be analysed and assessed against the laid down standards by professional staff of the Board.
    - a. If the application documents meet the laid down standards, the Board shall arrange and conduct an approval/advisory visit to the proposed institution to confirm the availability of resources in line with the laid down standards.
    - b. If the application documents fail to meet the laid down standards, the Board shall write to inform the proprietor to correct the shortfalls and inform it accordingly.
  - 3. Staff of NBTE, Federal Ministry of Education and others of same type of or similar institutions shall conduct an approval/advisory visit to a proposed IEI or VEI.
    - a. At the end of the visit, the team shall recommend the approval or otherwise of the institution to the National Board for Technical Education based on its findings.
    - b. The Management of NBTE shall consider the approval/advisory report recommendation and make recommendation to the Board on whether or not to recommend the approval of establishment of the institution to the Honourable Minister of Education.
    - c. When an application to establish an IEI or VEI is recommended by the Board to the Honourable Minister of Education, the Executive Secretary NBTE shall convey the recommendation to the Honourable Minister for approval.
    - d. The Honourable Minister of Education shall convey approval to establish the institution to the Executive Secretary NBTE.
    - e. When an approval/advisory visit is carried out by the Board and approval for establishment of the institution is not recommended or granted, the proprietor of the institution shall be informed in writing about the reasons for not recommending or approving the establishment of the institution and advised to correct the deficiencies identified.
    - f. When a proprietor has satisfactorily corrected identified deficiencies, he/she shall inform NBTE accordingly, giving details of the correction made, and invite NBTE to verify.
    - g. When a verification visit is carried out and the findings show that the institution has satisfactorily corrected the deficiencies that were identified in the earlier approval/advisory visit, the team shall recommend approval of establish of the institution to the

Management of the Board and the procedure outlined above for approval of establishment of the institution shall be followed.



## **Chapter Four**

### **STANDARDS AND CRITERIA FOR APPROVAL OF PROGRAMMES IN INNOVATION ENTERPRISE INSTITUTIONS (IEIs) AND VOCATIONAL ENTERPRISE INSTITUTIONS (VEIs)**

#### **1. INTRODUCTION**

Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs) are institutions recently approved by the Federal Government to provide an alternative route to higher education, as part of the on-going reform of the Technical and Vocational Education sector. They are private institutions which will offer competency based-skills in vocational, technical or professional education and training at post-basic and post-secondary levels to equip the youth as well as working adults with vocational skills and knowledge to meet the increasing demand for skilled manpower in the various sectors of the nation's economy.

Nigeria's ability to realize the 2020 vision of becoming one of the twenty largest economies in the world by the year 2020 is hugely dependent on the capacity to transform its youthful population into highly skilled and competent citizens capable of fully addressing the needs of the growing economy and competing favorably in the global arena. A large part of the responsibility for preparing such citizens rests on higher education institutions, but which are constrained by several challenges including:

- i. lack of capacity to accommodate increasing number of applicants;
- ii. low participation of the private sector in skills training and development; and
- iii. mismatch between the training provided and needs of employers;

These challenges pose serious threats to the attainment of the 2020 vision. To address these and many other challenges, Government has approved establishment of the private sector-led Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs) with the major aim of widening access to Technical and Vocational Education and Training (TVET) to serve the needs of industries and self-empowerment of the nation's citizens. This initiative, it is hoped, will bring on board training providers with relevant labour market expertise, resources and diversity of perspectives to skills development.

Collaboration between Government and the private sector is a powerful way to ensure that the Federal Ministry of Education (FME) and its agencies remain responsive to the national and global economic challenges of the 21<sup>st</sup> Century.

### **Target Groups**

The VEIs and IEIs are expected to provide credible alternative forms of education that will cater for the needs of:

- i. School leavers who wish to acquire demonstrable practical skills to secure employment or generate employment
- ii. Persons seeking career paths that do not need university degrees
- iii. Persons who have not studied for some time and desire to do so
- iv. Persons without time for full time study but want to enhance their skills
- v. Persons wishing to go into self-employment
- vi. University graduates seeking employable skills and
- vii. Adults seeking opportunities to re-skill themselves

### **Objectives and Scope**

The VEIs and IEIs are designed to widen access to vocational education and offer credible alternative to higher education, through the provision of relevant industry-specific employable skills. Citizens are expected to find within this sub-section an avenue for acquiring competence-based skills that are driven by demands from industries and employers. They are designed to be principally private sector operated and readily responsive to the demands of the economy.

As presently conceived, the institutions have focus on technical knowledge and skills that are relevant but not restricted to the following specific industries:

- i. Information & Communication Technology (ICT)
- ii. Oil & Gas Technology
- iii. Agriculture
- iv. Welding & Fabrication
- v. Fashion & Clothing Technology
- vi. Hospitality & Tourism
- vii. Film & TV Production
- viii. Creative Arts
- ix. Construction & Engineering
- x. Paralegal Studies

- xi. Telecommunications
- xii. Manufacturing
- xiii. Professional Development
- xiv. Banking & Finance

The VEIs and IEIs are envisaged to fulfill the following specific objectives:

1. Increase access to education at Post-Basic levels for all ages thus addressing the 'JAMB bottleneck' by increasing options and absorbing more youths into Higher Education (HE), who may have otherwise been unable to secure admissions.
2. Be principally private sector driven, and readily responsive to labour market demands.
3. Provide the necessary link between education, science, technology, innovation and the labour market.
4. Use 21<sup>st</sup> Century technology to deliver up-to-date curricula and skills relevant to the needs of employers in the labour market.
5. Develop learners' capacity to think creatively, critically and transform knowledge and skills into wealth and a broader economic base.
6. Train and ensure that students understand how their expertise fits into a framework for improving the society and fulfilling national goals.
7. Economically empower the individual and community by increasing employability.
8. Set new standards in design and delivery of competency and skills based Education and Training.
9. Contribute technology, capital, and industrial expertise through training, network, and access to production equipment and know how.
10. Provide job opportunities through established linkages to industries and recruitment agencies.

## 11. PROGRAMMES AND QUALIFICATIONS

**The Vocational Enterprise Institutions (VEIs)** admit candidates with a minimum of basic education certificate (i.e. post Junior Secondary School) and cover multidisciplinary areas that prepare learners for jobs in industries, including, but not limited to those listed under the ***Objectives and Scope*** above.

**The Innovation Enterprise Institutions (IEIs)** on the other hand admit students with a minimum of 5 credits at senior secondary school certificate or equivalent (SSSC, NTC, NBC) and are expected

to train them to think creatively, critically and transform knowledge into wealth and broader economic base. They may proceed after this to the Polytechnics or universities for higher education.

The VElS and IElS are linked to a large number of business enterprises and industries for internship and recruitment. They are included in the JAMB brochure for the unified Tertiary Matriculation Examination and admission.

The VElS run three years modular programmes, where each year of study could be terminal and have a cogent, flexible structure and content that would equip the trainee with a practicable working skill and the possibility to exist at that level. The qualifications obtainable at these levels will be **the National Vocational Certificate (NVC)** Part 1, Part 2 and Final for each set of modules. The certificates obtained at Part I, Part II and Final may be used directly for employment. The NVC Final holder may also proceed to the next level, which is the Innovation Enterprise Institutions for NID, ND in a Polytechnic, or 100 levels in a University.

The IElS, on the other hand, run diploma programmes on full time for two years or part-time for three years. The curricula are in modules of employable skills. The qualifications awarded by the IElS will be **the National Innovation Diploma (NID)** which is equivalent to the National Diploma (ND).

Approval for establishment of VElS and IElS is given by the Honourable Minister of Education, on the recommendation of the National Board for Technical Education (NBTE).

## 12. **CRITERIA FOR APPROVAL TO MOUNT A NEW PROGRAMME**

Any institution that wants to offer any programme leading to award of the NID or NVC shall apply to the Board for resources inspection. The application letter shall be accompanied by the following:

1. List of teaching and non-teaching staff available for the programme with qualifications, specializations, working experience, duties to be performed.
2. List of Physical Facilities available for the programme e.g. classrooms, offices, laboratories, workshops and studios,

the dimensions and student capacity, equipment and tools therein.

3. The curriculum for the programme,
4. Library resources available (book and non-book) and
5. Funds for capital and recurrent expenditure for the programme.

The Board shall analyse and assess the application and if the application appears to meet the laid down standards, a resource inspection shall be carried out to the institution. If there are however, identified deficiencies in the application the institution shall be informed in writing to correct the deficiencies and inform the Board accordingly giving details of the corrections carried out.

During a programme approval visit, the following items shall be inspected and assessed against the NBTE's laid down national minimum standards for the programme:

### **Establishment of the Institution**

The private Vocational and/or Innovation Enterprise Institution should have been properly established following approval by the Honourable Minister of Education in accordance with the provisions of Education (National Minimum Standards and Establishment of Institutions) (Amendment) CAP E3 LFN 2004. There should be evidence that the institution is operating in accordance with the Guidelines for Establishing and Operating a VEI and/or IEI.

## **6. ACADEMIC MATTERS**

### **1.1 Goal and Objectives**

The goal and objectives of the programme shall not be in conflict with those listed in the national philosophy and objectives of Post-Basic (VEIs) and Post Secondary (IEIs) Technical Education in the National Policy on Education, and the Education (National Minimum Standards and Establishment of Institutions) CAP E3 LFN 2004.

### **1.2 Curriculum**

There shall be a curriculum for the proposed programme. This should be drawn up in course units or modules with the contents written in behavioral objectives in the NBTE format for producing curricula. The contents should not be less than the minimum contained in the NBTE approved Minimum Guide Curriculum and Course Specifications for the programme.

Institutions are expected to enrich the NBTE curriculum in the professional courses.

In case of a programme, which does not have an NBTE minimum guide curriculum, the Institution should develop a proposed curriculum and course specifications for the Board's consideration.

The Curriculum and Course Specifications must contain the following:

1. Goal and Objectives
2. Entry Requirements into the Programme
3. Detailed Course Specifications
4. Grading System
5. Programme Duration
6. Methods of Assessment

### **1.1 Academic Regulations**

The institution shall produce Academic Regulations with regulations governing: admission, registration, the terminal and final examinations including the grading systems, penalties for examination malpractices, requirements for withdrawal/repeat and probation, conditions for graduations, 75% mandatory class attendance etc.

### **1.2 Grading of NID Certificates**

1. The grading of the NID Certificate shall be the approved 4 points system for Diplomas.

Example is as follows:

**Table 1.0: 4 Points Grading**

<b>EXAMINATION SCORE</b>	<b>LETTER GRADING</b>	<b>GRADE POINT</b>	<b>CLASS OF CERTIFICATE</b>
80 and above	A	3.50 – 4.00	Distinction
60 – 79	B	3.00 – 3.49	Upper Credit
50 – 59	C	2.50 – 2.99	Lower Credit
40 – 49	D	2.00 – 2.49	Pass
0 – 39	F	0.00 – 1.99	Fail

2. The NVC shall be examined and awarded by the National Business and Technical Examination Board (NABTEB).

### **1.3 Programme Duration**

NID programmes shall last for a minimum of four semesters or two years and maximum of eight semesters or four years. A total number of 1800 contact hours should be covered in any case before graduation.

NVC programmes shall last a minimum of three years and a maximum of six years. A total of 2700 contact hours must be covered in any case before the NVC Final is awarded.

Institutions are at liberty to award modular certificates at the end of a semester of 450 hours for IEs and at the end of a term of 300 hours for VEs. The NVC I, NVC II and NVC III are awarded after the completion of a full 3 years or 6 terms respectively. Each level of the NVC shall run for a minimum of two semesters or one academic session.

### **1.4 Methods of Assessment/Evaluation**

There shall be available, a concrete proposal on how the students of the programme(s) shall be assessed/evaluated.

The assessment/evaluation shall cover areas of theory, practical and industrial training.

### **1.5 Industrial Training**

The trainees/students for both NVCs and NIDs shall have 480 hours industrial training per year. These hours may be staggered or taken en bloc. This is outside the practical experiences embedded in the curriculum. This training shall be undertaken in industries for which the institution has signed a Memorandum of Understanding for that purpose.

Facilities for this industrial training should be within the same locality and possibly the same vicinity with the institution.

The training facilities should be functional, relevant and of acceptable industrial standard.

The industrial training shall be practical and daily log book recording kept. The report shall be endorsed on daily bases by the industry-based supervisor.

Every student must have an industry-based supervisor.

### **1.6 Appointment of External Assessor(s) or Examiner(s)**

External Assessors shall be appointed to moderate the terminal and final examinations as follows:-

1. NVC shall require one external assessor from the relevant industry to assess the students' Industrial and Practical works and grade accordingly.
2. NID shall require two external assessors, one from a relevant industry to assess the Industrial and Practical training of students and the other shall come from similar Institution to assess the student academic performance.

### **1.1 Projects**

Final project(s) shall be carried out as follows:

1. Students enrolled in NVC shall carryout supervised project comprising physical production only.
2. Students enrolled in NID shall carryout projects comprising physical production and supported by technical write-up.

## **3. PHYSICAL RESOURCES**

Adequate physical facilities shall be available for teaching the entire programme before the programme is approved to commence.

Each facility shall be provided for one class stream of 30 – 35 students. In case of multiple streams the facilities should be provided in multiple of the streams. Tidiness and orderliness of physical facilities is considered part of the training. The following must be in place before training commences:

### **1.1 Classrooms**

- i. Classrooms should be provided to accommodate a stream of 30-40 students each.
- ii. Expanded classrooms or theatres where necessary for larger audiences should be provided with audio-visual facilities.
- iii. Classrooms should be furnished with permanent desks and other furniture, and must be properly ventilated, well lit and neatly kept.
- iv. Makeshift lecture locations may be provided within the training industry.



## **1.2 Laboratories**

- i. Basic science laboratories where applicable must be available to enable the trainee learn the basics of the professional courses.
- ii. Such laboratories should be for streams of 30 – 35 students. They must be:
  - a. provided with permanent furniture,
  - b. adequately provided with water, electricity and ventilation, and
  - c. adequately provided with safety facilities.

The list of minimum tools, equipment and instruments needed to equip such laboratories is contained in the minimum guide curriculum. It is available from the Board on request.

## **1.3 Workshops**

Basic workshops where applicable, should be available to prepare students for the professional courses and industrial training. Such basic workshops may include metal and wood workshops. The workshops should be able to accommodate 20 – 25 students at a time. Workshops should be provided with permanent furniture and adequately equipped, ventilated, well lit and adequate security. Where the institution is part of a production industry, such basic training workshops should be provided within the industry.

The list of minimum equipment and tools needed in such basic workshops is also contained in the NBTE minimum guide curriculum and course specifications. It is also available from the Board on request.

## **5.4 Studios**

Training Studios shall include:

1. Audio Visual Studios
2. Typing Studios
3. Computer Studios
4. Drawing Studios etc.

Where applicable, these should be permanently furnished to sit a class stream of 15-30 students each.

### **5.5 Training Industry**

Since IEI, VEI and NSQ programmes are industry-based, a functional productive industry should be available in the locality and preferably in the vicinity of the institution or Training Centers to provide the industrial training.

All students in IEIs are expected to spend a minimum of 480 hours a year in the relevant industry. A reliable and legally binding memorandum of understanding (M.O.U) must exist between the institution and the training industry to guarantee the trainee unhindered access to agreed facilities of the industry.

1. This memorandum of understanding should be a legal document and should be made available to the visiting team during the approval visit.
2. The memorandum of understanding must include supervision of students at work by staff of the industry and also include grading of daily logbook activities of students by staff of the industry.

### **5.6 Farm and Field Facilities**

For programmes in agriculture, all the field facilities should be provided in the institutions' commercial farm. Teaching facilities shall in addition to the laboratories and workshops described above provide for commercial and experimental farms, green houses, nurseries, orchards, museum, fish ponds, smoking kilns, net loft, etc, depending on the type of programme for which approval is being sought. Field facilities such as surveying and irrigation equipment etc should also be available for the proposed programme as appropriate.

The minimum list of field facilities for each programme is contained in the guide curriculum and is available from the Board on request.

### **5.7 Library/Reading Room**

The Institution's library should be able to accommodate a minimum of one third of the reader population at a time. Every library should be equipped with internet connectivity and related ICT facilities. The library should be provided with proper and permanent furniture and should be adequately lit, ventilated and staffed.

## **5.8 Staff Office**

Staff offices should be available for all permanent teaching staff of the programme. A maximum of two lecturers may share a room. Senior lecturers and above in rank should have individual offices. A staff common room shall be available for part-time/visiting lecturers. Every office should be equipped with appropriate furniture and I.C.T. facility.

## **5.9 Programme/Departmental Office**

There should be a programme/departmental office for academic and administrative record keeping. A Secretary/Typist should Mann this.

## **6.0 STAFFING**

6.1 Four categories of staff are required to service the programmes in an IEl or VEI institution. These are;

1. Teaching Staff
2. Service Staff
3. Technical and
4. Administrative
5. Others for the Training Centers under NSQ are Quality Assurance Assessor (QAA) and Internal Verifier (IV).

## **6.2 Teaching Staff**

Teaching staff teaches the theoretical component and supervise practicals in the programme. They should be resident in the department.

Any course that runs 2 hours/day and above per semester (total of 150 hours) must be serviced by a permanently employed teaching staff.

Part-time lecturers may service courses of less than 150 hours per semester. Such lecturers must be signed on for a minimum of one semester to ensure that they do not abandon the courses half way.

An NID programme should have a minimum of two lecturers and two instructors while a VEI course should be serviced by a minimum of three (3) instructors.

## **6.3 Teaching Qualifications**

For NID, a lecturer should possess a minimum of a good HND/honours degree or equivalent professional qualification and a minimum of 4

years cognate experience. For the NVC, teaching staff should have a minimum of HND or equivalent professional qualification and a minimum of 2 years cognate experience.

#### **6.4 Service Staff**

These are staff that teach non-professional courses. They may not be residents in the department. Service staff should possess similar qualifications as the professional staff.

#### **6.5 Technical Staff**

These are staff whose duty is to assist the students in the practicals in the workshops and laboratories. All the laboratories, workshops, studios and auxiliary facilities should be fully staffed with technicians/technologists who must possess ND/HND or equivalent qualifications and a minimum of three years cognate experience, two of which must be in the relevant industry.

For NVC, all the laboratories, workshops and auxiliary facilities should be fully staffed with technicians who must possess ANTC, NID or ND and Workshop Assistants who must possess a minimum of Labour Trade Test II and a minimum of three years experience two of which must be in the relevant industry.

#### **6.6 Programme Coordinators**

For the NID and NVC, there should be competent staff who will provide academic and administrative leadership for the programme. He/she should have a minimum of HND qualification and a minimum of 6 years cognate experience, 3 of which must be in the relevant industry.

#### **6.7 Other Administrative Staff**

Programmes should have Secretaries/Typists and administrative staff to ensure good record keeping.

## **Chapter Five**

# **GUIDELINES AND PROCEDURES FOR THE ESTABLISHMENT OF PRIVATE TECHNICAL COLLEGES AND SIMILAR TECHNICAL INSTITUTIONS IN NIGERIA**

## **1.0 GENERAL**

The technical institutions to be affected by these guidelines are those established or to be established to offer vocational and technical training programmes at the post-basic level such as technical colleges and similar technical institutions which produce craftsmen and master craftsmen or similar level of business manpower in Nigeria.

The National Policy on Education (2004) has clearly stated the set goal and objectives of technical education at this level. The Policy also stated the programmes to be offered and the entry requirements for the technical colleges.

## **2.0 POLICY GUIDELINES**

Any individual or organization that may wish to establish a technical college shall follow the following policy guidelines:

### **2.1 Level of programmes to be offered**

The institution to be established shall offer mainly programmes leading to the award of National Technical/Business Certificate (NTC/NBC) and Advanced National Technical/Business Certificate (ANTC/ANBC). The institution may also offer modular courses as provided by the curriculum.

### **2.2 Nomenclature of Institution**

The proposed institution shall be properly designated with a descriptive title similar to titles of existing government owned institutions offering similar trades in the country. In this case, the two key words: "Science" and "Technical" must feature in the nomenclature of the proposed institution.

### **2.3 Purpose of the Institution**

The proposed institution shall have a clearly defined vision and mission, which shall be in consonance with the national

philosophy, aims and objectives of technical education at technical college level as contained in the National Policy on Education.

#### **2.4 Trades to be offered by Technical Colleges**

All Technical Colleges must plan to offer the needed cluster of trades as contained in the National Policy on Education for the production of craftsmen and master craftsmen.

### **3.0 APPLICATION DOCUMENTS**

The application for the approval to establish a technical college shall be in conformity with the Federal or State Education Laws where the proposed institution is to be located. The Proprietor shall obtain the application documents from there.

## **Chapter Six**

### **PROCEDURES FOR OBTAINING APPROVAL TO ESTABLISH PRIVATE TECHNICAL COLLEGES OR SIMILAR TECHNICAL INSTITUTIONS IN NIGERIA**

#### **1.0 INSTITUTIONAL ACCREDITATION**

The procedure for obtaining approval to establish a private technical college rests with the State Ministry of Education where the institution is located.

However, after obtaining approval from the state ministry of education, the proprietor shall apply to the National Board for Technical Education requesting the Board for institutional accreditation before the commencement of programmes.

Institutional accreditation may be granted to an institution that has met the minimum standard for establishing a technical institution at an appropriate level.

The procedures for obtaining institutional accreditation for the establishment of a private technical college consists of the following:

- a. Request for application material by the proprietor.
- b. Submission of letter of application and the completed form.
- c. Analysis and Assessing of the application form by NBTE.
- d. Carrying out Advisory/Resource inspection visit to the site of the institution.
- e. Consideration of the report of the visit by the NBTE Management.
- f. Communication of the decision of the Board to the Proprietor and Federal Ministry of Education for information.

#### **1.1 Request and submission of application form**

The institution seeking institutional accreditation shall obtain the Self-Study Questionnaire (SSQ) form NBTE/TC/IA/1 from the Programmes Department, National Board for Technical Education, Plot 'B' Bida Road, P.M.B. 2239, Kaduna and return the completed form to the office of the Executive Secretary. (See Sample of the SSQ from p18 - 71.

## **1.2 Analysis of application and inspection visit**

The NBTE Secretariat shall analyse the submission and if there are indications that the institution may have adequate resources to support the curriculum it proposed for the college, an ad hoc panel is composed to visit the college to confirm the correctness of the claims in the submission made by the proprietor. But if there are indications from the submission that the institution has inadequacies that should be corrected, it shall be so informed and advised to resubmit its application when such inadequacies have been corrected.

The purposes of the visit, among others are:

1.2.1 To confirm the correctness of the submission made to the Board in respect of the following:

- a. the philosophy and objectives of the institution;
- b. the curriculum of the institution and of each of the programmes to be mounted;
- c. the availability of qualified students for the programme;
- d. the management of the college;
- e. the adequacy of the physical facilities- classrooms, workshops, laboratories and studios as appropriate and their full complements of equipment;
- f. human resources required such as teaching, administrative and support staff to effectively implement the curriculum and manage the institution respectively;
- g. adequate financial support to meet its recurrent and capital cost and plans by the institution to generate funds to support its activities;
- h. library resources in the college including adequate reading space and availability of text and reference books and non-books items;
- i. adequate plan on how the students' work shall be evaluated; and
- j. adequate provisions of welfare services for staff and students.



1.2.2 To assess factors that cannot be adequately described by written statements in the questionnaire, for example: the intellectual atmosphere, calibre of staff, the state of the physical facilities and equipment available and the college environment.

1.2.3 At the end of the visit, an exit interview (concluding plenary session) is held between the panel and the college authorities (usually the principal and heads of departments.)

## **2.0 STANDARD AND CRITERIA FOR GRANTING INSTITUTIONAL ACCREDITATION**

### **2.1 ELIGIBILITY**

Institutional accreditation is granted to an institution that has been properly established, has clearly defined philosophy and objectives, a well articulated curriculum and the human, physical, financial and material resources to run the institution and the courses it is expected to offer. At least, one of the programmes has to earn NBTE accreditation or approval to run.

2.2 The standard and criteria for institutional and programme accreditation as laid down by NBTE for each item listed above are explained below for the guidance of institutions and their proprietors.

### **2.3 ESTABLISHMENT OF THE INSTITUTION**

The College should be properly established; this means, that the institution, irrespective of ownership, should have been established pursuant to a law (Edict or Act) or in accordance with the provisions of Federal or State Education Laws.

### **2.4 PHILOSOPHY AND GOAL AND OBJECTIVES OF INSTITUTION**

There should be stated in some of its publications, the philosophy and objectives of the institution so as to keep both staff and students constantly reminded of the institution's vision and mission in the community and the country at large. It should provide guidance and direction for evolving the curriculum and other policies of the institution. The institution may evolve its own philosophy and

objectives, which must be in consonance with those contained in the National Policy on Education (NPE) and section 9 of the education Decree 16 of August, 1985. The objectives of the institution should include the production of craftsmen for the economy who must also have full secondary school education to enable them benefit from further and continuing education. Also they should have adequate knowledge of their socio-economic and political environment.

## **2.5 CURRICULUM**

The curriculum as used here is the totality of courses that the Institution may offer to the students at the level of training. The curriculum of a programme should consist of three components:

- a. all the general education courses – English Language components of the General Studies, Mathematics, Citizenships Education and ICT; Others may depend on the courses offered by the departments. Professional skills from a range of modules of employable skills of one out of the range of engineering, building, wood, art, printing, hospitality, leather and business trades; and
- b. supervised industrial work experience.

The institution should produce its own curriculum to suit both national and local needs and its philosophy and objectives. The minimum expected shall not be lower than those contained in the minimum guide curriculum and course/module specifications issued by NBTE.

## **2.6 PRODUCTION UNIT/STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)**

The Student Industrial Work Experience Scheme (SIWES) is a component of the technical college curriculum. It is intended to expose all full-time students to real life work experience in industry prior to completing their courses. If arrangement for SIWES is not feasible because of lack of industries in the environment where the college is located, a production centre or college factory may be set up within the college or in individual department or section where students can be involved in production or service to acquire experiences for a period (at least one term) to be arranged during the course.

- 2.7 A production unit should be seen here as a well organized small scale business, established within the college to produce goods or offer

services to customers on a commercial scale. Where the option of production unit is adopted, the proprietor should improve the facilities to enhance their production capabilities and also provide seed money to purchase materials for the purpose. It should be clear from the beginning which option is to be adopted and evidences of arrangements to support the option should be available. Where the SIWES option is adopted, the proprietors should make adequate financial provision for the stipend of the students during the period.

## **2.8 ADMISSION, RETENTION, PROBATION, WITHDRAWAL AND GRADUATION**

There should be clearly stated in one of its publications, the college policies on student's selection, admission, retention, probation, withdrawal, scholastic work and graduation. The minimum entry requirements should not be lower than the Junior Secondary School Certificate and candidates shall be 14 years of age and above. However, NBTE shall review from time-to-time, the entry requirements into the technical colleges and inform the institutions accordingly. The publication on academic regulation shall be made available to the Board for verification.

## **2.9 EVALUATION OF STUDENTS' WORK**

The evaluation of student's achievement to determine his failure or success is a very important component of the teaching learning process. For the level of institution, the evaluation of the student shall be both through coursework (internal) and external examinations. There should be available to the student a manual containing detailed academic regulations including how the student shall be assessed throughout the course.

## **2.10 MANAGEMENT OF THE INSTITUTION**

The institution should have in place an effective management structure, consisting of a Governing Council, a Management Committee and a Board of Studies.

## **2.11 GOVERNING COUNCIL/BOARD**

The proprietor may appoint Governing Council for the college or a group of colleges. The Council shall be the governing body with responsibility for the general management of the college and in particular, issues relating to staff appointments, promotion and discipline, and the control of the properties and finances of the college.

It may also have the power to do anything, which, in its opinion will facilitate the plans and programmes of the college and promote its best interest. Membership of the council shall consist of a Chairman and representatives of the Ministry of Education, the academic community, the Board of Studies, employers' associations, the community where the college is located and the Principal as an ex-officio member.

## **2.12 COLLEGE ADMINISTRATION**

The college should have a Principal who should be the chief administrative and academic officer. The Principal should have power to exercise general authority over the staff and students on all issues relating to discipline and academic matters. The Principal of a technical college should have good academic training in a vocationally oriented discipline similar to at least one of the disciplines offered by the college, vast post-qualification experiences in industry, technical education and educational administration.

### **COLLEGE MANAGEMENT COMMITTEE**

The college should have a Management Committee constituted from among the principal officers of the college – principal, vice-principal, and heads of departments, the finance officer, the administrative secretary and librarian. It shall assist the Principal in the day to day running of the college.

## **2.13 BOARD OF STUDIES**

There shall be established in the college, a Board of Studies with the following members:

- a. the Principal of the College as Chairman
- b. the Vice-Principal
- c. Heads of Departments/Trade Sections
- d. the college Librarian
- e. Not more than two members of the academic staff other than heads of departments.

The Board of Studies shall be responsible for:

- a. the direction and management of academic matters of the college including the regulation of admission of students, the award of certificates and entry into national/zonal examinations;
- b. presenting to the Board such periodic reports on such academic matters as the Board of Studies may think fit or as the Board may, from time-to-time, direct; and

- c. The discharge of any other function, which the Board may delegate to it.

## **MANAGEMENT OF DEPARTMENT/SECTION OF THE COLLEGE**

2.14 The effect on productivity of sound administrative policy and the effective leadership cannot be over-emphasized. A capable staff can be more effective if he performs his functions in an atmosphere of good relationship with the administration. Administrators should perform their leadership role with mutual concern with policies that affect teaching and support staff and students in the department.

2.15 In the technical college, the direct management of the programmes should rest with heads of departments and heads of sections.

### **2.16 HEAD OF DEPARTMENT**

There shall be a head of department for a cluster of related trade programmes, e.g., Mechanical engineering Trades, Electrical/Electronic Trades, etc. and for general education.

### **2.17 CREATING A DEPARTMENT**

A guiding principle for creating a department shall be:

- a. the close relationship between the various trades in the cluster; for example, the wood trades – carpentry and joinery, furniture making and machine woodworking;
- b. the commonality of the terms and equipment used in the trades;
- c. the ease with which any instructor in any of the trades can assume headship of the department and give proper academic and administrative leadership to staff in his and other trades in the cluster;
- d. Not less than three trades should constitute a department.

### **2.18 QUALIFICATIONS OF HEAD OF DEPARTMENT**

The head of department should be a qualified technical educator and practitioner of one of the trades in the cluster making the department. He should be, at least, a Principal Instructor in rank. The head of department shall be responsible to the Principal of the college. He

shall provide both academic and administrative leadership for the department and represent the department in various meetings (of the Board of Studies and in other committee meetings) that the Principal shall, from time-to-time, assign to him. Where there are less than three trades in a cluster, a head of department may not be appointed. In such a case, the following action may be taken to ensure that the affected sections benefit equally from the management structure of the institution:

- a. appoint a coordinator for the programmes;
- b. the coordinator, so appointed, should report to the Principal on routine management issues;
- c. the coordinator should represent the programmes in the Board of Studies.

## **2.19 SECTIONAL HEADS**

There shall be a sectional head for each trade or subject discipline taught in the college. He should be an instructor with proven competence in his field, have adequate academic and professional training plus either a diploma or certificate in education and should not be lower in rank than a Principal Instructor or Senior Education Officer. His main functions among others shall include the management of the section, teaching and supervision of all activities of the section.

## **GENERAL REQUIREMENTS OF RESOURCES FOR TEACHING THE PROGRAMMES**

**2.20** The resources required for teaching the curriculum of a technical college may be broadly divided into five types:

- a. physical facilities which include the site, accommodation for workshops, laboratories, classrooms and studios;
- b. equipment for the workshops, laboratories, classrooms, studios, etc.;
- c. library resources;
- d. human resources; and
- e. financial resources.

The requirements for each resource are explained below.

## **2.21 PHYSICAL FACILITIES LOCATION/SITE OF INSTITUTION**

The institution shall be located in a suitable site, of adequate size and easily accessible from a major road in the environment and free from distracting noises and hazards. In a permanent site, the land available

should be large enough to accommodate future expansion. For a temporary accommodation, the lease of the property should be for a long period, at least five years, so that programmes of study may not be interrupted midstream. It is expected that within the period of lease, arrangements to move to the permanent site must have been completed.

## **2.22 COLLEGE ENVIRONMENT**

The environment of an institution has vital influence on the total development of the student. The site should be developed in accordance with a master plan to reflect orderliness, safety and cleanliness.

## **2.23 CLASS SIZE IN A TECHNICAL COLLEGE**

In principle, the size of workshop, laboratory, classroom and studio depends on the number of students that may be taught in it at the same time. In the case of laboratories and workshops the space requirements should also include space for the equipment and machines. A general specification for class sizes in a technical college is as follows:

<b>Type of Class/Space</b>	<b>Number of Students</b>
Workshop Practicals	15-20
General Education	30-40
Laboratories and Typing Pools	30-40
Drafting Studio (Drawing Room)	30-40

The space for a workshop may be increased to take a class size of between 24 and 30 students for advanced craft certificate courses where the students are matured and experienced and can use most of the equipment safely with minimum supervision.

## **2.24 LABORATORIES**

There shall be available, the following laboratories in a technical college:

1. Physics
2. Chemistry
3. Biology (for Catering and Agricultural programmes)
4. Engineering Science Laboratory]
5. Building Science Laboratory] For Advanced Craft Courses only]
6. Electrical Engineering Science]

The number of laboratories required will depend on the number of hours they will be put to use weekly. A laboratory session shall be about 2-3 hours weekly per class for between 30-40 students. For a forty-hour week and a use factor of 0.7 each laboratory may be used for about thirty hours weekly for the full-time students. This is about 10-15 class sessions a week. If there are to be more than 15 class sessions in the laboratory per week, more than one laboratory will be required. Adequate provision should be made for individual and group experiments during class periods.

## **2.25 CLASSROOMS**

There shall be adequate number of classrooms for the programmes. Each classroom shall accommodate, at least, 40 students at a time. It is preferable to have classrooms allocated to departments if there are adequate numbers of them. Where a pooling system is used, the timetable of classes should ensure that there are no clashes on the use of classrooms. The use factors for each classroom should be 0.8. The principle must be maintained that all classrooms and studios should be furnished so that each student by right has a desk and a chair to sit on during lesson periods. The classrooms should be well ventilated, lighted and provided with fans.

## **2.26 STUDIOS**

These are for technical drawing classes. Each studio should be available for thirty hours like the classroom. A class session in the studio varies from 2-3 hours in duration; hence each of them may accommodate 10-15 sessions of drawing classes per week. Again, if the studio is to be used for more than 15 sessions a week, additional studios should be provided.

## **2.27 WORKSHOPS**

The availability of good workshop facilities is crucial to the success of a vocational programme offered by a technical college. In principle, there should be adequate number of workshops suitably equipped to teach all the modules of the programme in each term. There should be available to each programme a number of general and specialized workshops, furnished and equipped as such. A specification of the minimum number and type of workshops required for each programme is given below. It is important that for maximum utilization of the facilities available, scheduling of workshop classes should not be for more than 4-hour session, which may allow for the eight-hour working day, two sessions in each workshop. Where necessary, part-time



evening courses can be mounted in the same workshop. A workshop should meet the following general standard:

- a. well lit and ventilated, where necessary, with ceiling fans/or air-conditioners as appropriate;
- b. exhibits good house-keeping;
- c. clean floor free from oil, dirt and non-slippery;
- d. well laid out to facilitate its maximum use for productions work, where necessary;
- e. have in addition to adequate working space, the following:
  - a tool store, fitted with racks and storage cabinets
  - storage space for training materials, etc
  - project storage and display room.
- f. quite safe. Safety posters should be displayed to encourage correct safety habits;
- g. have office space for instructors teaching the various skill courses;
- h. adequate and regular power supply to facilitate continuous use of the various equipment/machines;
- i. regular water supply and where necessary gas supply;
- j. adequately equipped workshop for the specific modules to be taught in it. A minimum list of equipment for each programme is shown in the appendices;
- k. at least, one classroom attached to it for teaching trade theory;
- l. have toilet facilities.

## **2.28 EQUIPMENT**

These include furniture items such as benches and tables, hand and machine tools and instruments which are required for practical exercises in the workshops and laboratories. Workshops, laboratories, studios and classrooms should be equipped with the full complement of basic tools – hand and machines and instruments as shown in the appendices for each trade (see standard and criteria). The equipment should be properly installed and commissioned before they are made available for use by the student. Equipment in crates or in a state of disrepair may not count as equipment for the programme/module until they have been installed and commissioned or repaired and functioning respectively as the case may be.

## **2.29 LIBRARY**

A good and functional library should be available as the main resource center in the college. In size, it should have adequate space for at least one third of its readers or, at least, three hundred readers

(whichever one is greater) at a time. The library should have the following sections:

1. Librarian's Office
2. Readers' service
3. Acquisition and Cataloguing
4. Audio-visual/Reprographic
5. Serials
6. Bindery

### **2.30 STAFFING FOR THE LIBRARY**

A qualified and experienced librarian should man the library, as an academic unit. Also, either a qualified librarian or an experienced library officer shall head each section as the case may be. In the case of audio-visual/reprographic and bindery sections, suitably qualified technicians should be appointed. Adequate number of staff will be required to cope with shift duties throughout the day and because of its importance to the development of the staff and students, it should be opened throughout the week except on Sundays and public holidays. Opening hours of the library shall be displayed on the notice board. Also, adequate number of junior staff of the rank of library clerks, secretarial staff, library assistants and cleaners should be available to maintain the services.

### **2.31 EQUIPMENT**

The library should be well equipped and furnished for its purpose and well maintained. Reprographic equipment should be available to the library. When properly managed and made to function well, it will not only generate some funds for the institution, it will also reduce to the barest minimum, the mutilation of pages of books and magazines/journals since copies can be easily reproduced for any of the readers who can pay for the cost. The college should subsidize the cost of this service to the college community if only to preserve the scarce text materials available in the library.

Ideally, the book and reading area should be air-conditioned to preserve the books. Where this is not feasible, the library should be well ventilated and provided with ceiling fans. The windows should be fitted with mosquito netting to prevent mosquitoes and other insects from entering the library and so make the library more comfortable for its readers. This will also prevent readers from letting out library materials through the windows.

### **2.32 FINANCING OF THE LIBRARY**

Adequate annual budgetary allocations for the library is mandatory so that it can hire qualified and experienced staff and pay their salaries, purchase new publications and other instructional materials to update the stock. For a new institution, a minimum of 4.0 million should be provided as capital cost to purchase old stock of relevant trade journals and periodicals and initial text and reference books.

Therefore 5% of total annual recurrent budget of the institution should be the minimum provisions. Where the salaries of staff of the library are paid directly with the personnel cost of the whole institution, an amount commensurate to the current situation should be earmarked per student for books and other library maintenance cost.

### **2.33 ADMINISTRATIVE OFFICES**

An administrative block to house the offices of the principal officers of the college should be available. For a technical college, provision should be made in the administrative block for the registry, bursary, vice-principal and principal's offices. Provisions shall also be made for a dispensary and works/maintenance department. The office shall be furnished while workshops for maintenance purposes shall be equipped appropriately.

### **2.34 OFFICE ACCOMMODATION FOR ACADEMIC STAFF**

There shall be available to each head of department, an office and a general office which will serve as the secretariat of the department. The general office shall have the following complement of staff:

- a. a departmental secretary or typist
- b. a clerical officer
- c. a messenger/cleaner.

Apart from the basic office furniture items, each departmental office should have the following provisions:

- a. a room equipped with tables and chairs to seat the head of department and heads of sections during departmental meetings;
- b. a Computer
- c. a photocopier
- d. one printer
- e. a file cabinet
- f. a storage cupboard

All teaching staff for each section of a department should have offices allocated to them within their teaching facility. To be useful, it is mandatory for the head of section to have his own office while not more than two teaching staff should share a large office space. Apart from providing an opportunity for informally meeting students who may have difficulties in comprehending lessons during class periods, it also provides a place where he can grade students' work; prepare lesson notes and the corresponding teaching materials. Indicators of availability of office equipment and accommodation shall include a physical count of the offices and items of equipment available.

### **2.35 UTILITIES**

These include water, power and gas supplies and telecommunication facilities. There shall be available in every building on campus regular water supply preferably from municipal source, power supply from the national power grid and a standby generator capable of providing adequate power to the workshops and laboratories when there is a power cut. Where the national grid is out of reach of the institution, two of the types of standby generator already described should be available to maintain continuous power supply. There should also be regular gas supply to all laboratories using potable gas cylinders if a central supply is not available. Telecommunication facilities such as telephone, should be available to the institution to enhance her communication with sister organizations.

### **2.36 TRANSPORTATION**

Transportation is very crucial for the success of the business of the institution. The institution should have for its services the following:

2No. Saloon Cars

1No. Pick-up

1No. 30-Seater bus

### **2.37 HUMAN RESOURCES FOR A TECHNICAL COLLEGE**

There shall be three types of staff: the administrative, teaching and teaching support staff.

### **2.38 ADMINISTRATIVE STAFF**

There shall be available to the institution adequate number of qualified administrative staff to run the various non-academic departments, which are crucial to the smooth management of the institution. They include the Principal as the Chief Academic Administrative Office, the

heads of registry/administration, works and finance departments, and the dispensary.

## 2.39 **TEACHING STAFF**

The quality of a programme and its product are dependent on the quality of teaching staff available to the programme. The principle must be maintained that only master craftsmen who possess the following qualifications and experiences are suitable for teaching trade subjects in a technical college:

- i. WAEC/City and Guilds of London Institute Advanced/Full Technological Certificate/Part III Technician Certificates/or their equivalents in a trade;
- ii. a minimum of two years or 2000 hours of post-qualification cognate work experience in industry;
- iii. a technical teachers' certificate; and/or
- iv. a degree in vocational education. Ultimately, the degree in vocational education will be the minimum qualification for teaching in the technical colleges.

Teaching staff for technical courses should be adequate in number and mix. The average contact hours per week for instructors teaching trade subjects should vary from 20-24 hours and for those with administrative responsibilities such as heads of departments, from 10-12 hours weekly. All teaching staff should have teaching assignments.

## 2.40 **NUMBER AND MIX OF TECHNICAL TEACHERS REQUIRED IN A TRADE**

The number of teaching staff will vary from trade to trade and the workload. A trade section that can offer four different craft level modules, each module requiring twenty hours of workshop practice weekly will require four instructors. If the craft and advanced level courses are offered, a minimum of five technical teachers will be required. The mix of technical teachers in the department should be in the ratio shown below:

<b>Level of Programme</b>	<b>Ratio of CI/ACI:SI/PI:HTI/TI</b>
Craft Level only	1:2:2
Craft and Advanced Craft level	1:2:2-4

As much as possible, only teaching staff of not lower than Principal Instructors/Senior Education Officer in rank should be assigned to

teach advanced craft courses where they exist. Detailed requirements for teachers are shown under each programme in the appendices.

#### **2.41 RELATED TRADE STUDIES**

Technical teachers in the appropriate trade areas should teach these subjects. Technical drawing and business management at all levels and the engineering and building science at advanced craft level should be taught by graduates in the appropriate disciplines. For technical and engineering drawings, a graduate of vocational education with drawing as his teaching subject or of engineering graphics or engineering design and drawing is required. Graduates of architecture or building technology may be required to teach building drawing and building science.

#### **2.42 GENERAL EDUCATION TEACHING STAFF**

Teaching staff for general education subjects, such as English Language, Mathematics, Physics, Biology and Chemistry should have any of the following qualifications as appropriate.

- i. B.A./B.Sc. and a post-graduate certificate/diploma in education
- ii. B.A./B.Sc. Education in the discipline; or
- iii. Any other qualification deemed to be equivalent to those listed in (i) and (ii) above.

There should be, at least a teacher/master who specializes in each of the disciplines offered in the general education component of the curriculum. Maximum teaching load for a teacher should be 20 contact hours a week so that he has adequate time to prepare his lesson notes as well as grade students' class exercises, tests and examinations.

#### **2.43 OVERALL COMPETENCE OF TEACHING STAFF**

Generally, the overall competence of the teaching staff will be judged by such factors as:

- a. the level of academic/professional training;
- b. their cognate professional work and teaching experience;
- c. the diversity of their backgrounds;
- d. the existence of a staff development programme for the improvement of the teaching force and the curricula. Such programmes should be specifically related to the instructional objectives;
- e. quality of students' work.

#### **2.44 TEACHING SUPPORT STAFF**

There shall be a variety of teaching support staff in a technical college. A minimum of one workshop assistant to assist in the maintenance of equipment and preparation of materials for the students, a store attendant and a cleaner are required in each workshop. Each science laboratory should have a technician and a laboratory attendant to man it. Workshop assistants should have, at least, the City and Guilds or WAEC (Technical) Certificate Part I or NTC the relevant trade. Laboratory technicians should have, at least, the National Diploma (ND), in Science Laboratory Technology or its equivalent.

#### **2.45 FINANCIAL RESOURCES**

There should be, for the smooth and efficient running of the institution, adequate financial provision annually for capital and recurrent expenditure. The funds required should enable the institution to expand and up-date its teaching facilities and the library and run conveniently such recurrent expenditure as payment of personnel emolument, purchase of training materials for practical exercises and projects, maintenance of the teaching facilities and replacement of small tools. A minimum per capita funding of not less than N2,000 per annum or at least 10% of the institution's total recurrent expenditure, whichever one is greater, for training materials; is required annually, assuming that personnel and other overhead costs are paid for directly by the proprietor as in the case of institutions owned by Ministries of Education.

#### **2.46 WELFARE** **Staff Welfare**

There should be available a Staff Condition of Service comparable to those of similar institutions in the country so that the college can attract and retain good quality staff. Of particular importance are the levels of salaries and allowances payable and other welfare issues such as housing or rent subsidy, pension scheme, annual leave and leave allowances, car refurbishing loan, insurance cover while on official duties, medical facilities for staff and family and recreational facilities. Welfare services that may be available to staff should be included in the staff manual and brought to the attention of all staff during their orientation programme.

## 2.47 **STUDENTS WELFARE**

There shall be adequate provision of students' welfare services as follows:

- a. hostel accommodation on campus for at least 50% of the students. Hostels should be properly equipped and have regular water and power supplies. The institution may assist those students living off-campus to locate suitable accommodation at an affordable price;
- b. pay-as-you-eat restaurant services;
- c. transport services between campus and off-campus hostels; within campus and for students going out for sports and other social events at subsidized cost;
- d. sports and recreational facilities;
- e. health care facilities, and
- f. a common room in each hostel equipped with basic furniture items, indoor games, radio and television sets.



## Chapter Seven

### APPLICATION FORM TO BE COMPLETED BY A PROPRIETOR SEEKING APPROVAL TO ESTABLISH A PRIVATE POLYTECHNIC, MONOTECHNIC OR SIMILAR TERTIARY INSTITUTION IN NIGERIA

#### 1.0 **PRELIMINARY INFORMATION**

1.1 *Name of Institution: (See para. 2.2 of Guidelines) .....*

.....

1.2 *Level of Institution .....*

.....

.....

1.3 (a) *Full Postal Address:.....*

.....

(b) *Location Address:.....*

.....

1.4 *Telephone Number:.....*

1.5 *Proposed Date of Establishment:.....*

1.6 *When will the institution enroll its first intake:.....*

1.7

<i>Proposed Programmes to be Offered and Terminal Qualifications</i>		
<i>Title of Programmes</i>	<i>Level of Training</i>	<i>Terminal Qualifications</i>

## **2.0 JUSTIFICATIONS FOR ESTABLISHING THE INSTITUTION**

2.1 *Summary of the findings of a feasibility study on the need to establish the institution in the area. Attach the full report.*

## **3.0 OWNERSHIP OF THE INSTITUTION**

3.1 *Name(s), address(es) and telephone numbers (Office and Home) of the proprietor(s) .....*

.....  
.....  
.....  
.....  
.....

## **4.0 HEADSHIP OF THE INSTITUTION**

4.1 *Name of the Rector/Provost.....*

4.2 *Qualifications of the Rector/Provost. Please attach the Rector's curriculum vitae:*

.....  
.....  
.....  
.....  
.....

## **5.0 CONTROL OF THE INSTITUTION**

5.1 *Names and addresses of members of the proposed Governing Council.*

5.2 *State the functions of the Governing Council.*

*5.3 Names of members of the proposed Academic Board and the interests they represent*

*5.4 State the functions of the Academic Board.*

## **6.0 ORGANISATIONAL STRUCTURE**

*Describe the organizational structure of the institution below indicating how all major components or the departments are linked to the centre in the administrative structure. Attach an organogram of the organizational structure.*

## **7.0 PHILOSOPHY AND OBJECTIVES OF THE INSTITUTION**

*7.1 Briefly state the philosophy and objectives of the institution. Explain its relationship with the national philosophy and objectives of tertiary technical education as provided for in the National Policy on Education*

*7.2 Briefly describe below how the institution intends to pursue the philosophy and objectives stated in paragraph 7.1*

## **8.0 INSTITUTION – COMMUNITY RELATIONSHIPS**

*8.1 List below the economic, social and academic resources that exist in the community of location of the institution.*

*8.2 How does the institution intend to take advantage of the resources that are listed in 8.1 above to its sustenance and development?*

*8.3 How does the institution intend to facilitate the exploitation of the resources that are listed in 8.1 above towards national development?*

## **9.0 SITE AND LOCATION**

*9.1 Provide the following information on the site of the institution.*

*9.1.1 Town/Village of Location:.....*

*9.1.2 Local Government Area:.....*

*9.1.3 Direction from the town/village:.....*

*9.1.4 Access road from the town/village:.....*

- 9.1.5 *Distance in kilometers from the town/village:.....*
- 9.1.6 *Area of the land in hectares available to the Institution:..*
- 9.1.7 *Area of land already developed:.....*
- 9.1.8 *Certificate of Occupancy or Tenancy Agreement (attach copy):.....*
- 9.1.9 *Topographical characteristics.....*
- 9.1.10 *Drainage characteristics.....*
- 9.1.11 *Sanitation:- satisfactory or not.....*
- 9.1.12 *Distracting noise:- source and remedy.....*
- 9.1.13 *Source of water supply:.....*
- 9.1.14 *Source of Electricity:.....*
- 9.1.15 *Possible hazards e.g. heavy traffic running through, falling rocks, wild animals and insects, etc:.....*
- .....
- .....
- 9.1.16 *Master plan (Attach a copy):.....*
- State whether the Proprietor/appropriate authority has approved the master plan.*
- .....
- .....
- .....
- .....
- .....

## **10.0 CURRICULUM**

### **10.1 CURRICULUM STRUCTURE**

*Attach the curricula/syllabi of the proposed programmes. Appraise the curriculum, its structure and proposed method of delivery and evaluation vis-à-vis those of the national minimum guide curriculum and course specifications issued by NBTE for each programme. Is any provision made in the curriculum structure for SIWES?*

## 10.2 **EVALUATION OF THE STUDENT AND THE CURRICULUM**

*Briefly state how the curriculum and the students to be enrolled in the programmes will be evaluated to ensure that the minimum academic standards laid down for the programmes would be met at the appropriate level.*

## 11.0 **PHYSICAL FACILITIES**

1.1 *Complete the table below: Use additional sheets if necessary. Attach the list of equipment available in each workshop, laboratory, studio and classroom using the format shown in paragraph 11.5.*

S/No .	Departmen t	List the Workshops/ Studios (If applicable) for the programme	Dimensio ns of Each Worksho p Facility and its capacity	List the Laboratories (If applicable) available for the programme	Dimension s of Each Laborator y Facility and its capacity	List the Classroom s Available for the programme	Dimension s of Each Classroo m Facility and its capacity

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### **FOR AGRICULTURAL PROGRAMMES ONLY**

#### **1.2 Crop Farms**

*Complete the table below in respect of all experimental and commercial crop farms, orchards, plantations, gardens etc available for the programme:*

<i>Type of Farm</i>	<i>Size</i>	<i>Estimated Yearly Output</i>	
<i>For Example: Commercial</i>	<i>100 hectares</i>	<i>Cassava</i> <i>1000</i> <i>tonnes</i> <i>Yam</i> <i>900</i>	<i>“</i>

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### 1.3 **Livestock Farms**

*Complete the table below in respect of all experimental and commercial livestock farms available for the programme;*

<i>Type of Farm</i>	<i>Size</i>	<i>Total No. of Livestock</i>	<i>Estimated Yearly Output</i>
<i>For Example: Commercial Poultry</i>	<i>3 Units</i>	<i>15,000</i>	<i>Layers 1,000 Pullets 3,000 Brooders 9,000</i>

### **1.4 Other Field Facilities**

Complete the table below in respect of the following field facilities; crop processing; green house; warehouses, survey equipment, meteorological station; pest control equipment; irrigation equipment; farm machinery shed; landscape sites; fertilizer store; arboretum; timber grave yard; nursery tools; hatchery; feed mills; silage pit; hay barn; milking parlour; abattoir; meat shop; spray race; farm office; fish ponds; fish processing facilities; net loft; cold room; fishing vessels.

Indicate NA (not application) where necessary.

<i>Description of Facility</i>	<i>Type</i>	<i>Size/Capacity</i>	<i>Remarks</i>
<i>For Example: Crop Storage</i>	<i>Rhumbus</i>	<i>1 tonne</i>	<i>Earthen</i>

### **1.5 List of Equipment**

List all the equipment contained in each of the facilities listed in paragraph 11.4 in the table below:

<i>Facility</i>	<i>Equipment/Instrument Available</i>	<i>Quantity</i>	<i>Condition of Equipment Functional/ Non-Functional</i>



<i>For Example: Surveying</i>	<i>Theodolite Ranging Poles</i>	<i>2 3</i>	<i>Functional “</i>

### **1.6 Other Teaching Facilities**

*Complete the table below in respect of the following facilities for agricultural training: audio visual; drawing room; navigation facilities; armory; tannery; herbarium.*

<i>Description of Teaching Facilities</i>	<i>Type of Accommodation</i>	<i>Size/Capacity (No. of Students)</i>	<i>Remarks</i>
<i>For Example: Audio Visual Studio</i>	<i>Viewing Room Display Room Dark Room Store</i>	<i>10 x 14m<sup>2</sup> 10 x 12m<sup>2</sup> 8 x 8m<sup>2</sup> 10 x 10m<sup>2</sup></i>	

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### **1.7 List of Equipment**

*List all the equipment contained in each of the facilities in 11.6 above.*

<i>Facility</i>	<i>Equipment/Instrument</i>	<i>Quantity</i>	<i>Remarks</i>
<i>For Example:</i>	<i>Projectors</i>	<i>4</i>	
<i>Audio Visual</i>	<i>Cameras</i>	<i>8</i>	

### **1.8 STAFF OFFICE/ACCOMMODATION**

*Complete the table below:*

<i>S/No .</i>	<i>No. of Heads of Department Offices</i>	<i>Dimensions of Each</i>	<i>No. of Staff Offices</i>	<i>Dimensions of Each</i>	<i>Nos. of Staff Each Accommodates</i>	<i>Common Rooms</i>	<i>Dimensions of Each</i>

## **1.9 ADMINISTRATIVE OFFICE ACCOMMODATION**

*Complete the Table below:*

<i>S/No.</i>	<i>Rector's Offices Staff</i>	<i>Dimension s of Each</i>	<i>No. of Registry's Offices</i>	<i>Dimension s of Each</i>	<i>No. of Bursary's Offices</i>	<i>Dimension s of Each</i>	<i>No. of other Offices</i>	<i>Dimension s of Each</i>

### **1.10 STUDENT ACCOMMODATION (IF INSTITUTION IS TO BE RESIDENTIAL)**

Complete the table below. Attach a list of the furniture and other items in each accommodation listed.

<i>S/No.</i>	<i>No. of Male Student Hostels</i>	<i>Bed Capacity of Each</i>	<i>No. of Female Student Hostels</i>	<i>Bed Capacity of Each</i>	<i>No. of Student's Common Room</i>	<i>Seat Capacity of Each</i>

### **1.11 SPORTS' FACILITIES**

Supply the information in the table below. Attach a list of equipment available for each sport or game if they cannot be accommodated in the space provided.

<i>Athletic Facilities</i>			<i>Game Facilities</i>	
<i>Track and field</i>	<i>Equipment for each</i>		<i>Fields/Courts</i>	<i>Equipment for each</i>

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### **1.12 CENTRAL LIBRARY**

*Complete the table below in respect of the Central Library of the institution. Attach a list of all books and non-book materials available in the Library/Resources Centre. Does the institution encourage departmental libraries? If so, how many of them exist in the institution?*

<i>S/No .</i>	<i>Service Type</i>	<i>Dimension of Space Available</i>	<i>No. of Readers it can Accommodate</i>	<i>No of Staff Offices</i>	<i>Dimension of Each</i>	<i>No. of Resource Centres/ Materials</i>

*b) Does the institution have libraries in the departments?*

### **1.13 MEDICAL FACILITIES**

*Does the institution have a clinic/medical centre? If so list the staff and number of beds available.*

*If there is no clinic/medical centre, explain how the institution intends to provide medical services to its staff and students in need.*

### **1.14 STAFF ACCOMMODATION**

*Supply the information required in the table below in respect of accommodation for staff of the institution.*

<i>S/No.</i>	<i>Quarters' Identification Number</i>	<i>No. of Bedrooms</i>	<i>Type of Furnishing</i>	<i>Rank of Staff Occupying or to Occupy</i>	<i>Rent Paid Monthly by Staff</i>	<i>Distance from Campus</i>

## 12.0 **STAFFING**

*List all teaching and non-teaching staff employed by the institution.*

<i>Name of Staff (All Academic Staff First)</i>	<i>Qualifications with dates</i>	<i>Rank</i>	<i>Experience, teaching/working, list all places the staff has worked including duties performed and dates</i>	<i>Duties to be assigned/ courses to teach</i>	<i>Indicate Full-Time or Part-Time</i>



NAME OF OFFICER(S) THAT COMPLETE THE FORM.....

DESIGNATION/RANK.....

ADDRESS .....

.....

.....

SIGNATURE.....

OFFICIAL STAMP.....

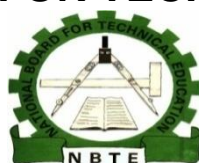
DATE.....

## Chapter Eight

### APPLICATION FORM TO BE COMPLETED BY A PROPRIETOR SEEKING APPROVAL TO ESTABLISH A TECHNICAL COLLEGE OR SIMILAR TECHNICAL INSTITUTION IN NIGERIA

FORM NBTE/1A/TC/1

### NATIONAL BOARD FOR TECHNICAL EDUCATION



### INSTITUTIONAL ACCREDITATION OF TECHNICAL COLLEGES AND SIMILAR TECHNICAL INSTITUTIONS IN NIGERIA

### SELF-STUDY QUESTIONNAIRE

### COMPLETED BY

.....

•

NAME OF INSTITUTION

.....

•

.....

•

#### **CONFIDENTIALITY OF INFORMATION**

The information supplied in this questionnaire or by the other means related to it, is solely for the confidential use of the National Board for Technical Education and its authorized agents, and shall not be disclosed without written authorization of the institution concerned, except for summary data or such other uses not identifiable to a specific institution.

*Date Questionnaire was completed:.....*

## **1.0 PRELIMINARY INFORMATION ESTABLISHMENT OF THE INSTITUTION**

1.1 *Name of Institution*

1.2 *Postal Address*

1.3 *Location of Institution (distance and direction from nearest town/village – turn off from highway).*

1.4 *Name and Address of Proprietor of Institution*

1.5 *Date institution was established*

1.6 *Is institution established pursuant to a law, edict or decree in accordance with paragraph 19 of Education (National Minimum Standard and Establishment of Institution) Decree 16 of 1985 now Education (National Minimum Standards and Establishment of Institutions) CAP E3 LFN 2004.*

1.7 *If answer to item 1.6 is 'Yes' attach a copy of the edict, decree or law.*

1.8 *If answer to 1.6 is 'No', state action being taken to ensure that the institution is established pursuant to a decree/Edict or by an Education Law of the State where the college is located.*

1.9 *If institution is government owned, is it operating in its permanent site? If on a temporary site, state efforts being made to develop its permanent site.*

1.10 *If institution is privately owned, is it operating in hired premises? If so, state duration of lease, rent payable annually and efforts being made by the institution to develop its own site.*

## **HEADSHIP OF INSTITUTION**

1.11 *Name of Principal*

1.12 *Qualifications with dates*

- 1.13 *Type of Appointment*  
(secondment from ministry or no contract etc)

1. 14 *Name(s) of Vice Principal*

- 1.15 *Qualifications with date*

1.15 *Type of Appointment ( Secondment from ministry or contract etc)*

## **2.0 PHILOSOPHY AND OBJECTIVES OF INSTITUTION**

- 2.1 *State the philosophy and objectives of the institution. Are the goals and objectives in consonance with those stated in the National Policy on Education for the level of technical education? See paragraph 2-4 of Standards & Criteria for Accrediting Institutions and Programmes in technical colleges.*
- 2.2 *Explain how the institution intends to achieve its stated philosophy and objectives. Give specific examples of the strategies. See paragraph 2-4 of standard for Institutional Accreditation for Technical Colleges.*

### **ACADEMIC MATTERS CURRICULUM**

- 3.1 *Does the curriculum of the college and the various courses it propose to offer meet the minimum requirements laid down by NBTE for the level of technical institution? How was the curriculum evolved? Explain the structure and how it will be implemented.*

### **PRACTICALS PRODUCTION UNIT/SIWES**

- 3.2 *How will the practical component of the curriculum be implemented? Is it by SIWES or by the use of production unit in the college? If by SIWES, indicate provision for financial support made by the college. If by production unit, explain the arrangements made in each department and state the seed money allocated to support its take off.*

### **STUDENTS' ADMISSION**

- 3.3 *State the institution's policy on admission and the entry requirements into the various programmes to be offered. The minimum entry requirements should not be lower than those laid down by NBTE and should be well publicized in some of the college publications, e.g. the prospectus, open advertisements for students etc.*
- 3.4 *State institutions policy on probation, withdrawal and expulsion of students. If they are contained in the students' handbook, attach a copy. Indicate how the college authorities will ensure that all students are aware of these policies – paragraph 2.*

### **GENERAL EDUCATION COURSES**

- 3.5 *Has the college a general education unit/department? If so, when was it established?*
- 3.6 *List the titles of the general education courses proposed or that are being taught in the curriculum. Appraise the adequacy of their content vis-à-vis the NBTE minimum national curriculum and course specifications.*
- 3.7 *What are the goals and objectives of the general education courses? How does the institution plan to achieve them?  
Are these goals and objectives at variance with those stated in the NBTE curriculum and course specifications?*

### **EVALUATION OF STUDENTS' WORK**

- 3.8 *Assessment of Students' Work.  
Will students enrolled in the courses be assessed by the institutions? Indicate:*
- a. what the components of the assessment shall be;*
  - b. the college academic regulations – attach a copy*

### **4.0 MANAGEMENT OF INSTITUTION**

- 4.1 *Has the institution a Governing Board/Council or Board of Trustees? How are the members appointed? What specific interests do they represent. If there is a Council, appraise its effectiveness vis-à-vis its functions, listing some of its achievement since it was inaugurated – See paragraph 2.10 of Standard and Criteria for Technical College Accreditation.*

### **BOARD OF STUDIES**

- 4.2 *Has Board of studies been appointed and functioning? What is the composition of the Board? If not, when will it be appointed?*
- 4.3 *Describe the management structure of the Institution; attach organizational chart and the qualifications for the function of each post in the chart. Use additional sheets if necessary.  
Are the heads of departments and sections qualified to undertake the functions assigned to them?*

### **5.0 COMMON RESOURCES FOR TEACHING THE CURRICULUM: PHYSICAL FACILITIES**

#### **INSTITUTION'S ENVIRONMENT**– See paragraph 2.20 – 2.21

- 5.1 *Describe the site and its effect on the various facets of the institution's activities with reference to:*

- a. *Size, adequacy and suitability for a technical college or a similar technical institution.*
- b. *Layout and appearance.*
- c. *Accessibility and traffic.*
- d. *Provision for future expansion.*
- e. *Maintenance and general sanitation.*
- f. *Safety.*
- g. *Availability of utility services such as water, light, telecommunication services, etc*
- h. *The availability of a master plan.*

**COLLEGE ENVIRONMENT**– See paragraph 2.21

- 5.2 *List major industries in the environment where the institution situates. State their involvement in the college activities such as:*
- a. *providing staff and students industrial training;*
  - b. *gifts in support of college development;*
  - c. *support for sports activities; etc.*
  - d. *prizes for students' performance;*
  - e. *awards of scholarships, bursary; etc.*
  - f. *employment of completers of the college programmes.*

**CLASSROOMS**

- 5.3 *State the number, sizes and capacity of all classrooms available for general education courses; that is English Language and Communication, Mathematics, Social Studies and Business Management; and workshop technology. Are the classroom adequately furnished for their purposes?*

**WORKSHOPS** – Paragraph 2.22 – 2.23

- 5.4 *Are there adequate number of workshops in the institution to sustain the proposed or existing programmes? Give an appraisal of the situation by completing the table below: and comparing with the minimum requirements shown in the appendices.*

S/NO.	TRADE SECTION	NO. OF WORKSHOPS AVAILABLE	NO. EQUIPMENT	NO. OF HOURS AVAILABLE	APPRAISE THE ADEQUACY OF THE PROVISIONS BASED ON A USE FACTOR OF 0.7	REMARKS

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## LABORATORIES

5.5 Complete the table below in respect of laboratories for the basic sciences and engineering and building science – See appendices and paragraph 2.24

S/O.	TYPE OF LABORATORIES	CAPACITY	NO. AVAILABLE	NO. OF HOURS AVAILABLE	APPRAISE THE ADEQUACY OF THE PROVISIONS BASED ON A USE FACTOR OF 0.7	REMARKS

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*Note: Items 4 and 5 are required only if institution proposed to offer advanced craft courses in engineering, building and wood trades.*

## **LIBRARY**

- 5.6 *Estimate the size of the school library and the number of readers served. The minimum acceptable is accommodation for a third of the readers or one hundred readers whichever one is greater.*

*List books, journals and periodicals in library by trade or subject.*

*Use additional sheets if necessary.*

## **ACQUISITION POLICY**

- 5.7 *State below the policy on acquisition of library materials i.e. books, periodicals, forms, etc. Are the library materials centrally acquired by the proprietor and distributed to the colleges? Or, does the college do its own acquisition?*

## **PROFESSIONAL SERVICES OFFERED BY THE LIBRARY**

- 5.8 *Describe briefly the services to be offered by the library including efforts being made to ensure maximum use of the facility by the staff and students, and neighboring community. Are induction courses conducted for new students on how to use the library*

## **OFFICE ACCOMMODATION FOR STAFF**

- 5.9 *Comment on the office accommodation available to staff of the institution. Are all staff having office accommodation? Are the offices furnished?*

## **UTILITIES**

- 5.10 *Appraise the adequacy of the following facilities in the college.*
- Water supply*
  - Power supply*
  - Gas supply to laboratories and workshops*
  - Telecommunication*
- 5.11 *Indicate whether the power and water supplies are provided by the college or from the municipal.*
- 5.12 *Other facilities (Vehicles, motorcycles, tankers, tractors and etc)*



- a. *List all functioning vehicles available to the college for the use of staff and students on official assignment.*

S/N	NO.	DESCRIPTION	REGISTRATION NO.

## **6.0 STAFFING**

### **6.1 TEACHING STAFF RECRUITMENT AND DEPLOYMENT**

*How are teaching staff recruited for the various departments of the institution? Is it by advertisement and interviews by the school's Governing Council or by recruitment and posting from Ministry of Education? Complete the attached table in respect of all teaching staff by discipline.*

### TEACHING STAFF: TRADE COURSES

6.2 Complete the table below in respect of all technical teaching staff in the college – See Minimum qualifications for Technical Teaching staff on page 11-12

F/T = FULL TIME P/T = PART TIME

Name of staff in order of seniority and date of birth	Full Time or Part Time	Present Rank/Designation & date of appointment	Present Salary & Grade Level	Qualifications dates obtained & area of specialization , e.g. Carpentry & Joinery, plumbing & publication (if any)	Post qualification work/teaching experience with date, post held & the organization	Course/subject taught	Teaching load/contact hours weekly	Other responsibilities, e.g. extra-curricula activities administrative, etc.

### TEACHING STAFF: GENERAL EDUCATION COURSES

6.3 Complete the table below in respect of all technical teaching staff in the college – see Minimum qualifications for Technical Teaching staff on page 11-12

*FT = FULL TIME P/T = PART TIME*

Name of staff in order of seniority and date of birth	Full Time or Part Time	Present Rank/Designation & date of appointment	Present Salary & Grade Level	Qualifications dates obtained & area of specialization, e.g. Carpentry & Joinery, plumbing & publication (if any)	Post qualification work/teaching experience with date, post held & the organization	Course/subject taught	Teaching load/contact hours weekly	Other responsibilities, e.g. extra-curricula activities administrative, etc.

## ADMINISTRATIVE STAFF

6.4 Complete the table below in respect of all administrative staff in the institution.

Name of staff in order of seniority and date of birth	Full Time or Part Time	Present Rank/ Designation & date of appointment	Present Salary & Grade Level	Qualifications dates obtained & area of specialization, e.g. Carpentry & Joinery, plumbing & publication (if any)	Post qualification work/ teaching experience with date, post held & the organization	Course/ subject taught	Teaching load/ contact hours weekly	Other responsibilities, e.g. extra-curricula activities administrative, etc.

**LIBRARY**

6.5 Complete the table below in respect of all staff in the institution's library.

S/No	Name	Qualification and date obtained	Rank/Designation	Post Qualification work experience with dates	Area of deployment in the Library

**SUPPORT STAFF**

6.6 List below all laboratory staff in the institution. See minimum Qualifications at page 12

S/No.	Name	Qualification and date obtained	Rank/Designation	Post Qualification work experience with dates	Area of Deployment

6.7 Describe the institution's policy on staff promotion, retention, dismissal and termination. If institution has existed for more than three years, how may staff have been promoted dismissed or terminated within the past two years?

## 6.8 STAFF DEVELOPMENT POLICIES

- a. *Describe the institution's policy on staff development.*
- b. *State the number of staff that have benefited from the staff development programme in the past two years and the nature and duration of such programmes. How much was approved for staff development within the last two years?*

## 7.0 FINANCE

- 7.1 *State all sources of revenue for running the institution. Tick the appropriate box shown against the source and the average revenue accruing to the institution from the sources.*

ITEM	TICK IF RELEVANT	AVERAGE REVENUE FROM THE SOURCE IN THE PAST THREE YEARS
1. Annual subventions	<input type="checkbox"/>	₦
2. Donations, Gifts, etc	<input type="checkbox"/>	₦
3. Consultancy services/Production work	<input type="checkbox"/>	₦
4. Sales of Admission Form	<input type="checkbox"/>	₦
5. Payment of Hostel fees	<input type="checkbox"/>	₦
6. Other sources-please specify	<input type="checkbox"/>	₦
	<input type="checkbox"/>	₦



7.2 Complete the table below in respect of capital and recurrent subventions to the institution.

PREVIOUS YEAR			LAST YEAR			PRESENT YEAER		
CAPITAL	RECURRENT		CAPITAL	RECURRENT		CAPITAL	RECURRENT	
	Total Rec.	Per Capital		Total Rec.	Per Capital		Total Rec.	Per Capital

7.3 Appraise the adequacy of the institution's revenue for the funding of its activities. Compare budgets submitted with the actual subventions received from the proprietor in the past three years - See paragraph 2.45 on page 12.

## 8.0 WELFARE

### Staff:

8.1 State institution's policy on residential accommodation for Senior and junior staff. Indicate how many staff are accommodated in official quarters or paid rent subsidy – See page 12

Where any property was leased for this purpose, the rent payable annually should be indicated.

8.2 Has the institution any recreational facilities for staff:  
See page 12

### 8.3 Staff Housing and Vehicle Loans

Does the college have any provisions for staff housing and vehicle loan schemes? Indicate how much funds have been set aside for these schemes and how many staff may benefit or have benefitted from these loan schemes in the past two years? See page 12 paragraph 2.45.

**8.4 INSURANCE AND PENSION SCHEMES**

*Has the college provision for staff insurance and pension schemes? If yes, explain how staff may benefit from these provisions. If not, what efforts are being made to have these schemes for staff? See page 12 paragraph 2.46.*

**9.0 STUDENT'S WELFARE**

**Sport Facilities**

9.1 *Facilities for sports and recreation. List on/off campus facilities for sports and recreational available for regular use by students and staff. Indicate any regional or national trophies won.*

9.2 *Are physical and health education courses offered in the technical college curriculum? If so, attach course content.*

9.3 *Describe the institution's policy on students' accommodation and feeding (state number of students accommodated).*

9.4 *Does the institution have a medical centre/dispensary? If not, what provision has been made for treatment of staff and students who are sick?*

9.5 *Describe the role of the students union (if any) in the institution and its relationship with any national and/or regional student's body.*

**10.0 Other Information**

10.1 *Provide any other information that may assist the board in appraising the adequacy of the resources available for institutional accreditation.*

**REPORTING OFFICER/OFFICERS**

Name	Rank	Signature and Date
.....		
1		
2		
3		
4		
5		
6		
7		
8		

## **PROGRAMME ACCREDITATION IN TECHNICAL COLLEGES**

Any Programme offered by a Technical College which leads to the award of NTC/NBC and ANTC/ANBC must be accredited before the students sit for NABTEB examination and certificate awarded. The accreditation process consists of two stages:

- a. An approval to mount the programme, and
- b. Full accreditation.

### **1.0 PROCEDURE FOR OBTAINING APPROVAL TO MOUNT A PROGRAMME**

The following are the guidelines to be followed by institutions seeking approval from the National Board for Technical Education to mount a National Technical/Business Certificate (NTC/NBC) and Advanced Technical/Business Certificate (ANTC/ANBC).

#### **1.1 APPLICATION**

An institution seeking approval from the National Board for Technical Education to mount a new programme shall apply to the Board by obtaining the Self-Study Questionnaire form NBTE/TC/PA/2. The completed SSQ form shall be submitted to the Executive Secretary, NBTE, Plot 'B', Bida Road, P.M.B. 2239, Kaduna.

#### **1.2 PROCESS OF OBTAINING NBTE PROGRAMME ACCREDITATION**

This includes:

- a. Analysis and Assessment of Institution's Application
- b. Resource Inspection Visit
- c. Approval to Mount.

Details below:

- 1.2.1 An institution seeking accreditation for its programme(s) shall request the Board to send it application materials.
- 1.2.2 On receipt of the request, 6No copies of the self-study questionnaires form NBTE/TC/PA/2 shall be forwarded to the institution for completion and return to the Executive Secretary, NBTE, P.M.B. 2239, Kaduna.
- 1.2.3 The NBTE shall process the application forms ready for the programme accreditation visit. An adhoc visitation panel is then composed to pay a visit to the institution.
- 1.2.4 An adhoc panel will then visit the programme. The purposes of the visit, among others are:
- a. to confirm the correctness of the submission made to the Board in respect of the following:
    - i. the goal and objectives of the programme in relation to the philosophy and objectives of the institution;
    - ii. the adequacy and effective implementation of the curriculum of the programme(s) to be accredited;
    - iii. the entry behavior of all students admitted into the programme;
    - iv. the management of the programme;
    - v. the adequacy of the physical facilities – classrooms, workshop, laboratories and studios as appropriate with their complement of equipment, properly installed and commissioned, are functioning and in use for training the students;
    - vi. the quality of human resources, i.e. teaching and support staff available to the programme(s). team members shall

be present in class, laboratory or workshop sessions to appraise the quality of work;

vii. adequacy of the financial support to the programme such that staff regularly receive their pay and there are adequate materials for all practical exercises and projects. The equipment are regularly maintained and are therefore functioning;

viii. text and reference books and non-books items relevant to the programme are available in the library; and

ix. the methods adopted for evaluating students' work.

b. To assess factors that cannot be adequately described by written statements in the questionnaire. For example, the intellectual atmosphere, the caliber of staff and students, the state of the physical facilities and equipment, the college environment and generally the students' performances in their class practical exercises and course projects.

1.2.5 At the end of the visit, an exit interview is held between the panel and the college authorities (usually the principal and head of department of the programme to be accredited). At the session, the panel chairman shall highlight the main observations of his panel on the state of the programme being visited. The institution's authorities may point out any part of the report which does not reflect the correct situation. Panelists may effect correction on the draft report based on statement of fact which they may confirm after the session if necessary. The draft report shall be made available to the Principal of the College by NBTE coordinator before he finally leaves the institution for his station.

1.2.6 The comments of the institution together with the draft original report of the panel should be returned to the Executive Secretary within fourteen (14N0) days after the visit. Comments on the report should be based on statements of fact. Where necessary, the institution's comments may be sent to the Chairman of the panel for his opinion if there are serious disagreements between the institution's view and the views of the panelists.

- 1.2.7 On receipt of the comments of the institution and that of the Chairman of the panel (as the case may be), the full report of the panel is presented to the Management of the Board for action. The report is then presented to the Board through the Programmes Evaluation and Development Committee (PEDC) which may recommend or not the accreditation of the programme. The decision of the Board may be conveyed to the institution and copied to the proprietor and the Federal Ministry of Education for information.

Where the institution is not satisfied with the decision of the Board, it may appeal to the Board to reconsider its decision.

### 1.3 TYPES OF PROGRAMME ACCREDITATION

There are two types of programme accreditation: initial and re-accreditation.

- 1.3.1 **Initial Accreditation** is the first accreditation granted by the Board to a programme that has met established minimum standard of education and training. For the technical college, an accreditation follows after the programme has been granted approval to run for at least two years.
- 1.3.2 **Re-accreditation** of a programme takes place every five years after initial accreditation. Purposes of re-accreditation are:
- i. To re-assure the nation that the programme earlier accredited by the Board has continued to be of good quality and there are indications that it will continue to be so.
  - ii. To confirm that the teaching resources available to the programme are adequate and in the case of programmes using hand and machine tools, they are well maintained and are still being used or where necessary, they have been replaced with new ones.

### 1.4 ELIGIBILITY FOR INITIAL PROGRAMME ACCREDITATION

Only programmes offered by an accredited technical college and similar institutions that satisfy the minimum requirements of the Board in respect of their curricula, entry requirements, adequate resources, high standard of education and training may be granted initial accreditation to enter their students for national examination such as NTC/NBC or zonal

examinations as appropriate. The standard and criteria for each item are explained below.

## **1.5 STANDARD AND CRITERIA FOR FULL PROGRAMME ACCREDITATION ACADEMIC MATTERS**

### **1.5.1 Curriculum**

The curriculum of a technical college should have three main components – the goals and objectives, the structure and the content.

### **1.5.2 Goal and Objectives**

The goal and objectives of a programme should be clearly defined and should aim at achieving the philosophy and objectives of the institution; hence the goals of any programme offered by a technical college should include the following:

- a. to produce craftsmen at the craft level and master craftsmen at the advanced craft level or similar levels in business occupations;
- b. to provide the beneficiaries with opportunities to complete their secondary school education in relevant subjects to enable them benefit from post-secondary and or continuing education like their SSS counterparts;
- c. to enable the beneficiaries to understand their economic, political and social environment where they will live and work after school.

**1.5.3** The objectives of the programme must therefore include those learning that will enable the student to acquire those knowledge and skills to perform in his field of interest as craftsmen or master craftsmen or in related business occupation as well as meet the overall philosophy and objectives of the institution. These statements of goal and objectives of a programme should be included in the college prospectus.

**1.5.4** The goals and objectives of the programmes are being met if the curriculum is being fully implemented.

This may be demonstrated by:

- a. The quality of projects and practical exercises being undertaken by the student's during the course;
- b. Their knowledge of trade theory and related studies, and the general education subject;
- c. The students' performance in both internal and external examinations such as WAEC (Technical) and WAEC (Commercial) Certification and the NTC/ANTC and NBC/ANBC; and
- d. High employers' rating of the students' performance in entry level employment.

#### 1.5.5 **STRUCTURE OF CURRICULUM**

For full-time students, the programme structure includes at least, two years of study in college, a supervised industrial work experience scheme (SIWES) of 12-16 weeks duration followed by another two terms of work in the college.

The structure of the curriculum is being judiciously maintained when all the various components are being fully implemented.

#### 1.5.6 **CONTENT**

The content of the curriculum should be written in behavioural objectives, adequate for the specific job description in the trade and in general education up to the Senior Secondary School level in relevant core subjects. It is important that the institution, under the supervision for the Board of Studies, should produce its own curriculum for the programme. The content of the curriculum is adequate if it is not less in content than the NBTE minimum curriculum and course specifications for the trade, it is written in behavioural objectives and the scheme of work indicates adequate coverage of the subject matter of each course/module.

#### 1.5.7 **ADMISSION, RETENTION AND GRADUATION**

Admission requirements into a trade programme should not be lower than those laid down by NBTE. This should be the Junior Secondary Certificate (JSSC) or its equivalent for craft level courses and the craft certificate plus at least one to two



years post-craft certificate programme for Advance National Technical Certificate (ANTC) or Advanced National Business Certificate (ANBC). Students' admission records should be properly kept in individual files where they can be sighted by team members during accreditation visits. Students making satisfactory progress in the course and of good behavior shall be retained to complete a full craft course. Satisfactory completion of the course is determined by the number of students passing both the internal and national examinations.

#### 1.5.8 **STANDARD OF STUDENTS WORK**

The standard of students' work shall be determined by normal evaluation process. These shall include internal examinations and course-work, tests, class work, practical exercises, projects and examinations, and for the purpose of national certification at this level, a national examination by an accredited agency.

#### 1.5.9 The standard of tests, practical exercises, projects and examinations shall be set at a level of knowledge and competences to perform entry-level employment skills of a craftsman in the trade and at the senior secondary school certificate level in the general education component. These knowledge and competences shall be demonstrated through:

##### **The Trade Component:**

- a. The ability of the student to perform such basic skills a craftsman should have in the trade as operating the basic machines, instruments, equipment and hand tools effectively and
- b. The use of the tools, instruments and equipments and to make service or maintain something's.
- c. Students' performance in a national examinations covering the curriculum content.
- d. Employers' rating of satisfactory performance by trainees that have completed the modules of employable skills or the full programme.

## **The General education Component**

- e. The students' proficiency in the general education subjects – Mathematics, English Language, Physics, Chemistry and Biology (for Catering and Agriculture courses), Technical Drawing. Such proficiency should be at the level of the SSSC. Others are small Entrepreneurship Studies, ICT etc.
- f. The students' ability to use scientific and other instruments and equipment to perform laboratory experiments associated with the integrated physical science; and the experiment are properly reported in the students' science note books. Such note books should have been graded by the teacher.
- g. Students' performances in a national examination set at the SSSC level and covering curriculum content.
- h. A rating of satisfactory performance of the products of the college by the authorities of higher institutions offering admission to technical college products to pursue post-secondary programmes.

### **1.5.10**

#### **RESOURCES**

Among these are teaching and support staff, physical facilities and equipment and financial support staff.

### **1.5.11**

#### **TEACHING AND SUPPORT STAFF**

The teaching staff determines the adequacy of the programme as instructional goal and objective are achieved only to the level of competence and vision of the teaching staff. The minimum qualifications and number of teaching staff required for teaching both the trade/professional skills and general education courses are as shown at paragraph 2.39 – 2.43.

The adequacy of the teaching staff may be determined by a physical count of the number of teaching staff available, sighting the originals of their certificates to confirm their qualifications, their curriculum vitae and evidence of post-

qualification work experiences, their teaching and students' notes and an assessment of the quality of teaching taking place in the programme by sitting in class, laboratory and or workshop sessions as appropriate.

- 1.5.12 There should be adequate support staff for the programme – see number and qualifications on paragraph 2.33 and 2.44. The adequacy of the support staff may also be determined by physical count of the number, sighting the originals of their certificates and how well they are contributing to teaching-learning activities in the department. See paragraph 2.44.

1.5.13 **PHYSICAL FACILITIES**

Adequate physical facilities – classrooms, laboratories, workshops and studios as listed for the programme in annexure A – 1 (in the standard and criteria for Institutional and Programme Accreditation in Teaching) with their complement of equipment, hand and machine tools and instruments as appropriate (see appendices 1A-VIIC) should be available for the programme. Machines and other equipment should have been installed, commissioned and in use. Equipment, Machines and instruments still in crates or not installed and commissioned or in a state of dis-repair and not being used by the students will not count as available for the programme during the accreditation visit.

- 1.5.14 There should be adequate provision for the replacement and updating of the workshop and laboratory facilities and for expendable supplies. For example, training materials in order to give students the learning experiences essential to achieving the educational goals and objectives of the programme.

The adequacy of physical facilities and equipment for teaching the programme may be determined by a number of factors. For example:

- a. the number of workshops, classrooms and laboratories available and the total number of hours each of them is used weekly for courses listed in the curriculum vis-à-vis the use factor of 0.8 for classrooms and 0.7 for laboratories and workshops;

- b. the availability of all the basic hand and machine tools, instruments and laboratory equipment required for the teaching of the courses listed in the curriculum of the programme and in the number adequate to enable students have direct hands-on experiences during class periods. These items of equipment should be in good state and seen to be functioning during the accreditation visit, and
- c. the department has a maintenance vote. The basic maintenance of equipment such as greasing or replacements of broken small tools e.g. drill, can be done immediately, if the need arises.

#### 1.5.15

#### **FINANCIAL SUPPORT**

There should be adequate financial support for the programme. These should include adequate funds for personnel cost, the purchase of training materials and library books and maintenance of teaching facilities. Provisions for training materials and maintenance cost should not be less than ~~N~~2,000 per capita for science and technology programme. Approved budgets of the department highlighting its revenue and the cost of running the department in the past two years should be available.

Adequacy of financial support of the programme shall be determined by the following:

- 1. the per capita cost of training in the department/programme vis-à-vis the minimum acceptable cost;
- 2. the availability of training materials and consequently adequate practical exercises and projects being undertaken to give students hands-on experiences;
- 3. proper and regular maintenance of equipment and physical facilities accepting more preventive than repair measures;
- 4. regular payment of teachers' salaries and allowances and provisions of welfare facilities;

5. provision of adequate library resources for the programme;  
and
6. other sources of revenue.

#### 1.5.16 **MANAGEMENT OF THE SECTION**

The section offering the programme should be properly managed. The head of the section should be qualified in the trade, have industrial and teaching experiences and some training in the management of technical and vocational education. He should have proven qualities of a good technical education manager that will encourage capable staff to put in their best. The roles of a head of section include the selection and supervision of students, teaching and other staff members, the operation of the facilities available to the programme for staff and students, the conduct of examinations and the interpretation of the department/section to members of the profession, employers and to the public. In performing these functions, the administrator should seek advice from the teaching staff, staff committees and other staff where necessary.

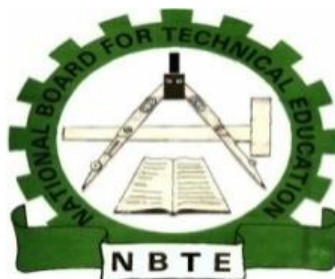
The quality of management in these section may be determined through:

- a. sighting the certificates and testimonials to confirm the qualifications of the head of section/department;
- b. checking students records to confirm that only qualified students who can benefit from the course have been recruited;
- c. the arrangements made for and conduct of internal examinations;
- d. the quality of teaching and support staff available for the programme;

- e. the allocation of resources to ensure that all priority requirements for a good programme are being met; and
- f. successful marketing of the department to employers, employers' association, higher institutions and the profession.

## Chapter Nine

### NATIONAL BOARD FOR TECHNICAL EDUCATION KADUNA



## APPLICATION FORM FOR THE ESTABLISHMENT OF NATIONAL SKILLS QUALIFICATION (NSQ) TRAINING CENTRE IN NIGERIA

### Introduction

This form is to be filled by any Organization, Colleges, and Tertiary Institutions etc, wishing to establish National Skills Qualification Training Centre.

*The form is divided into four sections namely:*

Section A: Centre Details

Section B: Centre Operational Systems, Procedures and Policies

Section C: Centre Resources

Section D: Declaration

***All sections are to be completed with relevant evidences attached***

### Section A: Centre Details

1. Full Name of Centre:
2. Address of Centre:

3. Centre Telephone number(s):

4. Centre E-mail Address:

5. Centre Website:

6. Centre Registration: *(Please tick as appropriate and attach evidence)*

▪ ☐ Corporate Affairs Commission Certificate (CAC)

▪ ☐ Act/Edict

7. Centre Number:

*(Optional: If approved by any Awarding Organization)*

8. Individual Contact Details:

S/N	FULL NAME	JOB ROLE	TELEPHONE NUMBER	E-MAIL ADDRESS
1.		Centre Manager/Administrator		
2.		Centre Quality Co-ordinator (QAA/IQA)/Lead IQAM		
3.		Industry liaison/Placement Officer(s)		

9. Date of Establishment of the Centre: *(Indicate the number of years the Centre has been existence)*

## Section B: Centre Operational Systems, Policies and Procedures

1. State Ownership of Centre: *(Please tick as appropriate and attach evidence)*

▪ ☐ Private Provider

▪ ☐ State Owned Provider



- ☐ Federal Owned Provider

2. Specify any partnership with other organization, industries etc:

*Please attach evidence of MoU or MoA*

3. List type of Qualification(s) and Level of Interest applied for:

4. Number of Learners expected to be Registered: (*Please tick as appropriate*)

- ☒ 1 - 10
- ☐ 11 - 20
- ☐ 21 – 30
- ☐ 31 and Above

5. State any existing Approvals/Accreditation of programme from other Organizations/Awarding Bodies:

*Please attach evidence*

6. Explain the internal management structure of Centre:

*Please attach organogram*

7. Please tick to specify available Policies and procedures of the Centre relating to:

- Appeal Procedure
- Complaints Procedure
- Conflict of Interest Policy and Procedure
- Equal Opportunity and Diversity Policy and Procedure
- Malpractice and Maladministration Policy and Procedure
- Recognition of Prior Learning Policy and Procedure
- Assessment Procedure
- Internal Quality Assurance Policy and Procedure
- Learner Registration and Administration Policy and Procedure

- Health, Safety and Welfare Policy and Procedure
- Copyright and Data Protection policy and Procedure
- Others

*Please tick to specify available policies and procedures*

8. Indicate funding type that apply to the Centre: *(Self, Trust, NGO, Govt etc)*

## Section C: Centre Resources (Staff and Physical Facilities)

1. Key Staff Details:

S/N	FULL NAME	ROLE (Internal Verifier, Assessor, Trainer, Centre Manager, Placement Officer etc)	QUALIFICATION (Vocational, Professional, Quality Assurance Qualification etc)	Continuous Professional Development (CPD) for past 12 months

*Please attach evidence (CV, Certificates etc)*

2. Please tick available training and assessment Facilities in the Centre with pictorial evidences:

- Lecture room
- Offices
- Data room
- Workshops/studio
- ICT room
- Reading room
- Induction room etc

*Please attach list of tools and equipment and their corresponding locations*

**Section D: Declarations:**

*I hereby make declare that all information given herein is to the best of my knowledge true and correct.*

*To be competed and signed by the Centre Manager/Administrator*

Full Name.....  
Role.....  
Date.....  
Telephone Number.....  
Signature.....

**NATIONAL BOARD FOR TECHNICAL EDUCATION  
KADUNA**



**REPORT FOR APPROVAL VISITATION TO TRAINING CENTER  
UNDER THE NATIONAL SKILLS QUALIFICATION**

**CENTER NAME:**

**DATE OF VISIT:**

**AWARDING BODY:**

**SECTOR:**

*Make your report on the assessment form template provided and use extra sheet of paper if required on each item.*

**1.0 Registration of the Training Center**

*Comment briefly on the:*

- a. Registration of the Training Center with Corporate Affairs Commission (CAC);

**2.0 Administrative Organogram for the TC**

*Comment briefly on the:*

- a. Organizational structure of the TC in terms of:
  - i. Center Manager (CM)
  - ii. Internal Verifier (IV)/ Internal Quality Assurance Manager (IQAM)
  - iii. Assessor/Quality Assurance Assessor (QAA)
  - iv. Trainer
  - v. Liaison Officer
  - iv. Support Staff
- b. Environment TC (Suitability of Premises)
- c. Center Record Keeping Practice (Storage and Retrieval of Information)
- d. Center Documentation Procedure;
- e. Linkage of TC with stakeholder such as: Awarding Bodies/Organizations, Sector Skills Council, Assessment Centers, State Industries and Regulatory Agencies etc.

### **3.0 Center Hand Book**

*Comment Briefly on:*

The availability of Center Hand Book containing:

Policies, Procedures and Guidelines for the Training Center, such as:

- i. Access and fair assessment;
- ii. Appeals and Complaints;
- iii. Malpractices;
- iv. Confidentiality of Information;
- v. Copyright and Data Protection;
- vi. Equality and Diversity;
- vii. Health, Safety and Welfare;
- viii. Assessment Strategies;
- ix. Dress Code
- x. Bilingualism

- xi. Internal Quality Assurance etc.

#### **4.0 NATIONAL SKILLS QUALIFICATION (NSQ)**

*Comment briefly on the:*

- i. Number of Qualification(s) being proposed by the Center;
- ii. Availability of the Training Manuals;
- iii. Availability of National Occupational Standards (NOS) at the Center;

#### **5.0 Staff Analysis Requirement for the Training Center**

*Comment briefly on the:*

- a. Availability of Adequate Human Resources:
  - i. Center (Manager, Coordinator or Administrator);
  - ii. Trainers
  - iii. Assessor (Quality Assurance Manager (QAA))
  - iv. Internal Verifier (Internal Quality Assurance Manager (IQAM))
  - v. Placement Officer and
  - vi. Support Staff (e.g. ICT, Counselors, unit, Data Room, Front Desk etc.)

***Please note: The availability of the Qualified Trainer, Assessor and Internal Verifier per cohort would depend per specification of the Awarding Body/Organization.***

#### **6.0 Physical Resources of the Training Centers**

*Comment briefly on the:*

- a. Availability of Trainers and Trainees accommodations for:
  - i. Classrooms/Lecture Room
  - ii. Staff offices
  - iii. Counselor's/Induction Room
  - iv. Reading Room
  - iv. Workshops/Studio etc.
- b. Training Tools and Equipment;
- c. Distance Learning Support Materials and Off-site Materials;
- d. Consumables and Utilities;

- e. First Aid Box;
- f. Safety Accessories (e.g Sand Buckets, Fire Extinguishers)

## **7.0 Memorandum of Understanding (MoU) with Industry/Work Place**

*Comment briefly on the:*

Agreement with Industries for Candidates/Leaners work placement

## **8.0 Financial Supports for TC**

*Comment briefly on the Funds for:*

- i. Training Consumable
- ii. Remunerations
- iii. Maintenance of structures
- iv. Training Facilities/ Accessories.

## **9.0 Summary of Findings**

## **10.0 Recommendations:**

## **12.0 Names and Signature of the Reporting Team/officer**

- 1.
- 2.
- 3.
- 4.

FOR FURTHER INQUIRIES  
PLEASE CONTACT:  
THE EXECUTIVE SECRETARY, NBTE  
Email: [es@nbte.gov.ng](mailto:es@nbte.gov.ng)

OR  
THE DIRECTOR,  
NTIR – NBTE  
KADUNA