

**NATIONAL BOARD FOR TECHNICAL EDUCATION**



**PROGRAMME EVALUATION FORM**

**FOR**

**INSTITUTIONS OFFERING PROGRAMME FOR WHICH  
ACCREDITATION/REACCREDITATION IS SOUGHT**

**2022**

**PLOT B' BIDA ROAD, PM.B. 2239, KADUNA.  
NIGERIA**

**Read general information and guide notes carefully before  
completing the various sections**

**NATIONAL BOARD FOR TECHNICAL EDUCATION**

**PROGRAMME EVALUATION FORM**

(To be completed by Programme Accreditation/Reaccreditation team)

**INSTITUTION OFFERING PROGRAMME FOR WHICH ACCREDITATION/  
REACCREDITATION SOUGHT:**

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Title and level of programme:

ND/NID \_\_\_\_\_

HND In: \_\_\_\_\_

HND Option (s): \_\_\_\_\_

P-HND \_\_\_\_\_

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Dates of Visit: \_\_\_\_\_

**CONFIDENTIALITY OF THE REPORT:**

Information contained in this report is strictly for the use of the National  
Board for Technical Education and its authorized agents only

# **NOTES FOR COMPLETING PROGRAMME EVALUATION FORM NBTE/PA/4A**

## **1.0 GENERAL INFORMATION**

- 1.1 This evaluation form NBTE/P A/4A should be completed in duplicate for each programme under assessment. In case of programmes with more than one option, sections of the form dealing with the curriculum, physical facilities, staffing, etc should be completed for each section.
- 1.2 The two copies should be type written and ready to use at the exit interview. Written comments should be precise and to the point. Additional sheets may be used if space provided in the form is inadequate.
- 1.3 Reports should be signed by all team members. The pages dealing with team's recommendations should be hand-written to maintain the confidentiality and originality of the team's recommendations on the status of the programme and should be signed by all team members.
- 1.4 The team chairmen should submit two copies of the typed completed forms together with the hand-written original to the NBTE co-coordinator before leaving the institution at the end of the visitation.
- 1.5 For initial accreditation, assessment should cover the first set of graduating students while in the case of reaccreditation, it should cover the last two sets of graduates.

## **2.0 COMPLETING THE ASSESSMENT FORM**

The assessment form is in seven main sections:

### **SECTION I**

#### **2.1 Academic matters:**

- 2.1.1 Goal-and objectives of programme or option
- 2.1.2 Programme curriculum
- 2.1.3 Admissions

- 2.1.4 Academic regulations
- 2.1.5 Evaluation of students work

## **SECTION II**

### **2.2 Physical facilities**

- 2.2.1 Classrooms and Lecture Theatres/Halls
- 2.2.2 Studios/Drawing Rooms
- 2.2.3 Laboratories
- 2.2.4 Workshops/Field Facilities
- 2.2.5 Office accommodation
- 2.2.6 Library resources

## **SECTION III**

### **2.3 Staffing**

- 2.3.1 Core Lecturers and Instructors
- 2.3.2 Service Lecturers and Instructors
- 2.3.3 Technologists and Technicians
- 2.3.4 Administrative Staff
- 2.3.5 Administration of Department
- 2.3.6 Staff Development**

## **SECTION IV**

### **2.4 Entrepreneurship Development**

- 2.4.1 Entrepreneurship Centre
- 2.4.2 Entrepreneurship Curriculum
- 2.4.3 Entrepreneurship Projects

## **SECTION V**

### **2.5 Funding of the Programme**

- 2.5.1 Recurrent Funding

## **SECTION VI**

### **2.6 Summary**

- 2.6.1 Summary

## **SECTION VII**

### **2.7 Recommendations**

#### 2.7.1 Recommendations

### **3.0 Guide for assessment**

3.1 The various items have been ranked into four:

Very Good

Good

Fair

Poor

The criteria for the various scores have been clearly spelt out in the guide notes of each of the sections.

3.2 Numerical scores have been assigned to some items, while others have not. In assigning numerical scores to items, team members should carefully read the guide notes.

3.3 For non-numeric score items, assessment should be indicated by ticking in the appropriate column.

3.4 Comments should follow both numeric and non-numeric assessments.

3.5 Comments should be precise (not vague) and should address specific points. They should convincingly justify the scores (numeric and non-numeric).

3.6 In case of doubt, the NBTE coordinator should be consulted.

### **4.0 Recommendation**

4.1 In making the final recommendations, team members should first make a summary of each of the sections, highlighting the major strengths and weaknesses.

4.2 Based on the summary, the team will make a recommendation to the Board.

## 1.0 ACADEMIC MATTERS

### 1.1 GOAL AND OBJECTIVES OF THE PROGRAMME

Programme goal and objectives should clearly state the type of manpower the programme is designed to produce and the general directional statements of the knowledge and skill the diplomates of the programme should be able to perform in their various disciplines/fields on graduation.

a) Very Good

Clearly defined and meet the NBTE minimum guide for the programme. They also provide for local needs.

b) Good

Well stated and programme generally follows the goal and objectives of similar programmes.

c) Fair

Not well-stated but programme generally follows the goal and objectives of similar programmes.

d) Poor

Differ significantly from NBTE stated goal and objectives for the programme.

Tick as appropriate		
ND/NID	HND	P-HND

#### Comments

Assess the goal and objectives of the programme as provided by the institution. State any shortcomings. Recommend additional statements or restatements if necessary.

## 1.2 THE CURRICULUM

The curriculum of a programme is the totality of the experiences that are offered by the institution to achieve the philosophy, goal and objectives of the type and level of education. For each of the ND/HND programmes, the curriculum should give the students total education that enables them to communicate well, understand themselves and their environment and equip them with knowledge and professional skills to be able to practice their chosen profession at the appropriate level.

The structure of the programme should include: foundation basic courses (10-15%) professional/core courses (60-70%), general studies (10-15%) of total content diploma project and supervised industrial work experience of three to four months. Course contents which should not be below **NBTE** minimum guide should be drawn up in course units and the content spelt out in behavioral objectives. Course coding should indicate level of course.

The curriculum should reflect the needs of the industry and environment.

Visitors should assess whether the curriculum is:

a) Very Good

The curriculum meets the above specifications in foundation, cote and general studies courses and meets the needs of industry and local interests. The syllabus is in course units and the contents are spelt out in behavioral objectives.

b) Good

Course content of the programme curriculum cover NTE minimum guide. Additional courses meet the needs of the industry, but are not in course units or behavioral objectives.

c) Fair

Course contents of the programme curriculum cover the NBTE minimum guide but additional Courses do not meet the needs of the industry.

d) Poor

Programme uses the NBTEs curriculum and course specification without modification.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments

Team members should assess the curriculum and course content of the programme and recommend appropriate modifications where necessary.

### 1.3 ADMISSION INTO PROGRAMME

Minimum entry requirements into the programmes leading to National Diploma (ND) award are five credit passes at GCE OIL or its equivalent in subjects relevant to the programme Equivalent qualifications are the SSCE, NTC/NBC, NVCIII, Teachers Grade II certificate NECO.

Minimum entry requirements into the Higher National Diploma are at least a lower credit pass in the relevant ND/NID programme and one year post-ND cognate work experience pass in the ND programme plus 2 years post-ND cognate work experience.

#### Entry Requirements

- a) Very Good  
All students enrolled in the programme to be accredited meet the entry requirements laid down by NBTE.
- b) Good  
90- 99% of candidates meet the entry requirements
- c) Fair  
80-89% of candidates enrolled in the programme meet the entry requirements
- d) Poor  
More than 20% of students enrolled in the programme did not meet the entry requirements

Tick as appropriate		
ND/NID	HND	P-HND

#### Comments

List the names of students currently enrolled in the programme who did not meet the entry requirements and against such names, state the deficiencies in the entry requirements in relation those laid down by NBTE for the programme. Recommend action to be taken against admission-deficient students.



## 1.4 ACADEMIC REGULATIONS

There should be academic regulations which should be published in a regularly updated students' handbook. This should include entry requirements, rules and regulations governing the conduct of sessional and final examinations, the grading system, penalties for examination malpractices, requirements for withdrawal, repeat, probation, graduation, etc.

- a) Very Good  
Exist, are comprehensive, well publicized and well applied.
- b) Good  
Exist, are comprehensive, well applied but not well publicized.
- c) Fair  
Exist, but are not comprehensive and not well publicized and applied.
- d) Poor  
Do not exist.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments

Where academic regulations exist visitors should confirm that they are quite clear, in use, relevant and well publicized and that they are being judiciously applied. They should assess available documents and interview students and staff to evaluate this. Where they do not exist, visitors should state so and recommend appropriate action to be taken.

**STANDARD OF TESTS AND EXAMINATIONS WITH MARKING SCHEMES**

A full semester examination should consist of a minimum of seven questions for a 3- credit unit course with students required to answer five in three hours while for a 2 credit unit course. the student should , answer four out of six questions in two hours. Well-developed marking schemes should be available for each examination and test and should be well applied. Examination questions should cover all areas of the course as contained in the syllabus.

A) Very Good

For the past four semesters well developed marking schemes were available in all courses for every examination. All examinations adequately covered the syllabus and were of good standard and quality. Marking schemes were well applied in grading all examinations.

B) Good

For the past four semesters, well developed marking schemes were available for all courses. All examinations adequately covered the syllabus and were of good standard and quality. Marking schemes were not satisfactorily applied in all courses.

C) Fair

For the past four semesters, marking schemes were available for most courses. Examinations fairly covered the syllabus and were of average standard. Marking schemes were not satisfactorily applied in all courses.

D) Poor

Marking schemes do not exist and the marking of students work was inconsistent. Examinations are of poor standard.

Tick as appropriate

Tick as appropriate		
ND/NID	HND	P-HND

**Comments**

For the past four semesters, visitors should comment on quality of marking schemes, standard and curriculum coverage of semester examinations; comment on the application of marking schemes in grading examinations and tests and provide advice on improvements.

## 1.5 INTERVIEW WITH STUDENTS

Interviews with students should enable the visitors to assess the level of learning outcome, curriculum coverage and students' relationship with institution's environment. Team members should test selected students on practical/skill application in selected courses. They should ask questions on theoretical contents of some courses. They should also determine the students' awareness of academic regulations and general relationship with and opinion on staff.

Visitors should assess if:	Tick as appropriate		
	ND/NID	HND	P-HND
a) Very Good Students demonstrate very good mastery of the practical and theoretical contents of the various courses and are comfortable with staff and fellow students.			
b) Good Students demonstrate good mastery of the practical and theoretical contents of the various courses.			
c) Fair Students demonstrate a fair understanding of the practical and theoretical contents of the various courses.			
d) Poor Students demonstrate hazy understanding of the practical and theoretical content of the various courses.			

### Comments

Visitors should identify causes of poor understanding of the practical and theoretical contents of the courses (where applicable) e.g. poor entry qualifications, lack of adequate practical exposure, poor staff/teaching. etc.

## 1.6 SUCCESS/FAILURE RATE

Success/failure rate is an index of programme delivery and learning. Visitors should assess the percentage failure over the past four semesters. High failure rate could be as a result of factor such as poor entry qualification of students, poor staffing and teaching, lack of proper teaching materials, defective examination questions, etc.

Visitors should assess success rate under:

- a) Very Good  
Success rate is very high (90-100%)
- b) Good  
Success rate is high (80-89%)
- c) Fair  
Success rate is average (70-79%)
- d) Poor  
Success rate is below average (below 70%)

Tick as appropriate		
ND/NID	HND	P-HND

### Comments

Visitors should determine the factors responsible for high failure rates (where applicable) and make appropriate recommendations. Visitors should also confirm records of course work (test practical's e.t.c).

## 1.7 PRACTICAL COVERAGE AND QUALITY OF REPORTING

Practical topics in the various course specifications can easily be identified in the curriculum. At the end of every semester it is expected that all the practical contents in each course (workshops, laboratories, studios, and fields/farms) should have been covered and appropriately recorded in the standard note/log book. Practical manuals should be available for each course.

### Standard of practical work:

a) Very Good  
90%-100% of all practical contents of courses (workshops, laboratories, studios, fields/farms) have been satisfactorily covered and reported. The quality of reporting is very good. Grading is consistent.

b) Good  
80%-89% of the practical contents of the courses have been satisfactorily covered and reported. The quality of reporting is good.

c) Fair  
70%-79% of the practical contents of the courses have been satisfactorily covered and reported. The quality of reporting is fair.

d) Poor  
Less than 70% of the practical in each course in the past three semester(s) have been covered.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments

Visitors should assess the number of practicals covered in each course and list outstanding number in arrears in each course. They should comment on the general reporting in each course and on available practical manuals.

## 1.8 PROJECTS

Students' project should have clearly: defined aim and objectives; should apply accept methodologies/presentations in their execution; should have practical application/problem solving, and should be relevant to the profession/environment.

a) Very Good.

Projects have well defined aim and objectives; methodologies/presentations are appropriate and very relevant to the profession/environment. They are very adequate in standard for the level of training envisaged. The projects are of very good quality.

b) Good.

Projects have well defined aim and objectives; methodologies/presentations are acceptable; and have practical application relevant to the profession. They are adequate in standard and of good quality.

c) Fair

Projects have fairly defined aim and objectives; methodologies/presentations are fair; and have practical application and relevance. The standard and quality are fairly good.

d) Poor

Projects have hazy aims and objectives; methodologies/presentations are poor; and have little or no practical application and relevance/or there are no projects. The standard and quality are poor.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments

Visitors should comment on the quality of students' projects, highlight any deficiencies and recommend solutions.

## 1.9 GRADING OF PRACTICALS/PROJECTS

Grading of practical /projects should be carried out during and after the practicals/projects by instructors and lecturers and grading should cover quality, presentation, diagrams, graphs, references. etc. Each grading should be accompanied by comments.

- a) Very Good  
90%-100% practical/projects were satisfactorily graded over the past four semesters.
- b) Good  
80%-89% practicals/projects were satisfactorily graded over the past four semesters.
- c) Fair  
70%-79% number of practicals/projects were Satisfactorily graded over the past four semesters.
- d) Poor  
Less than 70% graded over the past four semesters.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments

Visitors should comment on clarity/standard of grading for students' practical/project work. If necessary make suggestions for improvements.

## 1.10 EXTERNAL MODERATION SCHEME

External examiners should possess a minimum of a good honours degree or equivalent and should not be of rank below senior lecturer manager for N D/NID and principal lecturer/senior manager for HND. There should be a minimum of one external examiner for an ND/Nil programme drawn from either academia or industry on alternating basis. For an HND programme there should be a minimum of one each from academia and industry and where there are more than two options an additional examiner should be provided for each option.

External examiners should be appointed for not more than three years at one time.

a) Very Good

External moderation scheme exists, and employs well qualified and experienced assessors drawn from industry and or academia. Recommendations are fully implemented.

b) Good

External moderation scheme exists, and employs qualified and experienced assessors from industry and or academia. Most recommendations are implemented

c) Fair.

External moderation scheme exists, and employs qualified and experienced assessors from academia and or industry and assessment is fair. Some recommendations are implemented.

d) Poor

External moderation is very poor or non-existent.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments

Visitors should comment on the quality of the external examiners' reports vis-a-vis their general impression of standard of work and if the institution accepted the external examiners reports implemented their recommendations.



## 1.12 EMPLOYERS' RATING OF DIPLOMATES

### A) INSTITUTIONS THAT HAVE GRADUATED STUDENTS

It is mandatory for institutions to gather information on their past diplomates to enable them determine the quality of students performance on the job vis-a-vis the quality of curriculum used and their learning outcome.

Employers' rating of diplomates' performance on the job is:

	Tick as appropriate		
	ND/NID	HND	P-HND
a) Very Good			
b) Good			
c) Fair			
d) Poor			

### B) INSTITUTIONS THAT HAVE NOT GRADUATED STUDENTS

It is also mandatory that SIWES is fully supervised and graded and the SIWES report should be used to assess the students' learning outcome and performance.

Students' performance during SIWES is:

	Tick as appropriate		
	ND/NID	HND	P-HND
a) Very Good			
b) Good			
c) Fair			
D) Poor			

### Comments

Visitors should comment on reports from employers/SI WES officer, and summarize the deficiencies identified in the diplomates by employers.

## 2.0 PHYSICAL FACILITIES

### 2.1 CLASSROOMS/LECTURE THEATRES/HALLS

Classrooms could be assigned to programme classes based on streams or pooled necessary. In each case use factor of 0.8 or 40 hours per week should not be exceeded. Classrooms should have a minimum seating capacity of 30 for Science and Techno and 40 for Business related courses. Classrooms should be well furnished, ventilated provided with ceiling fans, chalkboards, etc. The ceilings, walls and floors should be maintained. Lecture theatres/halls should be provided with audio-visual aids and public address systems.

a) Very Good

Available classrooms and lecture theatres/halls met the above criteria.

b) Good

Institution has enough classrooms and lecture theatres/halls, they are of proper sizes, well furnished, poorly maintained.

c) Fair

Institution has enough classrooms and lecture theatres/halls, but they are poorly furnished and poorly maintained.

d) Poor

Institution does not have enough classrooms and lecture theatres/halls. Available ones are poorly furnished and poorly maintained.

Tick as appropriate		
ND/NID	HND	P-HND

#### Comments

State the number of classrooms and lecture theatres/halls available for the programme. State their sizes. If classrooms are pooled with other departments, confirm if the arrangement is satisfactory assess the use factor of the rooms. Assess the furnishings, cleanliness and upkeep of the classrooms and lecture theatres/halls.

## STUDIO/DRAWING ROOMS

Studios/drawing rooms should be spacious enough to accommodate at least 30 students. These should be well furnished, ventilated and lighted. They should be adequately supplied with electricity. The furniture, walls, floors and ceilings should be well maintained. They should be fully equipped and all equipment and instruments should be ‘functional, and maintained.

a) Very Good.

Studios/drawing rooms met the above parameters

b) Good

Studios/drawing rooms are spacious enough. Most equipment and instruments are available and functional. They are well maintained and utility services well provided.

c) Fair.

Studios/drawing rooms are spacious enough. The vital equipment and instruments are provided and functional. They are fairly well maintained. Utility services are provided.

d) Studios/drawing rooms are not spacious enough.

The vital equipment/instruments are not available/functional. They are poorly furnished and maintained. Utility services are poor.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments:

State actual number of studios available for teaching the programme. State capacities and usefactor of each. List all vital equipment/instruments not available in each studio/drawing room. Assess furnishing and provision of utility services. Assess general maintenance of the studio(s).

## 2.3 LABORATORIES

All laboratories needed for a programme should be available. Laboratories for basic applied sciences and technology programmes should be designed to accommodate at least students and should not exceed the use factor of 0.6 or 30 hours per week. Laboratory should be properly furnished with workbenches and in-built storage facilities where note stools should be provided at one per student. Provision should also be made for installation of equipment and instruments such that they do not occupy working spaces. Spacious adequately furnished instrument rooms/stores and offices for technologists should provided and made directly accessible to each laboratory. Adequate provisions should be made for safety of equipment and users. Laboratories should always be kept clean and should be well maintained. There should be adequate and regular supply of water, light and electricity and other basic needs in the laboratories. All required equipment instruments should be available and functional. The laboratories should be adequately ventilated. .

a) Very Good

All the requirements for the laboratories have been met and they are all in use.

b) Good

All required laboratories are available. Each laboratory is properly designed, furnished and spacious. **Most vital** equipment instrument are available, functional and well maintained. Utility services are available and functional. Laboratories are well, kept and safety provisions have been made. The facilities available are use.

c) Fair

All required laboratories are available. Each laboratory is properly designed, furnished and spacious. Vital equipment/instruments are available and functional. Utility services are provided. Each laboratory is fairly safe, clean and maintained. Facilities available are in use.

d) Poor

Laboratories are available but the vital equipment /instruments are not available and or non-functional.

Tick as appropriate		
ND/NID	HND	P-HND

**Comments:**

Visitors should list all available laboratories and comment on their layout, furnishing and capacities. List major/vital equipment/instruments available, and their working conditions. Make recommendations where necessary. Assess upkeep of safety provisions. Comment on utility services, general maintenance of laboratory, and equipment/instruments.

<b>Description</b>	<b>Quantity</b>	<b>Working Condition</b>	<b>Remarks</b>

### 2.3 WORKSHOPS/FIELD FACILITIES

All workshops/field facilities required for a programme should be available. Workshops/field facilities for a programme should be designed to accommodate a maximum of 30 students and should not exceed the use factor of 0.6 or 30 hours a week. Workshops/field facilities should be properly furnished with workbenches; provision should also be made for installation of equipment and instrument such that they do not occupy work spaces. Workshops should spacious and adequately furnished with tools and instrument room/stores and offices for technologists/instructor should be provided and made directly accessible to each workshops. Adequate provisions should be made for safety of equipment and users. Workshops facilities should always be kept clean and tidy and should be well maintained. There should adequate and regular supply of water, light and electricity and other basic needs to the workshops/field facilities where applicable. All equipment and instrument should be available and functional. The workshops should be adequately ventilated

- a) Very Good  
All the requirements for workshops/fields facilities are met. All the facilities available are in use.
- b) Good  
All required workshops are available. Each workshop/field facility is spacious. **Most Vital** equipment/instruments are available. Utility services are available and functional. Workshops/field facilities are well kept and safety provisions have been made. 80-90% of the facilities available are in use.
- c) Fair  
All required workshops are available. Each workshop/field facility is properly designed, furnished and spacious. **Vital** equipment/instrument are available and functional. Utility services are provided. Each Workshop/field facility is fairly safe, clean and 60-70% of the facilities available are in use.
- d) Poor  
equipment/instruments are not available and or non-functional. They are poorly maintained and utility services are nonfunctional. It not properly provided. Facilities available are not in use.

SCORE		
ND/NID	HND	P-HND

**Comments:**

Visitors should list all available workshops/field facilities and comment on their layout, furnishing and capacities. List major/vital equipment/instruments available and their working conditions. Make recommendations were necessary. Assess upkeep and provision of safety. Comment on utility services, general maintenance of workshops/field facilities, and equipment/instruments.

<b>Description</b>	<b>Quantity</b>	<b>Working Condition</b>	<b>Remarks</b>

## 2.5 STAFF OFFICE ACCOMMODATION

Office accommodation should be spacious, and furnished with chairs and table(s). Visitors chairs, filing cabinets, bookshelf for each staff, etc. The office should be well ventilated provided with a fan or air-conditioner.

The Head of Department's office should be adequately furnished, carpeted and conditioned. There should be an office for the Secretary and other administrative support staff.

Senior lecturers and above should have individual offices while those below could share offices at not more than two to an office.

a) Very Good

Office accommodation provided met all the above parameters

b) Good

Offices are adequate in number, spacious and ventilated but not well furnished. Some offices are not provided with fans or air conditioners.

c) Fair

Offices are spacious and ventilated but inadequate in number and scantily furnished. Most offices are not provided with fans or air conditioners.

d) Poor

Office accommodation is poor. A good number of the staff share common rooms. Furnishing is poor. No offices are provided with fans or air conditioners.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments:

Visitors should indicate their general impression on office accommodation. State the number of offices available for staff. Assess the furnishing and ventilation of the offices. State the categories of staff sharing offices and recommend necessary improvements if required.



## 2. LIBRARY

Printed materials such as textbooks, periodicals/journals, reference materials and non-book materials and e-resources relevant to the programme should be available in good quantity and quality. They should be current and diversified. The acceptable number of library books required should be determined by the number of students enrolled in each stream of the programme (30/40) multiplied by the minimum number of titles required for the programme (at least 3 titles for each of approximately 15 courses equals 45) and further multiplied by the minimum number of volumes required for each title (3).

a) Very Good

Available library materials meet all the above parameters

b) Good

Printed materials are available in good quantity and quality, diversified and relevant.

E- resource and non-book items are few in number and types.

c) Fair

Printed materials are available, are of good quality, diversified and relevant but not in sufficient quantity. E resources are not available. Non-book items are insufficient in number and types.

d) Poor

Printed and non-printed materials and e-resources are not available in good quality, quantity, diversification and relevance.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments:

Visitors should comment on the relevance, currency and diversification, quantity and quality of printed and non-printed materials available for the programme. Visitors should state the number of titles and volumes relevant to the programme in the library.

### 3.0 STAFFING

#### 3.1 CORE LECTURERS AND INSTRUCTORS

Teaching staff consists of lecturers and instructors. A lecturer should possess a minimum of honours degree or equivalent plus adequate number of years of teaching and or industrial experience. An instructor should possess a minimum of a good Higher National Diploma or equivalent and considerable number of years of teaching/industrial experience. At ND level, a programme should have a minimum of 3 core lecturers and an instructor while at HND level there should spread from lecturers and two more lecturers for each additional option. At ND level, lecturers should spread from Assistant Lecturer to Senior Lecturer and above while at HND level, it should spread from Lecturers should and above. The maximum weekly teaching load for a lecturer is 18 hours. Mix of lecturers reflect specializations in the programme. In all cases, a staff/students ratio of 1:40 for technology based programmes and 1:60 for business-based programmes must not be exceeded.

a) Very Good

Adequate number of lecturers and instructors are available. For HND, lecturers Consist of Senior Lecturer and above; others are Senior Lecturer and above and are prorated for additional streams for ND, lecturers consist of Senior Lecturer, others of Assistant Lecturer and above and are prorated for additional streams. Mix of lecturers covers the programme.

b) Good

Adequate number of lecturers and instructors are available. For HND, lecturers spread from lecturer II to Chief lecturer. For ND, lecturers consist of Assistant Lecturer to Principal Lecturer. Mix of lecturers covers all the specializations of the programme.

c) Fair

Adequate number of lecturers and instructors are available. For HND lecturers consist of Lecturer I to Senior Lecturer. For ND, lecturers consist of Assistant Lecturer to Senior Lecturer. Mix of lecturers fairly covers all specialization of the department

d) Poor

Available lecturers are inadequate in number. Mix of lecturers is poor. There is no Principal Lecturer to head the HND and no Senior Lecturer to head the ND. Available lecturers are not in the right mix.

Tick as appropriate		
ND/NID	HND	P-HND

**Comments:** Team should list all available core lecturers and instructors as follows:

S/N	Name and Rank & Salary (CONPCASS)	Qualification and specialization with dates	Experience	Course taught	Remark
	e.g. John Thomas (Mr.) Snr. Lecturer (N 100,000)	B.Sc Hon. Chemistry 1970 M.Sc Analytical Chemistry 1976		Organic Chemistry ND 1, HND 1	e.g. on study leave/leave of absence for 2 years to end June 2015

**Comment:** on staff qualifications, mix and specialization

Recommend additional staff if necessary

### 3.2 SERVICE LECTURERS AND INSTRUCTORS

These are lecturers/instructors who are resident in other departments but teach courses in programme. Such staff should possess a minimum of a good relevant honours degree or equivalent and in the case of instructors a good HND or equivalent.

There should be evidence that such staff are not exceeding their weekly teaching load of hours.

- a) Very Good  
Service staff are qualified and do not exceed their weekly teaching load. They are of the rank of Lecturer lito Chief Lectu for HND and Assistant Lecturer to Principal Lecturer for ND.
- b) Good  
Service staff are qualified and do not exceed their weekly teaching load. They are of the rank of Lecturer lito Principal Lecturer for HND and Assistant Lecturer to Principal Lecturer for ND.
- c) Fair  
Service staff are qualified and do not exceed their weekly teaching load. They are of the rank of Lecturer lito Senior Lecturer for HND and Assistant Lecturer to Senior Lecturer for ND
- d) Poor  
Service staff are not qualified, and exceed their weekly teaching load and are of the rank below Lecturer II for HND.

Tick as appropriate		
ND/NID	HND	P-HND

#### Comments:

Team should list all service lecturers as follows:

S/N	Name, Rank & Salary (CONPCASS)	Qualification and specialization with dates	Experience	Course taught	Remarks

Comment on the adequacy of available service staff  
Recommend solutions in case of short falls.

### 3.3 TECHNOLOGISTS AND TECHNICIANS

These are technically qualified staff not involved in direct lecturing/instructing, but who provide vital and indispensable services in laboratories, workshops, studios, use of machinery and equipment, farms and other field facilities.

All major laboratories/workshops etc. should be under the supervision of technologists who should possess HND or equivalent qualification. Smaller laboratories and facilities where applicable should be manned by technicians who should possess ND or equivalent qualification. They should be under the supervision of a technologist. Assistants/attendants should be attached to each facility to ensure its proper upkeep.

a) Very Good

All laboratories/workshops/studios, farms and other field facilities are supervised/manned by well qualified and experienced technologists/technicians. Assistants/attendants are also available.

b) Good

Most laboratories/workshops/studios/farms and other field facilities are supervised/manned by well qualified and experienced technologists/technicians. Assistants/attendants are also available.

c) Fair

Some laboratories/workshops/studios/farms facilities are supervised/manned by technologists/technicians. Others are unqualified/unskilled personnel.

d) Poor

Most or all laboratories/workshops/studios and field facilities are manned by unqualified personnel.

Tick as appropriate		
ND/NID	HND	P-HND

**Comments:**

Team should list all service lecturers as follows:

S/N	Name, Rank & Salary (CONPCASS)	Qualification and specialization with dates	Experience	Facilitates serviced	Remarks

Comment on the adequacy of technical staff List additional technical staff required where necessary.

### 3.4 ADMINISTRATIVE STAFF

Administrative staff provide administrative services to the programme. There should be a secretary who should possess an ND or HND or equivalent in Office Technology Management, and who should be the departmental secretary responsible to the HOD for proper academic and administrative record-keeping in the department. The Secretary should be assisted by a clerical officer who should possess a minimum of GCE O’level, SSCE or equivalent, a cleaner/messenger should also be available in the departmental office. (where applicable).

a) Very Good

The department has a secretary with HND or equivalent in Office Technology and Management, and a typist, clerical officer.

b) Good

The department has a secretary with ND in OTM or its equivalent and a clerical officer.

c) Fair .

The department has a secretarial assistant with ND in OTM or its equivalent with not less than 35 W.P.M., and a clerical officer.

d) Poor

The department has no appropriate qualified secretary and or clerical officer.

Tick as appropriate		
ND/NID	HND	P-HND

**Comments:**

List and assess adequacy of available administrative staff. Recommend additional ones if necessary.

## HEADSHIP OF DEPARTMENT

The head of an academic department should possess a minimum of a good honours degree higher degree or equivalent in the programme discipline (not allied discipline). He should be registered with the relevant professional bodies. At ND level, such an HOD should be of a rank not lower than Senior Lecturer and with not less than 10 years post-graduation experience.

At HND level the HOD should be at least a Principal Lecturer with not less than 13 years relevant post qualification experience. Such a head should be a person of proven academic and administration competence and should enjoy a cordial relationship with his staff and students.

a) Very Good

HOD is a Principal/Senior Lecturer or above.  
 Has appropriate teaching/industrial experience.  
 Possesses relevant higher degrees/equivalent and is registered with relevant professional bodies.  
 Enjoys excellent relationship with staff and students.  
 Has a very well organized office/academic administrative records, Supervises academic work in the department satisfactorily.

b) Good

HOD is a Principal/Senior Lecturer or above.  
 Has appropriate years of teaching/industrial experience, possesses relevant higher degrees/equivalent and is registered with relevant professional bodies. Enjoys good relationship with staff and students.  
 Has well organized office/academic/administrative records. Supervises academic work in the department well.

c) Fair

HOD is a Principal/Senior Lecturer or above. Has appropriate years of experience and possesses relevant higher degrees/equivalent. He is not registered with professional bodies; keeping of academic/administrative records is fair.

d) Poor

HOD is qualified academically. He is not a Senior/Principal Lecturer. Organizes office/records very poorly. Poor academic and administrative supervision.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments:

The team should comment on the strengths and weaknesses of the incumbent head of department and make recommendations.

### 3.6 STAFF DEVELOPMENT

Staff development programmes are intended to upgrade and update staff competence and ensure constant availability of good academic and technical staff through attendance at seminars, workshops, industrial placements, long-term degree and higher courses. Teaching staff should attend relevant in-service (long or short) courses at least once every five years institution/program should have a well-executed staff development policy.

- a) Very Good  
Staff development policy exists and is well executed.  
Every teaching staff has benefited in the past five years.
- b) Good  
Staff development policy exists and is well executed.  
More than 75% of teaching staff have benefited in the past five years. .
- c) Fair  
Staff development policy exists and is well executed.  
More than 50% of teaching staff have benefited in the past five years.
- d) Poor  
Staff development policy does not exist: or exist but  
Is very poorly executed.

Tick as appropriate		
ND/NID	HND	P-HND

**Comments:**

List all staff who have benefited from staff development policy in the past five years. Comment relevance and adequacy of their training.

Comment on the institution’s policy on staff development.  
Provide advice where necessary.



## 4. ENTREPRENEURSHIP DEVELOPMENT

### 4.1 ENTREPRENEURSHIP DEVELOPMENT CENTRE

An Entrepreneurship Development Centre exists and there are adequate facilities for the skills being offered. Each available skill area has facilities to accommodate at least 40 students at a time. The Centre should have the following resources: business centre, show and display rooms, administrative offices. There should be adequate and regular supply of water and electricity. Safety equipment should be available.

- a) Very Good  
Entrepreneurship Centre facilities meet all the above parameters All the facilities for the identified skills and trades are in use
- b) Good  
Most of the vital facilities for the identified skills and trades are available and properly managed
- c) Fair  
Some of the vital facilities for the identified skills and trades are available and fairly managed.
- d) Poor  
An Entrepreneurship Centre does not exist. earn should comment on the equipping and administration of the centre

Tick as appropriate		
ND/NID	HND	P-HND

#### Comment:

The team should comment on the equipping and administration of the centre

## 4.2 ENTREPRENEURSHIP CURRICULUM

The curriculum is meant to achieve the philosophy goal and objectives of self-employment entrepreneurs. The structure of the programme should reflect the theoretical, practical and managerial aspects of the training being offered.

Visitors should confirm whether the curriculum is:

- a) Very Good  
The curriculum meets NBTE specifications in theory and practical. Local peculiarities are reflected.
- b) Good  
The NBTE curriculum has been adopted without local content.
- c) Fair  
The curriculum is below the prescribed minimum standard.
- d) Poor  
There is no curriculum for the programme

### Comments

The team should assess the curriculum and recommend modifications where necessary.

Tick as appropriate		
ND/NID	HND	P-HND

## ENTREPRENEURSHIP PROJECTS

At the end of every semester, it is expected that all the projects/productions or services undertaken by each student or group of students have been carried out and appropriately recorded in a standard log book. Project manuals should be available for each skill area. Appropriate entrepreneurship records should also be available for inspection by team members.

Standard of projects is:

- a) Very Good  
Projects have been undertaken, marketability has been established and recorded in log books and graded. There are entrepreneurship records.
- b) Good  
Projects have been undertaken, but marketability has not been adequately established, recorded in log books and graded.
- c) Fair  
Projects have been undertaken, marketability has not been established and records have not been properly kept in log Books.
- d) Poor  
Projects have not been undertaken.

Tick as appropriate		
ND/NID	HND	P-HND

### Comment

The team should recommend areas of improvement necessary.

## 5.0 FUNDING FOR CONSUMABLES AND IMPREST

Recurrent funds to the departments/programmes should be annual and cover such items as minor repairs, purchase of consumables for practicals, stationery, etc. It is estimated that average per capita recurrent funding for training consumables should be minimum of N3500 for business based programmes and a minimum of N5000 for technology based-programmes.

a) Very Good

Funding for consumables and imprest for the programme is above N5000 for business-based and N10000 for technology-based programmes. Imprests and consumables are released as and when due.

b) Good

Annual funding for consumables and imprest for the programme is N 5000 for business-based and N 10000 for technology-based programme. Imprests and consumables are released as and when due.

c) Fair

Annual funding for consumables and imprest for the programmes is less than N5000 for business based programmes and N 10000 for technology-based programmes. Funding for imprest and consumables are not released as and when due.

d) Poor

Annual funding for consumable and imprest for the Programme is grossly inadequate or not provided.

Tick as appropriate		
ND/NID	HND	P-HND

### Comments:

The team should comment on the general effect of lack of adequate funds for imprest and consumables on the academic quality of the programme and make recommendations.

## **6.0SUMMARY**

The team should summarize the strengths and weaknesses of the programme under the various Sections. In doing this, they should determine if the resources under the various sections are adequate to meet the stated goal and objectives of the programme.

**7.0 GUIDE NOTES FOR ACCREDITATION TEAMS ON ACCREDITATION  
OBSERVATIONS AND POSSIBLE INFERENCES**

<b>SECTION/SUB-HEADING</b>	<b>OBSERVATION</b>	<b>POSSIBLE RECOMMENDATION</b>	<b>REMARKS</b>
<b>1.0 ACADEMIC MATTERS</b> • Curriculum	Absence of curriculum	Defer Accreditation	Team members should make appropriate recommendation
	Substandard curriculum	Defer Accreditation (interim)	“ “
• Admission into the programme	More than 20% do not meet entry requirement	Defer Accreditation (interim)	
• Success/failure rate	Success rate below 70%	Defer Accreditation (interim)	“
• Practical coverage	Coverage below 70%	Defer Accreditation (interim)	“
<b>2.0 PHYSICAL FACILITIES</b> • Classrooms	Absence of enough classrooms	Defer Accreditation (interim)	“
• Studio/Drawing rooms	Most vital equipment/instruments are not available/functional	Defer Accreditation (interim)	“
	All or most vital Studio(s)/Drawing room(s) are not available	Defer Accreditation (interim)	
• Laboratories/workshops	Most vital equipment/instruments are not available/functional	Defer Accreditation (interim )	“
	All or most vital Laboratory(ies)/Workshops are not available	Defer Accreditation (interim)	
• Library holdings	Library holdings inadequate in number and quality	Defer Accreditation (interim)	“
<b>3.0 STAFFING</b> • Core teaching/technical staff	Inadequate number and mix of core lecturers, instructors and technician	Defer Accreditation (interim)	“
Service staff	Inadequate in number and mix	Defer Accreditation (interim)	
• Technologist/technicians	Inadequate in number and qualification		

Administrative support staff	Inadequate in number and qualification	Defer Accreditation (interim)	“
• Headship of the department	Unqualified/unsuitable head of department	Defer Accreditation (interim)	“
4.0 <b>ENTERPRENEUSHIP</b> • Establishment of entrepreneurship centre	Centre established not adequately equipped	Defer Accreditation (interim)	“
	Centre not established	Defer Accreditation (interim)	“
• Entrepreneurship curriculum	Entrepreneurship curriculum available but not be NBTE standard	Defer Accreditation (interim)	“
	Entrepreneurship curriculum not available at all	Deny Accreditation	“
• Students’ entrepreneurship projects	Non-execution of Students’ entrepreneurship projects	Defer Accreditation	“

## TEAM LIST

<b>S/No</b>	<b>Name</b>	<b>Postal address with telephone number</b>	<b>Signature and date</b>