2026 EDITION

# Minimum Academic Standards for the School of General Education and General Studies Education

*For NCE and Degree Programmes in Colleges of Education under the National Policy on Dual Mandate*

FEDERAL REPUBLIC OF NIGERIA

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION

(NCCE)

2026 EDITION

# Minimum Academic Standards for the School of General Education and General Studies Education

*For NCE and Degree Programmes in Colleges of Education under the National Policy on Dual Mandate*

NCE (100–300 Level) • Degree (400–500 Level) • Curriculum Implementation Framework

ABUJA, NIGERIA | 2026

# Foreword

The transformation of any education system begins with the quality of its teachers. Teachers shape not only what learners know, but also how they think, create, solve problems and contribute meaningfully to society. It is therefore imperative that the institutions entrusted with preparing our teachers remain responsive to the changing needs of education, the economy and national development.

The introduction of the Dual Mandate for Colleges of Education represents an important milestone in the Federal Government's continuing effort to reposition teacher education in Nigeria. By providing an enabling framework for qualified Colleges of Education to offer both the Nigeria Certificate in Education (NCE) and degree programmes, the policy creates new pathways for institutional growth, improved access, professional progression and the preparation of teachers at different levels of the education system.

The successful implementation of this policy, however, depends fundamentally on the quality and relevance of the curricula that guide teaching and learning. It is for this reason that I commend the National Commission for Colleges of Education (NCCE) for developing this new generation of curricula to provide the academic foundation for the implementation of the Dual Mandate.

The curricula have been conceived within the context of contemporary national and global realities. Beyond disciplinary knowledge, emphasis is placed on the development of competencies required of the modern teacher, including digital literacy, critical thinking, creativity, communication, entrepreneurship, inclusive education, research, innovation and practical professional competence. This reflects our determination to move teacher education increasingly from knowledge acquisition alone towards the development of practitioners who can translate knowledge into effective classroom practice and measurable learning outcomes.

Of particular importance is the opportunity presented by the Dual Mandate to strengthen the relationship between the NCE and degree pathways within the College of Education system. While each qualification retains its distinct academic and professional requirements, their implementation within appropriately resourced institutions should encourage greater coherence, efficient utilisation of facilities and personnel, stronger academic progression and a more vibrant teacher education environment.

The publication of this curriculum is therefore more than an academic exercise. It is an important instrument for translating Government policy into classroom practice and ultimately improving the quality of teaching and learning across our education system.

I urge Governing Councils, Provosts, academic staff, professional bodies and all other stakeholders to approach implementation with the seriousness it deserves. The curriculum must be supported by competent lecturers, appropriate infrastructure, modern teaching and learning resources, effective quality assurance and sustained investment in staff development. Colleges must also continue to strengthen partnerships with schools, industry, communities and other relevant institutions so that teacher preparation remains connected to the realities of the society it serves.

I congratulate the Executive Secretary and Management of NCCE, the curriculum experts, academics, professional bodies and other stakeholders whose contributions have culminated in this document. Their collective effort represents an important investment in the future of Nigerian education.

It is my expectation that the effective implementation of this curriculum will produce a new generation of professionally competent, digitally capable, innovative, inclusive and globally competitive teachers equipped to educate the Nigerian child for the opportunities and challenges of the twenty-first century.

I am pleased to commend this curriculum to all Colleges of Education and stakeholders in the Nigerian education sector.

**Dr Maruf Tunji Alausa**
Honourable Minister of Education

# Introduction

The publication of the curricula for the implementation of the Dual Mandate in Colleges of Education marks a defining moment in the evolution of teacher education in Nigeria.

For decades, Colleges of Education have occupied a strategic position in the preparation of professional teachers, particularly for the basic education subsector. The changing demands of Nigeria's education system, advances in technology, evolving labour-market requirements and the need to create stronger opportunities for academic and professional progression have, however, made it necessary to rethink the scope, structure and delivery of teacher education.

The Dual Mandate responds to this imperative by enabling eligible Colleges of Education, subject to prescribed regulatory and quality assurance requirements, to operate NCE and degree programmes within a coherent institutional environment. The policy is not simply an expansion of programme offerings. It represents an opportunity to reposition Colleges of Education as stronger, more responsive and more innovative centres of teacher preparation, professional development, research and community engagement.

It is within this context that the National Commission for Colleges of Education (NCCE) undertook the development of the curricula for ten Schools. Across these Schools, the curricula seek to achieve an appropriate balance between theory and practice, knowledge and competence, disciplinary depth and professional pedagogy. They also recognise that the teacher of today must possess capabilities that extend beyond mastery of subject content.

The curriculum development process brought together experienced academics, teacher educators, subject specialists, professional bodies and other stakeholders to ensure that the resulting documents are academically sound, professionally relevant and responsive to contemporary educational needs. Particular attention was given to achieving appropriate alignment and progression between the NCE and degree components while preserving the standards and learning outcomes required at each level.

Accordingly, contemporary and cross-cutting competencies have been embedded across the programmes. These include digital competence and responsible application of emerging technologies; entrepreneurship and innovation; inclusive and learner-centred pedagogy; communication and collaboration; critical thinking and problem-solving;

research and evidence-based practice; environmental awareness and sustainability; and the professional values and ethics expected of teachers.

A particularly important orientation of these curricula is the emphasis on practice. Teacher education must ultimately demonstrate its value in the classroom and in improved learning outcomes. Colleges are therefore expected to ensure that teaching is supported by appropriate practical activities, laboratories, workshops, studios, technology-enabled learning environments, field experiences and sustained exposure to real educational settings.

This curriculum should consequently not be regarded merely as a document for compliance. It is intended to serve as an instrument for transforming the teaching and learning experience in our Colleges. Its successful implementation will depend on the commitment of Provosts, academic boards, Deans, Heads of Departments, lecturers and other stakeholders to translate its provisions into meaningful learning experiences for students.

The Commission will complement implementation with appropriate quality assurance, capacity building, monitoring, institutional support and periodic review. Colleges are equally expected to undertake continuous professional development of their academic staff and progressively provide the infrastructure, equipment, digital resources and learning environments required for effective delivery.

The Dual Mandate also places an increased responsibility on participating Colleges. The authority to operate programmes at different qualification levels must be accompanied by an unwavering commitment to standards. Expansion must never be pursued at the expense of quality. Every programme must therefore be delivered within the applicable regulatory framework and supported by adequate human and material resources.

I wish to express the Commission’s profound appreciation to the Honourable Minister of Education and the Honourable Minister of State, Education for the leadership and policy direction that have made this important reform possible. I also acknowledge the contributions of our partner regulatory agencies, curriculum experts, academics, professional bodies, unions (particularly COEASU), Colleges of Education and other stakeholders who devoted their knowledge, experience and time to the development and validation of this curriculum.

To our Provosts and teacher educators, the responsibility now moves from curriculum development to curriculum delivery. The ultimate measure of this document will not be its

content alone, but the quality of teachers it helps us to produce and the difference those teachers make in the lives of Nigerian learners.

The National Commission for Colleges of Education remains committed to working with all stakeholders to ensure that the Dual Mandate becomes an enduring platform for strengthening teacher education, expanding opportunities and producing the professional practitioners required to build a stronger education system and a greater Nigeria.

It is therefore my privilege to present this curriculum for implementation.

**Dr (Mrs) Angela Ajala, FNAE**
Executive Secretary
National Commission for Colleges of Education (NCCE)
Abuja

# Acknowledgement

The successful review and development of the 2026 Minimum Standards for the Three-Year Nigeria Certificate in Education (NCE) and the Two-Year Degree Programmes under the Dual Mandate was the product of extensive consultation, technical engagement and collective commitment by a wide range of stakeholders.

On behalf of the Department of Academic Programmes, I wish to express our profound appreciation to the Executive Secretary, Dr (Mrs) Angela Ajala, FNAE, for her leadership, guidance and sustained support throughout the review, harmonisation and validation processes.

We are especially grateful to the Resource Persons, Curriculum Experts, Teacher Educators, Subject Specialists, Professional and Regulatory Bodies, Provosts and representatives of Colleges of Education who contributed their knowledge and experience to the development of these Minimum Standards. Their careful consideration of emerging educational needs, professional competencies and the requirements of the Dual Mandate greatly enriched the curricula.

Our appreciation also goes to members of the various Technical, Harmonisation and Validation Committees, whose painstaking work ensured coherence between the Three-Year NCE and the Two-Year Degree Programmes and strengthened the quality, relevance and practicability of the curricula.

We acknowledge the valuable support of the Federal Ministry of Education, National Universities Commission, development partners and other collaborating institutions whose technical and financial contributions facilitated the review process.

I also commend the staff of the Department of Academic Programmes and other Departments of the NCCE who worked tirelessly in coordinating meetings, collating inputs, reviewing drafts, managing documentation and providing the secretariat support required to bring this important national assignment to completion.

To everyone who contributed, in whatever capacity, we extend our sincere gratitude. It is our hope that the effective implementation of these Minimum Standards will further strengthen teacher preparation and contribute significantly to the production of competent, professional, innovative and globally competitive teachers for Nigeria.

**Dr Umar Adamu Kwami**
Director, Academic Programmes
National Commission for Colleges of Education (NCCE)

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PART I

# School of General Education and General Studies Education

School Overview, Academic Programmes, Course Distribution and Course Descriptions for NCE (100–300 Level) and Degree (400–500 Level)

# School Overview

## Introduction

The programmes in the School of Education and General Studies Education are designed to prepare competent, reflective, ethical and professionally committed teachers for Nigeria's education system. The Nigeria Certificate in Education (NCE) and Bachelor of Education (B.Ed.) programmes are guided by national educational goals, professional standards for teacher education and relevant global best practices. They recognise that effective teaching requires more than subject-matter knowledge; teachers need sound pedagogical knowledge, practical teaching skills, digital competence, communication skills, inclusive practices and professional values to respond effectively to diverse learners and educational contexts.

The programmes are developed in response to the continuing need to improve the quality, accessibility and relevance of education in Nigeria, particularly at the foundational and basic education levels. They therefore emphasise learner-centred and competency-based approaches, inclusive education, universal design for learning, social and emotional learning, effective classroom management, assessment for learning, reflective practice and appropriate use of teaching and learning resources. General Studies Education further provides broad intellectual, communication, civic and professional competencies that support the development of well-rounded teachers and responsible citizens.

Recognising the rapidly changing nature of education and society, the programmes incorporate emerging competencies required for teaching and learning in the twenty-first century. These include digital literacy and Artificial Intelligence (AI) for educators, media and information literacy, green skills, peace and conflict education, entrepreneurship and venture creation. Attention is also given to creativity, critical thinking, problem-solving, collaboration, innovation and lifelong learning. These competencies prepare teachers to use technology and innovative pedagogies effectively while responding appropriately to Nigeria's social, cultural and economic realities.

Practical preparation is an integral part of the programmes. Teaching practice/practicum, school-based learning, mentoring and reflective professional development enable student teachers to connect educational theory with classroom practice, develop professional judgement and acquire the competencies required to work effectively in diverse learning

environments. Overall, the programmes seek to produce knowledgeable, skilled, adaptable and socially responsible educators who can contribute to improved learning outcomes and sustainable national development. By integrating national priorities with relevant global practices, the programmes provide graduates with the knowledge, skills, competencies, attitudes and values required to promote inclusive, equitable, quality and lifelong education in Nigeria.

PROGRAMME 1 OF 2

# General Education

## Introduction

The Nigeria Certificate in Education (NCE) and Bachelor Degree Programme (B.Ed.) is a professional teacher-education programme designed to prepare competent, knowledgeable, ethical, and committed teachers for effective teaching and learning, particularly at the basic and secondary education levels. The programme provides a balanced combination of subject-matter knowledge, pedagogical knowledge, practical teaching experience, educational foundations, professional ethics, and relevant contemporary skills required for successful teaching in diverse educational settings. It is structured to develop teachers who can understand learners' developmental and individual differences, plan and implement appropriate learning experiences, assess learners effectively, use instructional resources and educational technologies, manage classrooms, and respond constructively to emerging educational and societal challenges.

The NCE-Degree Programme further serves as an important component of Nigeria's teacher-education system by contributing to the development of a qualified, professionally competent, reflective, innovative, and learner-centred teaching workforce. Through coursework, micro-teaching, teaching practice, practicum experiences, research-oriented activities, and continuous assessment, the programme promotes the integration of theory with professional practice. It also emphasises inclusive education, national values, cultural responsiveness, digital literacy, creativity, critical thinking, collaboration, lifelong learning, and professional responsibility. Ultimately, the programme is intended to equip graduates with the knowledge, skills, competencies, attitudes, and values necessary to contribute effectively to the quality, relevance, accessibility, and sustainability of education in Nigeria.

## Overview

The General Education Programme in the NCE-Degree curriculum (B.Ed.) provides a broad foundation of professional knowledge, skills, values and competencies required for effective teaching and learning across disciplines. It complements students' areas of specialisation by developing their understanding of educational foundations, curriculum and instruction, educational psychology, assessment, classroom management, inclusive

education, educational technology, teaching practice and other relevant aspects of the teaching profession. In the dual-mandate NCE-Degree programme, General Education also promotes the integration of theory with professional practice, preparing NCE-Degree graduates for more advanced responsibilities as reflective, competent and adaptable teachers at the basic and post-basic education levels. The primary objective is to cultivate well-rounded graduates capable of adapting to a rapidly changing global economy, engaging in civil society, and applying cross-disciplinary perspectives to complex problems.

# Philosophy

The philosophy of General Education is grounded in the belief that every teacher should be a well-rounded, socially responsible, and ethically aware individual. The course emphasises the development of critical thinking, effective communication, and lifelong learning skills, enabling students to adapt to a changing educational environment. It is guided by principles of inclusivity, learner-centeredness, and holistic development, reflecting the ideals of Universal Design for Learning (UDL), Social and Emotional Learning (SEL), and the standards of NERDC and UNESCO. Ultimately, it aims to prepare teachers who can positively influence learners, schools, and society.

# Regulation

## Admission and Graduation Requirements

## Admission Requirements

### NCE Programme

Candidates must satisfy the UTME and O' Level admission requirements for NCE and Bachelor of Education degrees in their various departments.

### NCE-Degree Programme

i. Candidates must satisfy the UTME and O' Level admission requirements for Degree Education programme in the area of specialisation to be pursued.

ii. Candidates with NCE cumulative grade point average (2.40-5.00) equivalent to Merit and above, shall continue into the 2-year Bachelor of Education degree programme.

iii. NCE candidates with cumulative grade point average (1.50-2.39) equivalent to Pass and below will be required to acquire 2-year post qualification teaching experience to qualify for admission into the 2-year degree programme.

## Graduation Requirements

**NCE Programme:** Candidates for the award of NCE certificates are required, among others, to earn at least 22 credits in General Education courses, 6 credits in Teaching Practice (totalling credits in the Education component of the NCE programme) to qualify for graduation, viz:

| S/N | Component | Weight/credit load |
|---|---|---|
| | General Education | 22 |
| | Teaching Practice (TP) | 06 |
| **Total Units:** | | **28** |

**Total Minimum Credit Units Required for NCE graduation**: **28 credit units**

**Degree Programme:** Candidates for the award of Bachelor Degree in Education certificates are required among others, to earn at least 12 credits in General Education (totalling credits in the Education component of the B. Ed programme) to qualify for graduation, viz:

| S/N | Component | Weight/credit load |
|---|---|---|
| 1 | General Education | 12 |
| **Total Units:** | | **12** |

**Total Minimum Credit Units Required for NCE-Degree graduation**: **12 credit units**

**UDL, SEL and CBC Should Be Demonstrated in Teaching of Courses.**

UDL, SEL and competency-based learning should not be treated merely as topics to be taught in isolated courses. They should become principles governing how teacher educators teach student teachers across the curriculum.

Lecturers should model:

- Multiple ways of accessing and engaging with content, consistent with universal design for learning (UDL)

- Respectful, psychologically safe and collaborative learning environments, consistent with social and emotional learning (SEL)
- Opportunities for application, problem-solving, demonstration and authentic performance, consistent with CBC
- Reflection, feedback, self-assessment and professional inquiry.

### Micro-Credentials for Critical Professional Competencies

For stronger national and international benchmarking, selected competencies should be supported through mandatory micro-credentials or equivalent verified certifications before graduation. These may include:

- Safeguarding and child protection
- Digital literacy and responsible AI use
- Inclusive education/UDL
- First aid and basic school safety
- Digital citizenship and responsible technology use. Such credentials would provide additional evidence that graduating teachers possess competencies that are increasingly essential to contemporary educational practice.

## Assessment

Assessment should more fully reflect the competency-based curriculum. The proposed assessment framework contains useful formative, practical and applied approaches, including practical demonstrations, reflective journals, collaborative projects, case studies, problem-solving exercises and field observations. However, the proposed 60% semester final examination, primarily using CBT, MCQs and fill-in the-blank items, requires careful reconsideration if the overall curriculum is genuinely competency-based. Objective tests have an important role in assessing knowledge and selected cognitive processes, but they cannot by themselves provide sufficient evidence of teaching competence, differentiation, classroom management, curriculum design, assessment competence, digital competence, inclusive practice, reflection and professional judgement. The development of an NCE/B.Ed. Teacher Competency Exit Portfolio as part of the graduation evidence is recommended.

**NCE level,** evidence could include lesson plans, observed teaching, assessment portfolios, differentiated lessons, classroom-management demonstrations, digital teaching resources,

learner case studies, teaching-practice evaluations, reflective journals and an integrated teaching demonstration.

**B.Ed. level,** the evidence should be more advanced and could include a complete competency-based unit, extended observed teaching, a competency-based assessment system, a differentiated learning sequence, technology-enhanced learning, an inclusive intervention plan, analysis of learner assessment data, a school/classroom-based research project, an educational innovation project, professional-practice evidence and an integrated competency demonstration.

# National Goals of Education in Nigeria

## General Goals of Education

i. Development of the individual into a morally sound, patriotic and effective citizen.

ii. Total integration of the individual into the immediate community, the Nigerian society and the world.

iii. Provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system.

iv. Incubation of national consciousness, values and national unity; and

v. Development of appropriate skills, mental, physical and social abilities and Core Competencies to empower the individual to live in and contribute positively to the society.

## Specific Goals of Education

a) Ensure and sustain unfettered access and equity to education for the total development of the individual.

b) Ensure the quality of education delivery at all levels.

c) Promote functional education for skill acquisition, job creation and poverty reduction.

d) Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work;

e) Collaborate with development partners, the private sector, non-governmental organisations and local communities to support and fund education; and

f) Promote information technology capability at all levels.

## General Objectives of the Programme

**The objectives of this programme are to:**

a) Discuss the main ideas that have affected and still affect the development and practice of education globally, and Nigeria in particular.

b) Examine the main psychological, health and socio-economic factors that may help or hinder a child's educational achievement

c) Engage learners appropriately to determine the most effective ways to ensure their maximum achievement.

d) Professionally combine the use of conventional strategies and ICT or other innovational instructional/learning strategies in generating, and imparting knowledge, attitudes, values and skills at Basic Education level.

e) Develop, select, and effectively use appropriate curriculum processes, teaching strategies, instructional materials and methods for maximum learner achievement;

f) Demonstrate desirable attributes in moral and character development;

g) Discuss major issues affecting teacher education and the teaching profession in Nigeria.

h) Model problem solving methods to guide learners to analyse problems of education in Nigeria, and their corresponding solutions;

i) Demonstrate proficiency in measuring and evaluating learning outcomes, as well as in carrying out appropriate research on educational problems in Nigeria, particularly at Basic Education level.

## General Learning Outcomes for the Programme

**By the end of the courses, students should be able to:**

a) Explain and critically analyse major ideas, theories, philosophies and developments that have shaped education globally and in Nigeria.

b) Analyse psychological, health, social and economic factors that influence children's learning, educational participation and achievement, and suggest appropriate interventions.

c) Assess learners' individual characteristics, needs, abilities and learning differences and apply appropriate approaches for effective learner engagement and achievement.

d) Design and support inclusive learning by applying UDL Differentiation and learner-centred approaches that integrate conventional, digital and innovative instructional strategies and technologies effectively in teaching and learning at the Basic Education level.

e) Develop, select and effectively utilise appropriate curricula, teaching methods, instructional materials and learning resources to promote meaningful learning and improved learner achievement.

f) Demonstrate broad knowledge and intellectual competencies acquired through General Education and apply them appropriately to educational and societal issues.

g) Demonstrate professional, ethical, moral and socially responsible behaviour in their personal and professional conduct and promote positive character development among learners.

h) Critically discuss contemporary issues, challenges and developments affecting teacher education and the teaching profession in Nigeria.

i) Identify, analyse and propose practical and contextually appropriate solutions to major educational problems and challenges in Nigeria, particularly at the Basic Education level.

j) Apply appropriate principles, methods and tools of assessment, measurement and evaluation to determine learning outcomes, and conduct basic educational research to investigate and address educational problems, particularly at the Basic Education level.

## Relevance Statement

The *General Education* course is important because it helps students become well-rounded teachers who can think clearly, communicate effectively and act responsibly. It equips prospective teachers with professional knowledge, skills and values needed to teach confidently, effectively, and ethically in today's diverse classrooms. These courses also prepares teachers to understand, support all learners, harness their abilities, and shape their future by using modern methods, understanding human development, and responding to the real needs of individuals, schools and society. By learning these courses, students are better prepared to make a positive difference in their classrooms, schools, communities and the nation.

## Unique Features of the Programme

1. With this training, the graduate would provide productive and efficient teaching at the primary school level.
2. Digital literacy is also incorporated.
3. With the exposure of this graduate, they would be in a better position to acquire knowledge on practical and competency-based teacher preparation
4. It provides opportunity for the graduate to specialise in any areas/ fields of education (Psychology, Guidance & counselling, Curriculum, Sociology, philosophy etc.)

## 21st Century Skills

The graduates should be able to display and inculcate in pupils the following skills:

1. Problem solving.
2. Teamwork.
3. Digital literacy.
4. Creativity.
5. Critical thinking.
6. Appropriate communication skills.
7. Media literacy.
8. Digital citizenship and flexibility

## Employability Skills

**The trained teacher should be able to:**

1. Open and run an approved school. This makes them able to be self-employed as well as employ others.
2. Serve in primary schools in public and private sectors.
3. Provide an accurate and an appropriate model for behaviour for children in primary schools and where the need arises modify deviant behaviour; and
4. Serve as inspector and supervisor of schools at this level.

**NCE-Degree (Minimum Academic Standards) for Education Programme**

## Facilities

Institutions offering this programme shall provide adequate, functional, safe, and well-maintained facilities to support effective teaching, learning, and professional practice. These facilities shall include, but not be limited to, the following:

1. Classroom Facilities
2. Teaching and Learning instructional Materials
3. Library and Resource Centre
4. Information and Communication Technology (ICT) Laboratory
5. Teaching Practice Laboratory / Microteaching Studio
6. CET (Centre for Educational Technology)
7. Language Laboratory
8. Office Spaces.
9. Lecture Rooms & Equipment.
10. Counselling Centre/ Counselling clinic.
11. Demonstration school

## Equipment (Hardware)

- Closed circuit television (CCTV)
- CCTV Monitors (television sets with remote controls)
- HD Video camera with accessories
- Editing/dubbing machine
- Public address system with accessories
- Slide projectors with accessories
- Overhead projector with accessories
- Audio megaphones
- Audio theatre set
- Microphones (Cord and wireless)
- Photographic camera with accessories (Digital)

- Tripod stand for video and photographic cameras
- Trolley for equipment
- Floodlights
- Projection screens
- Satellite equipment with Bandwidth subscriptions
- Duplicating machines (Digital image printer (DIP) photocopying machines (Digital photocopier)
- Voltage stabilisers
- Power extension box
- White board (magnet)
- ICT Centre with Computer equipment and printers
- Cable satellite facilities
- Air-conditioners, refrigerators etc.
- Electronic smart board
- Graphic pads
- Power generator
- Multimedia projector Software or Consumables
- Batteries
- Extension cables
- Multi-purpose plugs
- Photocopying papers
- Cardboard papers
- Tempo markers
- Poster colours
- Overhead transparencies
- Transparency pen
- Pencils
- Erasers
- White board markers, etc.

# Personnel

Institutions offering this programme shall employ **adequate, qualified, and competent personnel** to ensure effective programme delivery and administration. Such personnel shall include:

1. Course Lecturers
2. Guidance and Counselling Personnel
3. A Coordinator who is an Educational Technologist

Other Educational Technologists:

a. Secretary
b. Data entry Specialist (Computer Operator)
c. Graphic Artists
d. Projectionists
e. Video cameramen
f. Computer Technicians
g. Store Officer
h. Digital Media specialists (Photographers),

Photographic section, Media access, retrieval section and Reprographic section)

## Academic Staff

At least four (4) core staff with a Minimum of Master's degree with relevant teaching qualification is required for appointment as a Lecturer in a College of Education in each department from the School of Education as well as Directorate of General Studies. The recommended staff/student ratio is 1:25 for Education and General Studies since all students in the College offer the programme (NCCE Guidelines). For the degree programme, academic staff mix by rank should comply with the NUC guidelines of Professorial cadre: Senior Lectureship: Lecturer I and below in the ratio of 20:35:45 for compatibility of quality and standard. The NUC guidelines on staff/student ratio of 1:30 for Education department shall apply. All academic staff must be registered with the Teacher's Registration Council of Nigeria (TRCN).

## Administrative Support Staff (Non- Academic)

The services of the administrative support staff are indispensable in the proper administration of the departments and school offices. It is important to recruit very competent

senior staff that are computer literate. At the least, a secretary, a clerical officer and a messenger/cleaner are the minimum administrative staff expected for the programme.

## Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

## Spaces

**The NUC recommends the following physical space requirement:**

| | $m^2$ |
|---|---|
| Professor's Office | 18.50 |
| Head of Department's Office | 18.50 |
| Tutorial Teaching Staff's Office | 13.50 |
| Other Teaching Staff Space | 7.00 |
| Technical Staff Space | 7.00 |
| Secretarial Space | 7.00 |
| Science Staff Research Laboratory | 16.50 |
| Education Staff Research Laboratory | 14.50 |
| Seminar Space/per student | 1.85 |
| Drawing Office Space (A.O. Board) (Per Student) | 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | 3.70 |
| Laboratory Space | 7.50 |

# Course Distribution Structure (100–500 Levels)

## Curriculum Design Framework

The education component of the teacher education programme under the Dual Mandate covers the following **six key areas**: **Foundations of Education**, **Educational Psychology**, **Curriculum Studies, Measurement & Evaluation**, **Teaching Practice (TP) and Educational Technology**. Courses for the NCE programme were also properly aligned with the Bachelor of Education degree, education component to ensure that there are no repetitions on the one hand and systematic progression is guaranteed during implementation. The courses for the NCE programmes, therefore, naturally dovetail into the degree ones. The NCE-Degree education curriculum component is as shown in the table below and the subsequent description of the courses:

# NCE Course Distribution (100–300 Level)

### NCE 100 Level: First Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 111 | Introduction to Teaching and Historical Foundations of Education | 2 | C | 30 | 30 |
| EDU 112 | Educational Psychology | 2 | C | 30 | 30 |
| **Total** | | **4** | | | |

### NCE 100 Level: Second Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 121 | Principles and Methods of Teaching in Basic Education | 2 | C | 30 | 30 |
| EDU 122 | Sociological and Philosophical Foundations of Education | 2 | C | 30 | 30 |
| **Total** | | **4** | | | |

### NCE 200 Level: First Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 211 | Classroom Management | 1 | C | 15 | 15 |
| EDU 212 | Curriculum and Curriculum Delivery | 2 | C | 30 | 30 |
| EDU 213 | Micro Teaching I: (Theory and Practice) | 2 | C | 30 | 30 |
| **Total** | | **5** | | | |

### NCE 200 Level: Second Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 221 | Research Methods, Measurement and Evaluation | 2 | C | 30 | 30 |
| EDU 222 | Educational Administration, Planning and Supervision | 1 | C | 15 | 15 |

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 223 | Introduction to Educational Technology | 1 | C | 15 | 15 |
| EDU 224 | Micro Teaching: II (Practicum) | 2 | C | 30 | 30 |
| **Total** | | **6** | | | |

### NCE 300 Level: First Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 311 | Teaching Practice | 6 | C | 90 | 90 |
| **Total** | | **6** | | | |

### NCE 300 Level: Second Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 321 | Research Project | 2 | C | 30 | 30 |
| EDU 322 | Theory and Practice of Guidance and Counselling | 1 | C | 15 | 15 |
| **Total** | | **3** | | | |

# Degree Course Distribution (400–500 Level)

### Degree 400 Level: Second Semester

| Course Code | Course Title | Status | Credit Units | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 402 | Educational Measurements, Tests, Research Methods and Statistics | C | 3 | 45 | 45 |
| **Total** | | | **3** | | |

### Degree 500 Level: First Semester

| Course Code | Course Title | Status | Credit Units | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 501 | Teaching Practicum | C | 6 | 90 | 90 |
| **Total** | | | **6** | | |

### Degree 500 Level: Second Semester

| Course Code | Course Title | Status | Credit Units | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| EDU 500 | Research Project | C | 3 | 45 | 45 |
| **Total** | | | **3** | | |

# NCE Course Descriptions (100–300 Level)

## NCE 100 Level: First Semester

### EDU 111 Introduction to Teaching and Historical Foundations of Education

**LEVEL** 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

#### COURSE OVERVIEW

This foundational course introduces students to the teaching profession and the historical development of education. It helps trainee teachers understand the meaning, nature and purpose of education and what it means to be a teacher in modern society. Students will explore how education began, evolved, and shaped communities, from traditional African education to contemporary systems in Nigeria and beyond. This course blends theory with real-life experiences, encouraging reflective thinking, empathy, and ethical awareness. It promotes inclusive education through Universal Design for Learning (UDL) and supports Social Emotional Learning (SEL) by helping trainee teachers develop self-awareness, social skills, and professional responsibility. By the end of the course, students will appreciate teaching as a service to humanity, value education as a tool for national development, and commit to lifelong professional growth.

#### RELEVANCE STATEMENT

The course **Introduction to Teaching and Historical Foundations of Education** is fundamental to teacher preparation in the Nigerian Colleges of Education system. It provides prospective teachers with a solid understanding of the teaching profession, its ethical standards, professional responsibilities, and its indispensable role in national development. The course equips students with the knowledge, skills, values, and attitudes required to function effectively as competent and reflective educators in diverse learning environments.

The course also exposes students to the historical evolution of education from traditional African educational practices through the colonial and post-colonial periods to contemporary educational developments in Nigeria. This historical perspective enables learners to appreciate the factors that have shaped the Nigerian education system, including the influence of religion, culture, government policies, educational reforms, and global trends.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the meaning, aims, and functions of education.
2. Describe teaching as both an art and a profession;
3. Discuss some basic concepts in teaching (e.g. teaching, learning, teaching-learning process, qualities of a good teacher, teaching and teacher effectiveness, curriculum, syllabus, scheme of work, lesson plan/note, etc.)
4. Explain the importance of teacher ethics, professional conduct/characteristics of teaching profession and lifelong learning.
5. Discuss major milestones in the history of education, including traditional African education, missionary and colonial influences, and post-independence developments in Nigeria.
6. Identify key educational thinkers who shaped educational thought (e.g. Plato, Rousseau, Dewey, Obafemi Awolowo, Tai Solarinetc)
7. Model empathy, collaboration, and responsible behaviour in line with SEL competencies.
8. Examine UDL principles to make teaching inclusive and accessible to all learners.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Define education clearly and explain its main aims and functions
2. Describe teaching as both an art and a profession and give at least three reasons why professional standards are important for teachers.
3. Explain key concepts in teaching, such as teaching, learning, and curriculum, and syllabus, scheme of work, lesson plan, and qualities of a good teacher and use them correctly in class discussion.
4. Identify and discuss major ethical expectations of teachers and demonstrate at least two behaviours that show professional conduct and commitment to lifelong learning.
5. Summarise major stages in the history of education, including traditional African education, missionary/colonial influences, and post-independence developments in Nigeria; and highlight their impact on today's educational system.
6. Identify at least five key philosophers and reformers (local and international) and state their major contributions to educational thought.

7. Demonstrate basic SEL competencies by showing empathy, cooperation, and responsible decision-making during group tasks and class activities.
8. Apply UDL principles by designing or adapting a simple learning activity that meets the needs of learners with different abilities and background.

## COURSE CONTENT

- **Understanding Education and Teaching:** Meaning, nature, and scope of education, Aims and functions of education (Individual, societal, national), the concept of teaching and learning
- Qualities and roles of a good teacher
- **Basic concepts in teaching:** teaching, learning, teaching-learning process, teaching and teacher effectiveness, curriculum, syllabus, scheme of work, lesson plan/note, etc
- **The Teacher in a Changing World:**
  - Teaching in the 21st & 22nd century: ICT
  - Digital literacy and AI in education
  - Emotional Intelligence and teacher wellbeing
  - Inclusive classrooms: responding to diversity and special needs
- **Teaching and Learning Strategies:**
  - Lecture method
  - Discussion method
  - Demonstration method
  - Inquiry and discovery method
  - Project based learning
  - Cooperative and collaborative learning
  - Experiential and activity based learning
  - ICT enhanced and blended teaching methods
- **The Teaching Profession:**
  - Historical development and professional status of teaching in Nigeria
  - Characteristics of a profession
  - Teaching as a profession: features and challenges
  - Professional bodies/Associations/Unions (TRCN, NUT)
  - UNESCO standards for teachers

- **Teacher Code of Conduct and Professional Standards:** Code of ethics, conducts and obligations; and teacher accountability, Professional growth and lifelong learning
- **Foundations and Evolution of Education System:**
  - Meaning and importance of history of education
  - Traditional African systems of education
  - Missionary and colonial education in Nigeria
  - Overview of education in ancient Greece and Rome and their influence in modern education practices
- **Pre- and post-independence reforms in Nigeria:** Phelps-Stokes Report, Ashby Commission, NPE, 6-3-3-4, UBE, current NERDC curriculum
- **Overview of Educational Thinkers and their Contributions to Modern Education practices:** Plato, Dewey, Rousseau, Julius Nyerere, Ahmadu Bello, Alvan Ikoku, Obafemi Awolowo, etc

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and reflective thinking<br>• Communication and collaboration skills<br>• Leadership and lifelong learning<br>• Creativity, innovation and digital literacy learning |
| **Core Values** | • Integrity, honesty and honour<br>• Respect, tolerance and inclusion<br>• Service, perseverance and humility<br>• Transparency and responsibility |
| **Pedagogical Approaches** | • Learner-Centred Approach<br>• Collaborative /Cooperative Learning<br>• Inquiry-Based Learning<br>• Experiential Learning<br>• Blended Learning<br>• Discussion and Dialogue<br>• Project-based Learning<br>• UDL & SEL Based Teaching<br>• Edutainment, Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |

| CATEGORY | DETAILS |
|---|---|
| **Learning Resources** | • Digital and online Learning Platforms<br>• Government and Policy Documents<br>• Classroom & Practical Instructional Materials<br>• Community- Based Resources<br>• Federal Ministry of Education (Nigeria). National Curriculum for Basic Education |
| **Assessment Methods** | • Continuous Assessment<br>• Formative Assessment<br>• Performance-Based Assessment<br>• Project work<br>• Digital assessment (Blended/Online Assessment) |

### REFERENCES AND FURTHER READING


1. National Teacher Policy (NTP) (2025).
2. Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020)
3. UNESCO (2017). *Teacher Policy Development Guide*.
4. Federal Republic of Nigeria (2013). *National Policy on Education*.
5. Ukeje, B. O (1992) *Educational Administration and Practice in Nigeria*.
6. Fafunwa, A. B. (1974). *History of Education in Nigeria*.
7. TRCN Documents (Professional Standards for Nigerian Teachers, Professional Standards for School Leadership in Nigeria, Teachers Code of Conduct)


## EDU 112 Educational Psychology

**LEVEL** 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

### COURSE OVERVIEW

This course introduces student-teachers to the principles, concepts and applications of educational psychology relevant to teaching and learning. It examines human development, learning, motivation, individual differences, cognition, social and emotional development, classroom behaviour, assessment and learner wellbeing. Emphasis is placed on applying psychological principles to inclusive, learner-centred and competency-based teaching. The course develops student-teachers' ability to interpret learner behaviour,

design responsive learning experiences, support diverse learners, use evidence to inform instructional decisions and reflect critically on their professional practice.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **student's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

## RELEVANCE STATEMENT

Educational Psychology also prepares student-teachers to identify and address learners' academic, social, emotional, and behavioural challenges through appropriate classroom interventions, counselling referrals, and supportive teaching practices. The knowledge gained from the course enhances teachers' competence in managing classroom behaviour, fostering positive teacher – learner relationships, promoting students' mental well-being, and creating conducive learning environments. Furthermore, the course develops critical thinking, reflective practice, and evidence-based decision-making by enabling prospective teachers to apply psychological principles to curriculum implementation, instructional planning, classroom assessment, and educational research. It also encourages ethical professional conduct and continuous professional development in line with national and global standards for teacher education.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the meaning and relevance of *foundational concepts and principles of educational psychology* to teaching, learning, learner development and classroom practice.
2. Examine cognitive, social, emotional, moral, physical and language development and their implications for educational practice.
3. Guide student-teachers to understand individual differences and learner variability, Facilitate understanding of major theories of learning and development.
4. Develop student-teachers' understanding of motivation and engagement and equip them to design learning environments and experiences that encourage participation, persistence, self-regulation and achievement.

5. Apply principles of educational psychology to instructional planning and pedagogy, including differentiation, learner-centred teaching, Universal Design for Learning and competency-based learning.
6. Promote positive relationships, self-awareness, emotional regulation, resilience, belonging and responsible behaviour to develop student-teachers' capacity to support learners' social and emotional development and wellbeing.
7. Use positive, ethical, inclusive and developmentally appropriate approaches to enable student-teachers to apply psychological principles to classroom management and behaviour support,
8. Develop student-teachers' ability to use assessment, observation and other forms of evidence to understand learners and inform instructional decisions, while recognising the limitations and ethical considerations associated with psychological and educational assessment.
9. Foster reflective, ethical and evidence-informed professional practice by engaging student-teachers in analysing authentic educational situations, evaluating psychological explanations and applying relevant evidence to improve teaching and learner outcomes.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Explain key concepts, principles and perspectives in educational psychology and relate them appropriately to teaching, learning and learner development.
2. Describe and analyse major dimensions and stages of learner development and explain their implications for classroom instruction and educational support.
3. Analyse individual differences and learner variability and explain how these differences can influence learning, participation, motivation and achievement.
4. Compare major theories of learning and development and apply relevant theoretical principles to authentic teaching and learning situations.
5. Apply principles of motivation and self-regulated learning to design learning experiences that promote engagement, persistence, independence and achievement.
6. Use knowledge of educational psychology to design responsive and inclusive learning experiences, including appropriate differentiation and UDL-informed approaches for diverse learners.

7. Demonstrate strategies for supporting learners' social and emotional development and wellbeing, including positive relationships, empathy, emotional regulation, resilience and responsible decision-making.
8. Apply developmentally appropriate and positive approaches to classroom management and behaviour support, demonstrating respect for learner dignity, diversity and wellbeing.
9. Interpret appropriate learner evidence from observation, assessment and other educational data and use it to make informed decisions about teaching, learning and learner support, while recognising ethical and professional limitations.
10. Reflect critically on educational and classroom situations using psychological principles and evidence, identify appropriate responses and justify decisions aimed at improving learner development, learning and achievement.

## COURSE CONTENT

- **Introduction to Educational Psychology:** Meaning, nature and scope of educational psychology; Relationship between psychology and education; Role of educational psychology in teaching and learning
- **Learning:** Meaning and nature of learning; Characteristics of learning. Types of learning; Transfer of learning; Factors affecting learning
- **Learning Theories:** Behaviourism (Pavlov, Watson, Skinner); social learning theory (Bandura); Cognitive learning theory (Gestalt); Constructivism; Classroom implications of learning theories
- Note: Lecturer should teach at least one theory from each of the learning theories
- **Motivation in Learning:** Meaning and types (Intrinsic and extrinsic)
- Theories of motivation (Maslow)
- **Human Growth and Development:** Concept of growth and development, Principles of development, Stages of development; Physical development, Cognitive development, Emotional development, Social development
- Individual Differences (Meaning of individual differences and Learner variability), Causes of individual differences, Relevance of individual differences in basic education), Reward and Punishment (Self-regulation and Discipline), Inclusive Education, UDL and Differentiation
- **Introduction to Adolescent Psychology:**
    - Definition of Adolescence
    - Characteristics of early adolescence

- Challenges of the adolescent in the home
- School and society in Digital age
- Educational interventions during early adolescence: approaches
- Strategies and counselling

- Educational Psychology and digital learning

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking<br>• Communication skills<br>• Reflective thinking<br>• Self-awareness and self-development |
| **Core Values** | • Integrity and honesty<br>• Respect and tolerance<br>• Humility and perseverance<br>• Inclusion and team spirit |
| **Pedagogical Approaches** | • Learner-Centred Approach<br>• Guided Discovery<br>• Modelling<br>• Supportive<br>• Collaborative.<br>• Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |
| **Learning Resources** | • Online Courses and Learning Platforms<br>• Video Lectures and Multimedia Resources<br>• Free Open Educational Resources (OER)<br>• Federal Ministry of Education (Nigeria). National Curriculum for Basic Education |
| **Assessment Methods** | • Continuous Assessment<br>• Written examinations<br>• Assignment and term paper<br>• Practical and Field-based Assessment<br>• Oral Presentation and Seminars<br>• Portfolio Assessment |

### REFERENCES AND FURTHER READING

1. Aggarwal, J. C. (2023) *Educational Psychology*.
2. Haruna, A. S. & Gurjiya, S. A. (2022) *Educational Psychology: Key Points on child development and learning perspectives*.
3. Mangal, S. K. (2004). *Advanced Educational Psychology*.
4. Alhassan, A. B. (2000) *Understanding Educational Psychology*.
5. Oladele, J. O. (1998). *Fundamentals of Educational Psychology*.
6. Ayeni, O. (1991). *Psychology of Human Learning for Teachers*.
7. Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2020). *Educational psychology: Developing learners* (10th ed.). Pearson.
8. Black, A., Cha, W., & Liu, X. (2025). EDUCATIONAL PSYCHOLOGY INSTRUCTORS'CHALLENGES AND OPPORTUNITIES IN ONLINE TEACHING. *Teaching in Online, Distance, and Non-Traditional Contexts*, 205.
9. MacQueeney, P., Lewis, E., Fulton, G., Surber, C., Newland, K., Hochstetler, E., & Tilak, S. (2022). Applying Piaget to classroom teaching: Stage development and social learning theory. *Theories, strategies and semiotic tools for the classroom: The*.
10. Miladiah, F. U., Fithri, R., & Lestari, Y. I. (2026). Systematic Literature Review: Role of Reinforcement In Intrinsic and Extrinsic Motivation. *Socius: Journal Penelitian Ilmu-Ilmu Social*, *3*(6), 1–12.


## NCE 100 Level: Second Semester

### EDU 121 Principles and Methods of Teaching in Basic Education

**LEVEL** 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

#### COURSE OVERVIEW

This course provides an in-depth study of the foundational principles and effective methods of teaching in basic education. It equips future educators with the knowledge, skills and strategies necessary to create meaningful and engaging learning experiences for learners at the elementary and lower secondary levels. The course emphasises understanding learner-centred approaches, recognising individual differences and applying systematic teaching methods to enhance student learning outcomes. Students will explore key teaching principles such as motivation, interest, reinforcement, activity-based learning and gradual progression of instruction.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

## RELEVANCE STATEMENT

The course **Principles and Methods of Teaching in Basic Education** is a fundamental professional education course designed to equip prospective teachers in Nigerian Colleges of Education with the pedagogical knowledge, instructional skills, and professional competencies required for effective teaching at the basic education level. It provides students with an understanding of the principles, theories, and practices that underpin effective classroom instruction in accordance with the goals of the National Policy on Education and the Universal Basic Education (UBE) programme.

The course exposes student-teachers to contemporary teaching methods, instructional strategies, lesson planning, classroom organisation, learner-centred approaches, classroom communication, questioning techniques, classroom management, and the effective use of instructional materials and educational technologies. It enables them to select and apply appropriate teaching methods that accommodate learners' individual differences, promote active participation, and facilitate meaningful learning experiences.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the meaning and scope of teaching and learning.
2. Apply basic principles of teaching in classroom situations
3. Identify characteristics and needs of learners in basic education.
4. Formulate appropriate behavioural objectives during lesson preparation
5. Use appropriate teaching methods and strategies.
6. Evaluate learners' progress using suitable assessment techniques.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Explain the concepts of teaching and learning and their relationship in basic education.

2. Describe the principles underlying the effective teaching and learning process.
3. Identify the characteristics, needs and individual differences of learners at the basic education level.
4. Write SMART behavioural objectives in their lesson plans.
5. Select and justify appropriate teaching methods for different subjects and learner needs.
6. Assess and evaluate learners' progress using appropriate assessment tools and techniques.

## COURSE CONTENT

- **Introduction to Teaching and Learning:** Meaning and nature of teaching, Meaning and nature of learning, Teaching as a profession, Roles and responsibilities of the teacher
- **Principles of Teaching:** General principles of teaching, Psychological, sociological and philosophical theories underpinning principles of teaching
- **The Learner in Basic Education:** Characteristics of learners at basic education level, Individual difference among learners
- **Objectives and Categories of Objectives in the Teaching-Learning Process:** Instructional objectives, Behavioural objectives, Expressive objectives, Formulating Behavioural objectives
- **Teaching Methods in Basic Education:** Meaning and Classification of teaching methods
- **Teacher-Centred Methods:** Lecture method. Demonstration methods
- **Learner-Centred Methods:** Discussion method, Project method, Discovery and inquiry methods, Play-way method
- **Selection and application of teaching methods:** Practical Applications
- **Assessment and Evaluation in Teaching:** Meaning and purpose of assessment, Types of assessment (formative and summative)
- Evaluation Techniques and Tools in Teaching and Learning Process

| CATEGORY | DETAILS |
|---|---|
| Core Competencies | • Critical thinking and reflective thinking<br>• Communication skills<br>• Collaboration and leadership<br>• Creativity and innovation |

| CATEGORY | DETAILS |
|---|---|
| **Core Values** | • Honesty and integrity<br>• Team spirit and service<br>• Perseverance and flexibility |
| **Pedagogical Approaches** | • Learner-Centred Approach<br>• Activity –based Learning<br>• Inquiry-Based Approach. Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |
| **Learning Resources** | • Video and Multimedia Resources<br>• Teacher Guides and Curriculum Standards<br>• Practical Tools and Lesson Planning Aids<br>• Research and Government Reports. National Curriculum for Basic Education |
| **Assessment Methods** | • Continuous Assessment<br>• Written Assessment Methods<br>• Performance-Based Assessment/Practical<br>• Oral Assessment<br>• Alternative Assessment Methods<br>• Classroom- Based Assessment Tools |

## REFERENCES AND FURTHER READING


1. Zama, A & Endeley N. (2023). *General Pedagogy: A Guide to Effective Teaching*.
2. Saif, .A. (2023).Teaching Learning Methods and Pedagogy
3. Aggarwal, J. C. (2010). *Principles, Methods and Techniques of Teaching.*
4. Galton, J. M (2007). *Learning and Teaching in the Primary Classroom*
5. Abimbola, I. O & Abolade, A.O (2004). *Fundamental Principles and Practice of Instruction.*
6. Adeyemo, P. O. (1985). *Principles of Education and Practice of Education.*

## EDU 122 Sociological and Philosophical Foundations of Education

**LEVEL** 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

### COURSE OVERVIEW

This course explores the Sociological and Philosophical underpinnings of education, providing students with a comprehensive understanding of how education is influenced by society, culture and human thought. It examines the relationship between education and social institutions, highlighting the role of schooling in socialisation, cultural transmission and social change.

The course also introduces key philosophical perspectives that guide educational theory and practice including idealism, realism, pragmatism, existentialism, perennialism and progressivism. By integrating Sociological and Philosophical perspectives, the course equips students with the knowledge to reflect on the purpose of education, address social inequalities and develop practices that are ethically grounded, socially responsive and intellectually enriching.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

### RELEVANCE STATEMENT

The course **Sociological and Philosophical Foundations of Education** is a core professional education course that provides prospective teachers in the Nigerian Colleges of Education system with a sound understanding of the philosophical principles and sociological perspectives that underpin educational theory, policy, and practice. It equips student-teachers with the intellectual foundation needed to appreciate the purpose of education, the role of schools in society, and the influence of social, cultural, political, economic, and technological factors on educational development.

The course introduces students to major educational philosophies, including Idealism, Realism, Pragmatism, Naturalism, Existentialism, and Reconstructionism, and demonstrates their implications for curriculum development, teaching methods, classroom management, learner development, and educational decision-making. It enables

prospective teachers to develop a personal philosophy of education that guides their professional practice and supports effective instructional delivery.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Define the concept of sociology of education and its scope.
2. Identify the roles education plays in societal development.
3. Examine the relationship between culture and education.
4. Define Socialisation
5. Highlight current issues affecting basic education.
6. Explain philosophy of education and its scope.
7. Examine major branches of philosophy.
8. Explore major philosophical schools.
9. Examine how philosophical ideas influence education.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1) Explain sociology of education and its scope.
2) Describe the key functions of education in society.
3) Explain the concept of culture and its components.
4) Define socialisation and its stages.
5) Identify major contemporary issues in basic education.
6) Define philosophy of education and its scope.
7) Identify branches of philosophy.
8) Describe major philosophical schools.
9) Explain how philosophical thoughts shape educational practices.

## COURSE CONTENT

- **Introduction to Sociology of Education:** Meaning and scope of sociology of education. Education as a social institution, Relationship between education and society
- **Functions of Education in the Society:** Manifest functions, Latent functions
- **Introduction to Sociological Theories:** Functionalist theory, Conflicts theory, Symbolic interactionism theory, Implications of the theories to teaching and learning

- **Education and Culture:** Meaning and element of culture, Cultural transmission and education, Education and cultural change
- **Socialisation and Education:** Meaning of socialisation, Agents of socialisation (Family, School, Peers, Religion, Media, etc.), Role of the school in socialisation
- **Contemporary Sociological Issues in Basic Education:** National Consciousness, National Integration, Religious Tolerance, Cultism, Examination Misconduct, Drug Abuse, Social stigma and discrimination
- **Introduction to Philosophy of Education:** Meaning and scope of philosophy of education, Relationship between philosophy and education, Importance of Philosophy of education
- **Branches of Philosophy and Education:** Metaphysics and education, Epistemology and education, Axiology and education, Logic and education
- **Selected Schools of Philosophical Thoughts:** Idealism, Realism, Pragmatism, and Existentialism
- **Implications of Philosophical Thoughts on Education:** Idealism, Realism, Pragmatism, Existentialism

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and analytical skills<br>• Communication and reflective thinking<br>• Creativity, innovation and lifelong learning<br>• Collaboration and leadership |
| **Core Values** | • Respect, tolerance and inclusion<br>• Integrity and honesty<br>• Service, responsibility and perseverance<br>• Humility and transparency |
| **Pedagogical Approaches** | • Student -Centred Approach<br>• Inquiry and Experimental Approach<br>• Multimedia and Technology-enhanced Approach.<br>• Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |

| CATEGORY | DETAILS |
|---|---|
| **Learning Resources** | • Online Courses and Platforms<br>• Videos and Lectures<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Written Assessment<br>• Oral Assessment<br>• Practical/ Applied Assessment<br>• Portfolio Assessment |

### REFERENCES AND FURTHER READING


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2. Claire, M. et al. (2023). *Sociological Foundations of Education*.
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4. Winston, C. T. et al. (2023). *Philosophical Foundations of Education*.
5. Nigeria Academy of Education Edition (2022). *Sociology of Education*.
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## NCE 200 Level: First Semester

### EDU 211 Classroom Management

**LEVEL** 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

#### COURSE OVERVIEW

This course provides an in-depth exploration of effective classroom management and organisational strategies that promote positive learning environments. Students will examine theories, principles and practical approaches to managing students' behaviour, establishing clear expectations and creating inclusive, respectful classrooms.

Emphasis is placed on proactive management techniques, relationship-building, and culturally responsive practices that support diverse learners. By the end of the course, students will be able to design and implement comprehensive classroom management plans that foster academic success, social-emotional growth and a safe, well-organised learning environment.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

## RELEVANCE STATEMENT

The course **Classroom Management** is a core professional education course designed to equip prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, attitudes, and professional competencies required to establish and maintain productive, inclusive, and learner-centred classroom environments. It provides student-teachers with practical strategies for organising and managing classrooms in ways that promote effective teaching, meaningful learning, positive behaviour, and academic achievement.

The course introduces students to the principles and practices of effective classroom organisation, instructional management, learner engagement, behaviour management, classroom communication, time management, conflict resolution, and the creation of safe and supportive learning environments. It enables prospective teachers to develop the competence to plan, organise, monitor, and evaluate classroom activities that enhance learners' participation and overall educational outcomes.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the concept of classroom management
2. Apply effective behaviour management strategies.
3. Develop classroom rules, routines and procedures.
4. Manage diverse learners and challenging behaviours.
5. Use communication and motivation techniques effectively.
6. List key components of effective classroom management.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Define classroom management and explain its importance in creating a positive learning environment.

2. Identify key components of effective classroom management.
3. Establish clear expectations and classroom rules that promote respectful and productive behaviour.
4. Apply proactive strategies to prevent disruptive behaviour and support students' engagement.
5. Demonstrate effective communication techniques that encourage positive student-teacher relationships.
6. Implement appropriate behaviour management strategies, including positive reinforcement and corrective actions.

## COURSE CONTENT

- **Introduction to Classroom Management:** Meaning and scope of classroom management, Importance of effective classroom management, Role of the teacher in classroom management
- **Create a Positive Learning Environment:** Classroom climate and culture, building teacher-student relationships, Encouraging student engagement and participation
- **Classroom Organisation and Physical Arrangement:** Classroom layout and seating arrangements, Organisation of materials and resources
- **Use and displays of learning aids:** Types of learning aids, Selection of learning aids, Importance of learning aids
- **Classroom Rules, Routines and Procedures:** Establishing classroom rules, Developing routines and procedures, and reinforcing expectations
- **Communication Skills in Classroom Management:** Verbal and non-verbal communication, Active listening and questioning techniques, Giving feedback and corrective guidance
- **Managing a Digital Classroom:** Meaning of a Digital classroom, Common Digital tools for teaching and learning, Assessment of learning in a digital classroom
- **Managing Student Behaviour:** Understanding student behaviour, Preventive strategies for behaviour management, Positive reinforcement and motivation, Handling misbehaviour and disruptions
- **Teachers' academic record and Documentation:** Attendance register, Result master sheet, Report card, Dossier (student cumulative record), Syllabus, Diary/logbook, Scheme of work, Record of work

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and problem-solving skills<br>• Communication and leadership skills<br>• Collaboration, flexibility and emotional intelligence<br>• Reflective thinking and self-awareness |
| **Core Values** | • Respect, tolerance and inclusion<br>• Integrity and responsibility<br>• Perseverance and humility<br>• Service and team spirit |
| **Pedagogical Approaches** | • Participatory Approach<br>• Environmental Approach<br>• Permissive Approach<br>• Constructivist Approach.<br>• Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |
| **Learning Resources** | • Online Articles and Teaching sites<br>• Digital Tools and Apps.<br>• Online Courses and Webinars<br>• Professional Communities and Blogs.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Observational Assessment<br>• Case Studies and Scenario-based Assessment<br>• Portfolios<br>• Formal Assessment<br>• Feedback from Students |

## REFERENCES AND FURTHER READING

1. Becker, J (2025). *Effective Classroom Management: The Essentials*.
2. Adefokun, S. I. (2024). *Classroom Behaviour Management Techniques*.
3. UBEC Training Manual (2024). *School Based Teacher Professional Development: Management and Practice*.
4. Adesina, S (2002). *Educational Management*.

## EDU 212 Curriculum and Curriculum Delivery

**LEVEL** 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

### COURSE OVERVIEW

This course explores the theory, development, implementation and evaluation of educational curricula across diverse learning contexts. Students will examine historical, philosophical, sociological and psychological perspectives that shape curriculum design and decision making. The course emphasises critical analysis of curriculum design and decision-making. The course emphasises critical analysis of curriculum models, instructional strategies and assessment practices to foster meaningful learning experiences. By the end of the course, students will be equipped with the knowledge and skills to design, evaluate and adapt curricula that meet the diverse needs of learners in various educational settings.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

### RELEVANCE STATEMENT

The course **Curriculum and Curriculum Delivery** is a core professional education course that equips prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, and competencies required to understand, interpret, implement, and evaluate curricula effectively. It provides student-teachers with a comprehensive understanding of curriculum concepts, principles, theories, models, and processes, enabling them to deliver quality instruction that meets national educational goals and learners' developmental needs.

The course exposes students to the philosophical, psychological, sociological, and historical foundations of curriculum development, as well as the principles of curriculum planning, design, implementation, monitoring, and evaluation. It enables prospective teachers to appreciate the relationship between curriculum, teaching, learning, assessment, and educational policy within the Nigerian education system.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the meaning, scope and importance of curriculum and curriculum studies.
2. Describe the historical development of curriculum and curriculum studies.
3. Identify and explain different types and models of curriculum.
4. Apply principles of curriculum development in setting aims, goals and objectives.
5. Design curriculum content and learning experiences appropriate to learners' needs.
6. Examine the process involved in curriculum planning and development at various levels.
7. Explain the roles of teachers, administrators and other stakeholders in curriculum implementation.
8. Explain the concept of curriculum innovation
9. Evaluate curriculum using appropriate evaluation methods and models.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Define curriculum and curriculum studies using appropriate educational terminology.
2. Describe the historical development and evolution of curriculum in education.
3. Differentiate among various types of curriculum and curriculum models.
4. Develop clear and relevant curriculum aims, goals and objectives.
5. Select and organise curriculum content based on learners' needs and societal demands.
6. Plan appropriate learning experiences and instructional strategies for effective curriculum implementation.
7. Apply appropriate methods and models to evaluate curriculum effectiveness.
8. Identify innovative elements in the basic education curriculum
9. Interpret curriculum evaluation data to recommend improvements.

## COURSE CONTENT

- **Introduction to Curriculum Studies:** Meaning and definitions of curriculum, Scope and importance of curriculum studies, Curriculum as a field of study
- **Historical Foundations of Curriculum:** Evolution of curriculum, Traditional vs modern curriculum, Contributions of early curriculum theorists

- **Major curriculum reforms and trends, Types of Curricula:** Formal curriculum, Informal curriculum, Hidden curriculum, Core curriculum
- **Curriculum Development Process:** Needs assessment, Setting aims, goals and objectives, Selection and organisation of content, Selection of learning experiences and activities
- **Traditional Models of Curriculum Development:** Tyler's model, Wheeler's model, Taba's model
- **Contemporary Models of Curriculum Development:** Wiggins & McTighe's Backwards Design Model, Mishra & Koehler's TPACK Framework, Successive Approximation Model (SAM)
- **Curriculum Implementation:** Meaning of curriculum implementation, Role of teachers and administrators, Factors affecting curriculum implementation
- **Curriculum Innovation:** Meaning and purpose of curriculum innovation, Factors influencing curriculum innovation, Curriculum innovation process
- **Curriculum Evaluation:** Meaning and purpose of curriculum evaluation, using evaluation results for curriculum improvement

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and analytical skills<br>• Communication and digital literacy learning<br>• Creativity, innovation and reflective thinking<br>• Collaboration, leadership and lifelong learning |
| **Core Values** | • Integrity, honesty and transparency<br>• Responsibility and service<br>• Respect, inclusion and flexibility<br>• Perseverance and humility |
| **Pedagogical Approaches** | • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)<br>• Project-based learning<br>• Expository Approach<br>• Discussion-Based Approach<br>• Experiential Learning Approach |

| CATEGORY | DETAILS |
|---|---|
| **Learning Resources** | • Online Courses & MOOCs<br>• Practical tools and Frameworks<br>• Video and Lecture Resources<br>• Communities and Discussion Platforms.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Formative Assessment<br>• Summative Assessment<br>• Performance-Based Assessment<br>• Self-Assessment<br>• Peer Assessment |

### REFERENCES AND FURTHER READING

1. Nzewi, U. M., & Kanno, T. N. (2025). *Issues in Nigerian Curriculum Development and Implementation*.
2. Mbachu, C. E. (2022). *Curriculum Development and Implementation*.
3. Ivowi, U. M. O. (2014). *Curriculum and Teaching in Nigeria*.
4. Iyamu, E. O. S. (2010). *Introduction to Curriculum Studies*.

## EDU 213 Micro Teaching I:(Theory and Practice)

**LEVEL** 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

### COURSE OVERVIEW

This course introduces pre-service teachers to the principles and practices of micro-teaching within hybrid and blended learning environment. It emphasises lessons planning, instructional delivery, classroom communication and assessment using both face to face and digital modalities. Students develop foundational teaching skills through short, focused teaching sessions, peer feedback, self-reflection and the integration of educational technologies.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning**

**(SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

## RELEVANCE STATEMENT

**Micro Teaching Theory** is a core professional education course that provides prospective teachers in the Nigerian Colleges of Education system with the theoretical knowledge and pedagogical foundation required for the development of effective teaching competencies. The course introduces student-teachers to the principles, concepts, models, and processes of microteaching as a systematic approach to teacher preparation, enabling them to acquire, practise, and refine essential teaching skills before participating in real classroom teaching.

The course equips students with an understanding of the various components of effective instruction, including lesson planning, lesson presentation, questioning techniques, reinforcement, classroom communication, stimulus variation, explanation, use of instructional materials, learner engagement, classroom management, and lesson evaluation. It enables prospective teachers to appreciate the theoretical basis of these instructional skills and their significance in promoting meaningful teaching and learning.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Discuss the concept of micro teaching: its meaning, scope and importance in teacher education.
2. Identify differences and similarities between the physical and hybrid modes of micro-teaching
3. Discuss the application of hybrid and blended learning in micro-teaching.
4. Identify strategies for classroom management in a blended learning environment.
5. Identify the different digital tools and resources for blended learning.
6. Discuss the role of feedback
7. Apply appropriate assessment strategies in hybrid/blended micro teaching.
8. Practise reflection during their micro-teaching activities.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Discuss the concept of micro teaching: its meaning, scope and importance in teacher education.
2. Distinguish between the physical and hybrid modes of micro-teaching
3. Demonstrate the different applications of hybrid and blended learning in micro-teaching.
4. Employ different strategies for classroom management in a blended learning environment.
5. Utilise different digital tools and resources for blended learning.
6. Discuss the role of feedback
7. Engage in collaborative assessment during micro teaching.
8. Complete a structured self-reflection checklist after their micro-teaching activities

## COURSE CONTENT

- **Introduction to Micro-teaching:**
  - Concept and purpose of micro-teaching
  - Characteristics and principles of micro-teaching
  - Importance of micro-teaching in teachers' education
  - Micro-teaching cycle: plan
  - Teach
  - And observe
  - Feedback
  - Re-teach
- **Physical and Hybrid Modes Compared:** Differences, Similarities
- **Foundations of hybrid and Blended Learning:**
  - Definitions and differences between hybrid and blended learning
  - Models of blended learning
  - Advantages and challenges of hybrid and blended learning
  - Role of the teacher in blended environments
- **Instructional Planning for Hybrid/Blended lessons:**
  - Designing learning objectives for hybrid lessons
  - Lesson planning for synchronous and asynchronous delivery
  - Integrating technology and instructional resources

  - Selecting appropriate teaching methods for blended learning
- **Teaching Skills in hybrid/Blended Micro-teaching:** Set induction and lesson introduction strategies, Stimulus variation and engagement techniques, Questioning techniques in dual mode classrooms,
- Reinforcement and feedback in hybrid lessons)
- **Classroom management in blended environments:**
  - Managing dual learning environments
  - Organising learning stations and virtual learning sessions
  - Maintaining learner engagement and participation
  - Managing instructional time between online and physical interaction
- **Digital Tools and Resources:** Learning Management Systems (Moodle, Canvas, and Google Classroom), Video conferencing platforms (Zoom, MS Teams and Google Meet)
- **Observation and Feedback:** Peer and supervisor observation techniques, Structured checklist for evaluating micro-teaching, Giving and receiving constructive feedback
- **Assessment in Hybrid/Blended Micro-teaching:** Formative and summative assessment strategies, Evaluating learner engagement and participation
- **Reflective Practice and Professional Development:** Importance of self-reflection in teaching, Documenting teaching reflections and improvement plans

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and reflective thinking<br>• Communication and digital literacy learning<br>• Creativity, innovation and self-development<br>• Leadership, collaboration, and teamwork |
| **Core Values** | • Integrity and honesty<br>• Respect and inclusion<br>• Perseverance and humility<br>• Service and responsibility |
| **Pedagogical Approaches** | • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)<br>• Project-based learning |

| CATEGORY | DETAILS |
|---|---|
| **Learning Resources** | • Foundational Micro-Teaching Literature<br>• Online Courses and Modules<br>• Video and Multi-Media Resources<br>• Practical Tools and Workshops.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Continuous Assessment<br>• Formative Assessment<br>• Digital assessment (Blended/Online assessment)<br>• Assessment Rubrics |

### REFERENCES AND FURTHER READING


1. Cavanaugh, S. (2022). *Micro-teaching: Theoretical Origins and Practice*.
2. El-Koumy, A. A. (2022). *Micro-teaching: A Technique for Effective Teaching*.
3. Jeremiah, S & Gabriel, J. (2011).Micro-teaching at a glance
4. Aguokogbuo, C. N. (2002). *Micro-teaching: Theory and Practice*.
5. Obi, T. E. C. (1999). *Theory and Practice of Micro-teaching in Teacher Education*.


## NCE 200 Level: Second Semester

## EDU 221 Research Methods, Measurement and Evaluation

**LEVEL** 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

### COURSE OVERVIEW

This course provides a comprehensive introduction to the principles and practices of research as well as measurement and evaluation. Students will explore the foundations of research methodology, including the formulation of research problems, development of hypotheses and design of studies. Students will learn to critically evaluate research findings and apply statistical and non-statistical techniques to analyse data.

Students will explore the theoretical foundations of assessment, including reliability, validity and standardisation as well as the design and application of various measurement

tools. Emphasis will be placed on developing the skills to construct, administer and interpret tests, quizzes, surveys and performance assessment.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

## RELEVANCE STATEMENT

The course **Research Methods, Measurement and Evaluation** is a core professional education course that equips prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, and competencies required to conduct educational research, assess learners effectively, and make evidence-based instructional decisions. It provides student-teachers with a solid foundation in research methodology, educational measurement, and evaluation practices that are essential for improving teaching effectiveness, learners' achievement, and the quality of education.

The course introduces students to the principles and processes of educational research, including problem identification, literature review, research design, sampling techniques, instrument development and data collection, and data analysis, interpretation of findings, report writing, and research ethics. It enables prospective teachers to investigate educational problems systematically, generate reliable evidence, and apply research findings to improve classroom practice and educational outcomes.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the meaning and purpose of educational research.
2. Describe and apply the steps involved in the research process including problem formulation, hypothesis development, and identification of variables.
3. Analyse and compare different research designs and select suitable designs for specific educational research problems.
4. Identify primary and secondary data sources and apply appropriate data collection methods.
5. Differentiate between the validity and reliability.
6. Differentiate between measurement, assessment, and evaluation.

7. Apply descriptive statistical techniques to summarise, analyse, and present research data.
8. Demonstrate the ability to organise and report research findings using acceptable academic formats and referencing styles.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Define research concepts, measurement and evaluation.
2. Formulate clear research problems, questions, hypotheses, objectives, and classify variables correctly.
3. Design a small –scale educational research study using an appropriate research design and sampling method.
4. Collect data using suitable methods from both primary and secondary sources.
5. Differentiate between the validity and reliability.
6. Differentiate between measurement, assessment, and evaluation.
7. Analyse data using descriptive statistics and present findings in frequency tables and graphical formats.
8. Write a structured research report/ project following academic conventions and apply correct referencing style.

## COURSE CONTENT

Foundations of Research (Meaning, Nature and Purpose of Research, Types of Research (Basic, Applied, Action, Experimental, Survey, etc.), Research Approaches (Qualitative, Quantitative, Mixed Methods), Characteristics of Scientific Research, Ethics in Research (Consent, confidentiality, plagiarism, integrity). Research Process **(**Steps in the Research Process, Problem Identification and Statement, Research Questions, Hypotheses, and Objectives, Variables and their classifications). Research Designs: (Descriptive, Correlational, Experimental & Quasi-Experimental). Sampling Techniques (Probability & Non-probability). Research Reporting:

- **Structure of Research Report/Project:** Preliminary Pages, Main body of the report, References and Appendices
- Methods of Data Collection
- **Data Collection Instruments:** Questionnaire, Interview, Observation, Tests, Rating scale, Checklists

- **Concept of Measurement and Evaluation:** Meaning and scope of Measurement and Evaluation, Functions of Measurement and Evaluation for Teachers, Types of Measurement and Evaluation, Assessment of Non-cognitive domains
- **Scales/Levels of Measurement:** Nominal, Ordinal, Interval and Ratio
- Validity and Reliability of Evaluation Instruments
- **Test Construction:** Types of tests, Uses of Test, Stage of test construction, Common dimensions for classifying tests at basic education level
- **Data Analysis Techniques:** Descriptive Statistics, Graphical representation (Histogram, bar chart, pie chart, etc)
- Continuous Assessment
- Examination Ethics

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and analytical skills<br>• Digital literacy and data literacy<br>• Reflective thinking and self-development<br>• Collaboration and innovation |
| **Core Values** | • Integrity and honesty<br>• Responsibility and perseverance<br>• Team spirit and service<br>• Humility and transparency |
| **Pedagogical Approaches** | • Lecture-Based Approach<br>• Collaborative /Cooperative Learning<br>• Inquiry-Based Learning<br>• Experiential Learning<br>• Flipped Classroom<br>• Case-Based Learning.<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching). |

| CATEGORY | DETAILS |
|---|---|
| **Learning Resources** | • Online Courses and Tutorials<br>• Software Tools<br>• Practical Guides/Handbooks<br>• Supplementary Learning Materials.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Continuous Assessment<br>• Formative Assessment<br>• Practical/Performance-Based Assessment<br>• Project-Based Assessment |

### REFERENCES AND FURTHER READING


1. Ihedioha, C. E. (2025). *Fundamental Principles of Research Methods*.
2. Ogunboyede, M. (2024). *Tests, Measurement, Assessment, Evaluation and Research in Education*.
3. Creswell, J. W. (2022). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*.
4. Omachi, D. (2019). *Fundamental of Educational Measurement and Evaluation*.


## EDU 222 Educational Administration, Planning and Supervision

**LEVEL** 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

This course provides an in-depth exploration of the principles, practices and challenges involved in administering educational institutions. It emphasises effective leadership, strategic planning and organisational management within schools and other educational settings. Students will examine key concepts in educational planning, including policy formulation, resource allocation, curriculum development and programme evaluation. The course also focuses on supervisory techniques for enhancing teacher performance, promoting professional development and ensuring quality instruction.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning**

**(SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

## RELEVANCE STATEMENT

The course **Educational Administration, Planning and Supervision** is a core professional education course designed to equip prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, values, and competencies required for the effective management, planning, leadership, and supervision of educational institutions. It provides student-teachers with a comprehensive understanding of the principles, theories, and practices of educational administration and prepares them to contribute effectively to the achievement of educational goals at the classroom, school, and system levels.

The course introduces students to the concepts, functions, and theories of educational administration, educational leadership, planning, organisation, coordination, decision-making, communication, supervision, and quality assurance. It enables prospective teachers to understand the roles and responsibilities of school administrators, instructional supervisors, and other educational stakeholders in promoting effective teaching, learning, and institutional development.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the meaning, nature, scope, and historical development of educational administration.
2. Differentiate between administration, management, and leadership in educational contexts.
3. Analyse major administrative theories and models and relate them to educational systems.
4. Examine leadership styles and models applicable to school administration and improvement.
5. Describe the structure and governance of education, with adaptable reference to the Nigerian system.
6. Demonstrate knowledge of educational planning types, approaches, and policy processes.
7. Explain the concept, models, and practices of school supervision and its role in school improvement.

8. Evaluate the role of quality assurance, school inspection, and standards monitoring in education.
9. Apply principles of resource administration including human, financial, material, time, and information management.
10. Assess communication channels, decision-making strategies, and stakeholder collaboration in schools.
11. Identify sources of conflict and crises in school environments and apply appropriate management strategies.
12. Demonstrate understanding of staff appraisal, evaluation methods, and the use of supervision reports for professional development.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Summarise the evolution and importance of educational administration in modern school systems.
2. Interpret scientific, bureaucratic, human relations, systems, and contingency theories within educational settings.
3. Identify characteristics of effective educational leaders and ethical practices in school governance.
4. Outline the organisational hierarchy and roles of principals, school boards, PTA, and community stakeholders.
5. Explain educational planning processes including needs assessment, situational analysis, policy formulation, and reforms.
6. Explain quality assurance mechanisms such as inspection, accreditation, and school effectiveness indicators.
7. Develop basic school plans using participatory and strategic planning approaches.
8. Prepare sample school budgets and resource allocation strategies.
9. Apply strategies for effective communication and participatory decision-making in school administration.
10. Design teacher performance appraisal tools for staff supervision and accountability.
11. Interpret supervision reports and recommend improvement strategies for school development.
12. Display proactive attitudes toward crisis prevention, school discipline, and emergency response.

## COURSE CONTENT

- **Introduction to Educational Administration:** Meaning, nature and scope, Administration and management, Evolution of educational administration, Importance in modern educational systems
- **Theories and Models of Administration:** Scientific management theory (Taylor), Bureaucratic theory (Weber), Human relations theory (Mayo, Maslow)
- **Educational Leadership:**
  - Concept and characteristics of leadership
  - Leadership styles: (autocratic, democratic, laissez-faire, transformational, transactional) Instructional and distributed leadership
  - Ethical leadership in schools
  - Gender and cultural perspectives in leadership
- **Administrative Structure of Education:** Federal, state and local education administration (focus adaptable to Nigeria system)

School governance and organisational hierarchy, Roles of principals, administrators and stakeholders, School board, PTA and community participation). Educational Planning **(**Meaning and scope of planning, Types of educational planning (short-term, medium-term, long-term, strategic, operational), Planning approaches (corporate, participatory, perspective planning),

Needs assessment and situational analysis, Education policy formulation and implementation,

- Planning for educational reforms)
- **School Supervision:**
  - Meaning
  - Scope and objectives of supervision
  - Historical development of supervision
  - Types of supervision (clinical, instructional, internal, external)
  - Supervisory models and practices
  - Roles of supervisors in school improvement
- **Quality Assurance and Standards Monitoring:** Concept of quality assurance in education, School inspection and accreditation, Performance standards and indicators, School effectiveness and improvement strategies
- **Administration of Educational Resources:**

- Human resource management (recruitment, training, motivation, staff appraisal)
- Financial resource management and school budgeting
- Material resources and facilities management
- Time and information management in schools

- **Communication and Decision-Making in School Administration:**
  - Channels of communication in education organisations
  - Barriers to effective communication
  - Strategies for improving communication
  - Participatory decision-making and consensus building
- **Conflict and Crisis Management:** Sources and types of conflicts in schools,

Conflict resolution strategies, managing school crises, discipline issues, and emergencies, Negotiation and mediation in school settings). Staff Supervision, Evaluation and Appraisal

(Teacher performance appraisal methods, Staff monitoring and accountability, Evaluation for professional development, Use of supervision reports for improvement).

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and analytical skills<br>• Communication and reflective thinking<br>• Leadership, collaboration, and problem-solving<br>• Innovation and lifelong learning |
| **Core Values** | • Integrity, honesty, and transparency<br>• Responsibility and service<br>• Perseverance, humility, and team spirit<br>• Respect, inclusion, and tolerance |
| **Pedagogical Approaches** | • Direct Teaching Approach<br>• Collaborative/Cooperative Approach<br>• Problem-Based Learning<br>• Reflective Practice Approach<br>• Experiential Approach<br>• Blended Learning Approach.<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching). |

| CATEGORY | DETAILS |
|---|---|
| **Learning Resources** | • Online Courses and Curriculum Materials<br>• Supplementary Guides and Study Tools.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Formative Assessment<br>• Summative Assessment<br>• Practical/Performance-Based Assessment.<br>• Project-Based Assessment<br>• Continuous Assessment. |

### REFERENCES AND FURTHER READING


1. Ndidi, O. M.; Chika, O. E., Nwachukwu, M. C. & Oko-Jaja, C. C. (2025). *Educational Management, Leadership and Supervision: Contemporary Perspectives*.
2. Peretomode, V. F. (2020). *Introduction to Educational Administration, Planning and Supervision*.
3. Adegbemile, O.,& Tijjani, A. K. (2015). *Basic Concepts, Theories and Principles in Educational Administration and Planning*.
4. Ololube, N. P. (2013). *Educational Management, Planning and Supervision: Model for Effective Implementation*.


## EDU 223 Introduction to Educational Technology

**LEVEL** 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

This course introduces students to the fundamental concepts, theories, principles and practices of educational technology as applied to teaching and learning. It examines the meaning, scope, historical development and relevance of educational technology in modern education systems. The course exposes students to instructional media, learning resources and technologies used to enhance effective teaching, learning and evaluation. Emphasis is placed on the selection, production, utilisation and evaluation of instructional materials, including traditional and modern media.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and**

**demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

## RELEVANCE STATEMENT

The course **Introduction to Educational Technology** is a core professional education course that equips prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, and competencies required to integrate technology effectively into teaching, learning, assessment, and educational management. It provides student-teachers with a sound understanding of the concepts, principles, historical development, scope, and applications of educational technology in improving the quality and effectiveness of education.

The course introduces students to the theories and practices of educational technology, instructional technology, media selection, instructional systems design, and the effective utilisation of teaching and learning resources. It enables prospective teachers to appreciate the role of technology in facilitating learner-centred instruction, enhancing classroom interaction, promoting active learning, and improving learners' academic achievement.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the meaning, nature, scope, goals, components, and significance of Educational Technology in modern teaching and learning.
2. Differentiate clearly between Educational Technology, Instructional Technology, and Technology in Education.
3. Trace the historical evolution and development of Educational Technology globally, with emphasis on Africa and Nigeria.
4. Identify, classify, and describe instructional media (print, audio, visual, audio-visual, multimedia, and interactive resources) and justify appropriate selection criteria for instruction.
5. Apply major technology-integration frameworks and models such as SAMR, TPACK and Technology Integration Matrix (TIM) to real classroom contexts.
6. Produce physical and digital instructional materials for teaching and learning.
7. Utilise physical and digital instructional materials for teaching and learning.

8. Analyse the role of technology in educational assessment including online testing, learning analytics, digital feedback, and ICT-driven evaluation mechanisms.
9. Describe and evaluate computer-based, web-based, mobile and ubiquitous learning approaches including CAI, CAI variants (e-learning, m-learning, u-learning), LMS, OER, and MOOCs.
10. Examine ICT tools, communication technologies, internet-based learning resources, and digital literacy competencies required for 21st-century teachers and learners.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Define Educational Technology and describe its core components and functions.
2. Summarise the historical development of educational technology globally, in Africa, and in Nigeria.
3. Compare instructional media types and explain their characteristics and selection principles.
4. Produce physical and digital instructional materials for teaching and learning.
5. Utilise physical and digital instructional materials for teaching and learning.
6. Select appropriate media and digital learning resources based on instructional objectives and learner needs.
7. Use digital tools for assessment, feedback, and data interpretation (e.g. learning analytics concepts).
8. Navigate online learning platforms including LMS, OER repositories, MOOCs, and collaborative communication systems.
9. Integrate technology into teaching scenarios using the SAMR and TPACK frameworks.
10. Apply communication technologies (e.g. video conferencing, forums, blogs, social media, email) to create or support online learning communities.

## COURSE CONTENT

- **Introduction to Educational Technology:**
  - Meaning and definitions
  - Nature
  - Scope
  - And components

  - Goals and objectives of educational technology
  - Importance of educational technology in teaching and learning
  - Differences between Educational Technology
  - Instructional Technology and Technology in Education
- **Historical Development:** Evolution globally, Growth and development in Africa and Nigeria
- **Instructional Media and Learning Resources:**
  - Print and non-print media, Audio, visual, audio-visual materials, Multimedia and interactive media, Characteristics and selection of media for instruction).Technology Integration in Education (Meaning and models of technology integration
  - SAMR model (Substitution, Augmentation, Modification, Redefinition)
  - TPACK framework (Technological, Pedagogical and Content Knowledge)
  - Barriers and enablers of technology integration
  - TIM (Technology Integration Matrix)
- **Production and Utilisation of Physical Instructional Materials:** Steps in producing instructional materials, Improvisation of local materials, Utilisation of instructional materials, Storage of instructional resources
- **Production and Utilisation of Digital Instructional Materials:** Steps in producing instructional materials, Utilisation of instructional materials, Storage of instructional resources, updating digital instructional materials
- **Educational Technology in Evaluation and Assessment:** Technology tools for assessment, Online testing platforms, Use of data and learning analytics, Feedback mechanisms using technology
- **Computer-Based and Web-Based Learning:**
  - Computer-Assisted Instruction (CAI)
  - E- Learning
  - M-Learning
  - U-Learning
  - Learning Management Systems (LMS)
  - Open Educational Resources (OER)
  - MOOCs (Massive Open Online Courses) and online learning platforms

- **ICT in Education:** Meaning and components of ICT, Uses of ICT tools in education, Internet resources for learning, Digital literacy for teachers and learners
- **Communication Technologies in Education:** Classroom communication systems, Teleconferencing and videoconferencing, Social media for collaborative learning, Email, forums, blogs and online learning communities

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Digital literacy and technology integration<br>• Critical thinking and analytical skills<br>• Creativity, innovation, and reflective thinking<br>• Collaboration and leadership |
| **Core Values** | • Integrity and honesty<br>• Perseverance and responsibility<br>• Respect, inclusion, and flexibility<br>• Team spirit and service |
| **Pedagogical Approaches** | • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)<br>• Collaborative /Cooperative Learning<br>• Flipped Classroom Approach<br>• Inquiry-Based Learning<br>• Personalised/Adaptive Learning<br>• Project-Based Learning<br>• Blended Learning |
| **Learning Resources** | • Communities and Professional Networks<br>• Hands-on-Projects and Practice.<br>• Skill-Based and Tool Specific Learning<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Formative Assessment<br>• Summative Assessment<br>• Self-Assessment<br>• Tools for Assessment |

### REFERENCES AND FURTHER READING

1. Artois, M (2018). *Teaching with Technology: Perspectives, Challenges and Future Directions*.
2. Inyang-Abia, M. E. (2015). *Essentials of Educational Technology: A Handbook for Teachers and Media Practitioners*.
3. Adewoyin, J. A. (2007). *Fundamentals of Educational Technology*.
4. Agun, I. & Imogie, A. I. (1988). *Fundamentals of Educational Technology*.


## EDU 224 Micro Teaching II (Practicum)

**LEVEL** 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

### COURSE OVERVIEW

Micro teaching II (Practicum) is a supervised, practice-based course designed to develop essential teaching skills through focused, short-duration teaching experiences. The course provides preservice teachers with opportunities to plan, teach, observe and reflect on mini lessons in a controlled and supportive environment. Emphasis is placed on lesson planning, instructional strategies, classroom communication, questioning techniques, use of instructional materials and assessment of student learning. By the end of the course, students gain confidence and competence in delivering effective instruction and are better prepared for full-scale classroom teaching and teaching internships.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

### RELEVANCE STATEMENT

The course **Micro Teaching Practicum** is a core professional education course designed to provide prospective teachers in the Nigerian Colleges of Education system with practical opportunities to develop, demonstrate, and refine essential teaching competencies in a controlled and supportive learning environment. It serves as the practical component of teacher preparation by enabling student-teachers to apply the theories, principles, and

methods of teaching acquired in previous professional education courses before proceeding to full-scale teaching practice.

The course equips student-teachers with practical skills in lesson planning, lesson presentation, classroom communication, questioning techniques, explanation, reinforcement, stimulus variation, and learner engagement, and classroom management, use of instructional materials, continuous assessment, and lesson evaluation. Through repeated practice, observation, and constructive feedback, students develop confidence, competence, and professionalism in the delivery of classroom instruction.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. **Explain** the concept, purpose and major principles of micro teaching and its relevance to effective classroom instruction.
2. **Identify and describe** the major components of the **TPACK model** and their relevance to technology integrated teaching.
3. **Apply** the TPACK model in designing a simple technology supported lesson appropriate to a specified subject and learner group.
4. **Explain and demonstrate** the major principles of **Jigsaw cooperative learning** in a classroom teaching situation.
5. **Apply** the Jigsaw strategy to organise learners into cooperative groups and facilitate meaningful participation.
6. **Explain and apply** the principles of **Problem Based Learning (PBL)** in addressing authentic classroom or subject related problems.
7. **Prepare and deliver** short micro teaching lessons using appropriate instructional strategies, teaching aids, questioning techniques and classroom communication skills.
8. **Observe and evaluate** peer micro teaching sessions using clearly defined criteria relating to lesson preparation, presentation, learner engagement and assessment.
9. **Use feedback** from peers and the instructor to identify specific strengths and areas requiring improvement in teaching performance.
10. **Reflect on and improve** their teaching practice by revising a micro lesson based on observations and feedback.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. **Define and explain** micro teaching and state at least three of its purposes in teacher preparation.
2. **Identify and explain** the three major knowledge domains of the TPACK framework and demonstrate how they interact in lesson delivery.
3. **Develop a lesson plan** that incorporates the TPACK model and at least one appropriate technology or instructional resource.
4. **Demonstrate a Jigsaw lesson** in which learners are organised into appropriate groups and assigned meaningful learning responsibilities.
5. **Facilitate a Jigsaw activity** that promotes learner participation, peer teaching and collaborative learning.
6. **Design a simple Problem Based Learning activity** around a relevant subject or classroom problem, including the problem, learner tasks and expected solution.
7. **Conduct a 10 to 15 minute micro teaching lesson** using an appropriate instructional strategy and relevant teaching resources.
8. **Demonstrate effective teaching skills** including introduction, explanation, questioning, reinforcement, stimulus variation, learner engagement, classroom communication and lesson closure.
9. **Evaluate a peer's micro teaching performance** using a structured observation or assessment rubric and provide specific constructive feedback.
10. **Revise and redeliver a micro teaching lesson** based on feedback received from peers and the instructor, demonstrating identifiable improvement.

## COURSE CONTENT

- Micro Teaching and TPACK: Concept of micro teaching, micro teaching cycle, teaching skills, TPACK model, and technology integrated lesson planning and demonstration
- Jigsaw Cooperative Learning: Concept and principles, group organisation, learner roles, teacher facilitation, lesson preparation and micro teaching demonstration
- Problem Based Learning: Concept and principles, problem formulation, learner investigation, teacher facilitation, lesson preparation and micro teaching demonstration
- Practicum, Assessment and Reflection: Lesson preparation, teaching demonstration, peer observation, instructor assessment, feedback, reteaching and reflective practice

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Digital literacy and technology integration<br>• Critical thinking and reflective thinking<br>• Collaboration, innovation, and problem-solving<br>• Time-management and self-development |
| **Core Values** | • Integrity and honesty<br>• Perseverance and responsibility<br>• Respect, inclusion, and team spirit<br>• Humility and service |
| **Pedagogical Approaches** | • Demonstration Method<br>• Inquiry-Based Approach<br>• Collaborative /Cooperative Learning<br>• Problem-solving Approach<br>• Use of Teaching Aids and Technology<br>• Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |
| **Learning Resources** | • Online Recourses<br>• Teaching Aids and Tools<br>• Peer and Mentor Resources<br>• Self-reflection Resources<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Observation by Teacher Educator<br>• Written Lesson Plan Assessment<br>• Interaction and Questioning Evaluation<br>• Feedback from Mentor<br>• Peer Assessment |

### REFERENCES AND FURTHER READING


1. Mcgarvey, B.& Swallow, D. (2025). *Micro-Teaching in Teacher Education and Training*.
2. Okeke, C.; Olusola, A; Mncanca, M.& Ugwuanyi, C. (2023). *Managing the Micro-Teaching Process: A Practical Guide to Teaching Practice Preparation.*
3. Afolabi, A.O (2010). *Micro-Teaching for Teachers in Training: New Approach with Practicum*.
4. Ike, G. A. (2017). *Essential Elements of Micro-Teaching Theory and Practice*.
5. Akhuonye, K. A. (2007). *Micro-Teaching: A Practice on Teaching Skills*.


## NCE 300 Level: First Semester

### EDU 311 Teaching Practice

**LEVEL** 300 Level | **SEMESTER** First Semester | **CREDIT UNITS** 6 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 90 | **PRACTICAL HOURS** 90

#### COURSE OVERVIEW

This course provides aspiring educators with practical, hands-on experience in real classroom settings. Students will observe, plan and deliver lessons under the guidance of experienced mentors, integrating educational theory with effective teaching strategies. Emphasis is placed on classroom management, instructional techniques, lesson planning, assessment and reflective practice. By the end of the course, students will have developed the professional skills, confidence and adaptability required to create engaging, inclusive and effective learning environments.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

#### RELEVANCE STATEMENT

The course **Teaching Practice** is the culminating professional education experience in the Nigerian Colleges of Education system. It provides prospective teachers with supervised, school-based practical experience that enables them to apply the knowledge, skills, values,

and professional competencies acquired throughout their teacher education programme in real classroom settings. The course serves as the critical bridge between theory and practice, preparing student-teachers for effective professional service in basic and secondary education.

The course enables student-teachers to plan, implement, and evaluate instructional activities using appropriate teaching methods, learner-centred pedagogies, instructional materials, educational technologies, and assessment strategies. It provides opportunities to demonstrate competence in lesson planning, classroom communication, classroom management, continuous assessment, record keeping, learner motivation, and the effective management of diverse learning environments.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Apply educational theory to classroom practice by planning and delivery effective lessons.
2. Prepare and use lesson plans, schemes of work and teaching aids appropriately.
3. Use a variety of teaching methods and strategies to meet diverse learner needs.
4. Manage classroom effectively to create a safe, inclusive and supportive learning environment.
5. Collaborate with mentors, supervisors and colleagues in school activities.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Design and implement lesson plans that align with curriculum standards.
2. Apply a variety of teaching methods to address diverse learning needs.
3. Demonstrate effective classroom management and student engagement strategies.
4. Evaluate and reflect on their teaching practices to support continuous improvement.
5. Collaborate with peers and mentors to enhance professional development.

## COURSE CONTENT

- Lesson Study, Instructional planning and studies in teaching methods
- Instructional technology
- Micro-teaching mentoring (Model Teaching, Assessment, Feedback Reports, etc.), A minimum of ten supervisors per student before final computation of each student’s TP score

- Posting of students to schools where they can practise their major courses of study
- Note: Please study Handbook on the Management of Teaching Practice in NCE-awarding Institutions for your guide

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and reflective thinking<br>• Creativity, innovation, and instructional planning<br>• Collaboration, communication, and leadership |
| **Core Values** | • Integrity and honesty<br>• Responsibility and perseverance<br>• Respect, inclusion, and team spirit<br>• Humility and service |
| **Pedagogical Approaches** | • Learner-Centred Approach<br>• Collaborative /Cooperative Learning<br>• Problem-Based Learning<br>• Blended Approach<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | • Digital Resources<br>• Audio-visual Resources<br>• Feedback Tools<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • **D**irect Observation<br>• Student Feedback<br>• Portfolio Assessment<br>• Performance-Based Assessment<br>• Supervisor or Mentor Evaluation |

### REFERENCES AND FURTHER READING

Cirocki, A.; Farrelly, R.& Sapp, T. (2024). *Developing Materials for Innovative Teaching and Sustainable Learning*.

Spiro, J., & Paran, A. (2023). *Becoming a Reading Teacher: Connecting Research and Practise*.

Robinson, A. (2022). *Principles and Practice of Teaching*.

Iwu, A. O. (n.d). Teaching Practice: An Integrated Approach.

Teaching Practice Manuals for Nigerian Universities.

## NCE 300 Level: Second Semester

## EDU 321 Research Project

**LEVEL** 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

### COURSE OVERVIEW

This course provides students with the opportunity to design, conduct and present an independent or guided research project in a chosen field of study. Students will develop research questions, review relevant literature, apply appropriate research methods, collect and analyse data and communicate findings in written and oral formats. Emphasis is placed on critical thinking, ethical research practices, problem solving and academic writing.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

### RELEVANCE STATEMENT

The **Research Project** is a capstone course in the Nigerian Colleges of Education system that provides prospective teachers with the opportunity to apply the knowledge, skills, and competencies acquired in research methodology, educational measurement, and professional education to investigate real-life educational problems. The course is designed to develop student-teachers' capacity for systematic inquiry, critical analysis, evidence-based

decision-making, and the generation of practical solutions to challenges within educational settings.

The course enables students to identify relevant educational issues, formulate researchable problems, review related literature, design appropriate research methodologies, collect and analyse data, interpret findings, and communicate research results in accordance with accepted academic and professional standards. It equips prospective teachers with the competencies required to conduct ethical and rigorous educational research that contributes to the improvement of teaching, learning, assessment, counselling, school administration, curriculum implementation, and educational policy.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Identify and refine a focused, relevant research topic or problem.
2. Formulate clear research questions or hypotheses
3. Demonstrate ethical research practices.
4. Analyse and interpret research findings using critical thinking skills.
5. Organise and present research results in a clear, academic written report.
6. Communicate research outcomes effectively through oral or visual presentations.
7. Reflect on the research process and evaluate the strengths and limitations of the study.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Define a clear and researchable topic relevant to their field of study.
2. Develop appropriate research questions, objectives and hypotheses.
3. Select and apply suitable research methodologies and tools.
4. Collect, organise and analyse data accurately and ethically.
5. Interpret research findings and draw logical, evidence-based conclusions.
6. Demonstrate academic integrity through correct citation and referencing.
7. Present research finding findings clearly using oral, written or visual formats.

## COURSE CONTENT

- All students registered for the NCE programme are expected to complete an original research project before a Certificate can be awarded
- The project may be in the students' teaching subjects or General Education

- Only one project may be written in Education or in the student's major teaching subject
- Projects can be written individually or in groups of not more than 5 students
- The project must be closely supervised by a qualified staff of the Department and assessed by the competent external assessor appointed by the Department from outside the College
- The score is to be recorded and computed in the School of Education

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • **Critical thinking and analytical skills**<br>• **Digital literacy and information literacy**<br>• **Reflective thinking and self-development**<br>• **Collaboration and communication skills** |
| **Core Values** | • **Integrity and honesty**<br>• **Responsibility and perseverance**<br>• **Humility and team spirit**<br>• **Service and transparency** |
| **Pedagogical Approaches** | • Collaborative /Cooperative Learning<br>• Inquiry-Based Learning<br>• Project-Based Learning<br>• Problem-Based Learning.<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | • Digital and online Resources<br>• Audio-visual Resources<br>• Experiential and Hands-on-Resources.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Formative Assessment<br>• Summative Assessment<br>• Alternative Assessment |

### REFERENCES AND FURTHER READING

1. Ihedioha, C. E. (2025). *Fundamental Principles of Research Methods*.
2. Ighomereho, S. (2024). *Fundamentals of Research Project Writing in Management and Social Sciences*.
3. Kwakye, D. O. & Kayii, E. (2024). *Research Methods for University Scholars*.
4. Isaac, M. & Ogbonna, K (2023). *Research Writing and Technique*.
5. Okechukwu, O. (2017). *Introduction to Research Methodology and Report Writing*.

## EDU 322 Theory and Practice of Guidance and Counselling

**LEVEL** 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

This course introduces learners to the fundamental theories, principles and practical skills of guidance and counselling. It explores the historical development, goals and ethical foundations of guidance and counselling, with emphasis on their application in educational, personal, social and career contexts. Students will examine major counselling theories and approaches, develop basic counselling skills such as communication, empathy, assessment and problem solving, and learn how to apply these skills to real-life situations.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

### RELEVANCE STATEMENT

The course **Theory and Practice of Guidance and Counselling** is a core professional education course in the Nigerian Colleges of Education system that equips prospective teachers with the knowledge, skills, values, and professional competencies required to provide effective guidance and counselling services within educational settings. The course introduces student-teachers to the philosophical, psychological, and sociological foundations of guidance and counselling, enabling them to understand the developmental,

educational, vocational, personal, and social needs of learners across different stages of growth and development.

The course provides students with a comprehensive understanding of the principles, theories, models, and techniques of guidance and counselling, including individual and group counselling, appraisal services, information services, consultation, referral, orientation, placement, follow-up, and evaluation. It equips prospective teachers with practical skills for identifying learners' needs, facilitating personal growth, promoting positive behaviour, and supporting informed educational and career decision-making.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the meaning, nature and scope of guidance and counselling.
2. Distinguish between guidance and counselling.
3. Describe major theories of counselling and their key principles.
4. Identify the roles and responsibilities of guidance counsellors in educational and community settings.
5. Demonstrate basic counselling skills such as listening, attending, questioning and rapport-building.
6. Refer clients appropriately when problems are beyond personal competence.
7. Handle counselling cases with confidentiality and ethical awareness.

## LEARNING OUTCOMES

**At the end of this course, students should be able to:**

1. Define guidance and counselling.
2. Describe the major theories of counselling.
3. Explain the roles and responsibilities of a guidance counsellor.
4. Explain ethical principles in guidance and counselling.
5. Demonstrate basic counselling skills.
6. Identify when and how to refer clients to other professionals.
7. Apply counselling theories to simple real-life or case-study situations.

## COURSE CONTENT

- **Introduction to Guidance and Counselling:**
    - Concept of guidance and counselling

  - Historical development of guidance and counselling
  - Nature
  - Scope
  - And objectives of guidance and counselling
  - Guidance versus counselling
  - Importance of guidance and counselling in education and society
- **Guidance and Counselling Services in Schools:**
  - Organisation and administration of guidance and counselling
  - Orientation services
  - Appraisal and assessment services
  - Counselling services
  - Information and placement services
  - Follow-up and evaluation services
  - Referral services
- **Counselling Process and Techniques:** Stages of the counselling process, Individual counselling techniques, and Group counselling techniques
- **Principles and Ethics of Guidance and Counselling:**
  - Basic principles of guidance and counselling
  - Ethical standards and professional conduct
  - Confidentiality and its limits
  - Counsellor – client relationship
  - Roles and responsibilities of guidance counsellors
- **Assessment and Evaluation in Counselling:** Psychological tests in guidance and counselling, Uses of psychological tests in guidance and counselling
- **Theoretical Foundations of Counselling:** Rational Emotive Behavioural Therapy (REBT) – Albert Ellis, Eclectic/ integrative Approaches, Psychoanalytic Theory (Sigmund Freud), Trait and factor theory
- **Contemporary Issues in Guidance and Counselling:**
  - Academic stress and examination pressure
  - Health Counselling and Rehabilitation (e.g. HIV/AIDS, Drug Abuse, Alcoholism, Smoking, Rehabilitation, etc.)
  - Family and relationship issues (Divorce, Domestic Violence)

- Assertiveness

- **Essential skills in Guidance and Counselling:** Active listening, Questioning, Paraphrasing, Summarising
- **Career education and Development:** Career awareness: Meaning and importance of careers, Types of careers and occupations, Career planning and Development, Factors to be considered in choosing a career
- **Study Skills:** Note-taking, Time management, Concentration and focus, Reading and comprehension strategies

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and analytical skills<br>• Communication and interpersonal skills<br>• Reflective thinking and professional judgement<br>• Collaboration and service orientation |
| **Core Values** | • Integrity, confidentially and honesty<br>• Respect, tolerance and empathy<br>• Responsibility and professionalism<br>• Humility and perseverance |
| **Pedagogical Approaches** | • Humanistic Approach<br>• Group Guidance and Counselling Approach<br>• Eclectic Approach.<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | • Online Courses and Platforms<br>• Websites and Online Resources.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Continuous Assessment<br>• Written Assessment<br>• Skill-Based Assessment<br>• Project-Based Assessment<br>• Portfolio Assessment |

## REFERENCES AND FURTHER READING

1. Alaku, A. A. and Afolabi, F. A. (2025). *An Introduction to Theory and Practice of Guidance and Counselling*.
2. Egbo, A. C. (2022). *Guidance and Counselling Theory and Practical Perspectives*.
3. Sambo, S. (2019). *Understanding Guidance and Counselling*.

# Degree Course Descriptions (400–500 Level)

## Degree 400 Level: Second Semester

### EDU 402 Educational Measurements, Tests, Research Methods and Statistics

**LEVEL** 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

#### COURSE OVERVIEW

EDU 402 introduces students to the fundamental concepts, principles and applications of educational measurement, testing, research methods and statistics. The course focuses on the measurement and assessment of learning outcomes, identification of the domains of learning, and development and use of appropriate assessment instruments. It also introduces students to the nature, purposes, types, processes and applications of educational research. The course examines different types of educational data and the statistical techniques appropriate for analysing them. Students are introduced to hypothesis testing, critical values, errors of inference and interpretation of statistical results. Practical application of statistical packages, particularly IBM-SPSS, is emphasised to develop students' competence in data analysis and interpretation. The course also develops students' communication, research reporting and ethical decision-making skills necessary for conducting and presenting educational research.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

#### RELEVANCE STATEMENT

This course is relevant to teacher education because effective teaching, learning and educational decision-making depend on accurate assessment, systematic research and appropriate interpretation of data. It equips students with the knowledge and practical skills required to measure learning outcomes, construct and use appropriate assessment instruments, analyse educational data and make evidence-based decisions. The research

component prepares students to identify educational problems, conduct systematic investigations, communicate research findings and apply appropriate ethical standards. Competence in statistical analysis and the use of IBM-SPSS further enhances students' ability to conduct quantitative educational research and interpret research findings accurately. The course therefore provides an essential foundation for evidence-based teaching, educational evaluation, research and professional practice.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the concepts, principles and purposes of educational measurement, testing, assessment and evaluation.
2. Apply appropriate techniques for measuring and assessing students' learning outcomes.
3. Identify the major domains of learning and select or develop appropriate instruments for assessing each domain.
4. Demonstrate skills in constructing, administering, scoring and interpreting appropriate educational assessment instruments.
5. Identify different types and sources of educational data and determine the appropriate statistical techniques for analysing them.
6. Explain the meaning, purpose, characteristics, types and processes of educational research.
7. Apply appropriate research methods and procedures to investigate educational problems.
8. Formulate research questions, objectives and hypotheses appropriate to educational research problems.
9. Apply descriptive and inferential statistical techniques to analyse and interpret educational data.
10. Conduct hypothesis testing using appropriate procedures and interpret results based on critical values, levels of significance and possible errors.
11. Use IBM-SPSS and other relevant statistical software packages to enter, organise, analyse and interpret educational data.
12. Demonstrate effective communication and research-reporting skills in presenting educational research findings.
13. Apply appropriate procedures for drawing conclusions, making inferences and taking evidence-based decisions from research and assessment results.

14. Identify and critically evaluate ethical issues associated with educational research and demonstrate responsible and ethical research practices.
15. Demonstrate competence in integrating measurement, research and statistical knowledge in solving educational problems and improving professional practice.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Explain and distinguish the concepts, principles, purposes and applications of educational measurement, testing, assessment and evaluation.
2. Apply appropriate measurement and assessment techniques to determine and evaluate students' learning outcomes.
3. Identify and differentiate the major domains of learning and select or develop suitable assessment instruments for measuring learning in each domain.
4. Construct, administer, score and interpret appropriate educational assessment instruments using established principles and procedures.
5. Identify and classify different types and sources of educational data and select appropriate statistical techniques for analysing them.
6. Explain the meaning, purpose, characteristics, types and processes of educational research and distinguish among major research approaches and designs.
7. Apply appropriate research methods and procedures to investigate and provide evidence-based solutions to identified educational problems.
8. Formulate clear and appropriate research questions, objectives and hypotheses based on identified educational research problems.
9. Apply descriptive and inferential statistical techniques to analyse, summarise and interpret educational research data appropriately.
10. Conduct and interpret hypothesis **tests** using appropriate statistical procedures, levels of significance and critical values, while identifying possible Type I and Type II errors.
11. Use IBM-SPSS and other relevant statistical software packages to enter, organise, process, analyse and interpret educational data.
12. Communicate and report educational research findings effectively using appropriate academic, statistical and research-reporting conventions.
13. Draw valid conclusions, make appropriate inferences and take evidence-based decisions from educational research, measurement and assessment results.

14. Identify and critically evaluate ethical issues in educational research and demonstrate responsible, professional and ethical research practices.
15. Integrate knowledge and skills in measurement, assessment, research and statistics to identify, investigate and solve educational problems and improve professional practice.

## COURSE CONTENT

- Types of educational measurements
- Types of tests, development of tests, test blueprint, item analysis, reliability and validity of instruments
- Domains of learning and taxonomy of cognitive outcomes
- Meaning of research, types of research with focus on descriptive and experimental research
- The research process
- Writing a research proposal
- Research designs
- Theoretical/conceptual framework and review of literature
- Sample and sampling techniques
- Types of data, data gathering, data processing, data analysis and interpretation
- Probability, critical values and error and their place in inferences
- Ethical considerations (political, economic religious and cultural) in research
- Data analysis using IBM-SPSS in educational data analysis
- Reporting educational research

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and analytical skills<br>• Digital literacy and data literacy<br>• Reflective thinking and self-development<br>• Collaboration and innovation |
| **Core Values** | • Integrity and honesty<br>• Responsibility and perseverance<br>• Team spirit and service<br>• Humility and transparency |

| CATEGORY | DETAILS |
|---|---|
| **Pedagogical Approaches** | • Lecture-Based Approach<br>• Collaborative /Cooperative Learning<br>• Inquiry-Based Learning<br>• Experiential Learning, Flipped Classroom<br>• Case-Based Learning<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | • Online Courses and Tutorials<br>• Software Tools<br>• Practical Guides/Handbooks<br>• Supplementary Learning Materials<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Continuous Assessment<br>• Formative Assessment<br>• Practical/Performance-Based Assessment<br>• Project-Based Assessment |

## REFERENCES AND FURTHER READING

1. Ihedioha, C. E. (2025). *Fundamental Principles of Research Methods*.
2. Ogunboyede, M. (2024). *Tests, Measurement, Assessment, Evaluation and Research in Education*.
3. Creswell, J. W. (2022). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*.
4. Omachi, D. (2019). *Fundamental of Educational Measurement and Evaluation*.
5. Educational Measurement (5th Edition/ NCME Open Access).
6. Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (Open Educational Resources Collection).

## Degree 500 Level: First Semester

### EDU 501 Teaching Practicum

**LEVEL** 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 6 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 90 | **PRACTICAL HOURS** 90

#### COURSE OVERVIEW

Teaching Practicum is an advanced practical professional course designed to provide student teachers with extended opportunities to apply and consolidate their subject-matter knowledge, pedagogical skills and professional competencies in authentic classroom settings. The course builds on the experiences acquired during Teaching Practice at the NCE level and focuses on more independent and effective teaching practice. Students are expected to plan and deliver lessons, employ appropriate teaching methods and strategies, use instructional facilities effectively, assess learners' progress and manage classroom activities efficiently. The course also emphasises the application of child psychology and knowledge of individual differences to address learners' diverse academic, social, emotional and developmental needs. Through supervised teaching, observation, feedback, reflective practice and professional engagement, students develop greater confidence, competence, responsibility and positive attitudes required for effective teaching.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning (SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

#### RELEVANCE STATEMENT

Teaching Practice is relevant because it provides student teachers with an opportunity to consolidate and demonstrate the professional knowledge, skills and attitudes required for effective classroom practice. It bridges the gap between educational theory and professional teaching by enabling students to independently apply subject knowledge, pedagogical principles, child psychology and classroom management techniques. The course prepares prospective teachers to respond effectively to individual differences and diverse learning needs, select and use appropriate instructional facilities, and create conducive learning environments. It also promotes professional responsibility, reflective practice, effective communication and continuous improvement. Successful completion of

the course equips student teachers with practical competencies necessary for effective and responsible teaching in schools.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Apply comprehensive subject-matter knowledge accurately and effectively in classroom teaching.
2. Plan, organise and deliver well-structured lessons using appropriate pedagogical approaches and teaching strategies.
3. Demonstrate effective classroom communication and interaction skills during teaching and learning activities.
4. Apply principles of child psychology in understanding learners' behaviour, development and learning needs.
5. Recognise and respond appropriately to individual differences among learners in actual classroom situations.
6. Adapt teaching methods, learning activities and instructional materials to accommodate learners with diverse abilities, interests and learning needs.
7. Select, prepare and effectively use appropriate instructional facilities, materials and educational technologies to facilitate learning.
8. Demonstrate positive professional attitudes, values, commitment and ethical conduct towards teaching and learners.
9. Apply effective classroom management strategies to establish and maintain a safe, orderly and conducive learning environment.
10. Demonstrate appropriate strategies for managing learners' behaviour and promoting positive classroom participation.
11. Apply suitable assessment techniques to monitor learners' understanding, progress and achievement.
12. Use feedback from learners, supervising teachers and other professional sources to improve teaching performance.
13. Demonstrate reflective practice by evaluating teaching experiences and identifying areas for professional improvement.
14. Demonstrate confidence, initiative, responsibility and professional competence in performing teaching duties.

15. Integrate subject knowledge, pedagogical skills, child psychology, instructional resources and classroom management in effective classroom practice.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Demonstrate accurate and effective application of subject-matter knowledge in planning and delivering classroom lessons.
2. Plan, organise and deliver well-structured lessons using appropriate pedagogical approaches, teaching methods and instructional strategies.
3. Demonstrate effective verbal and non-verbal communication and interaction skills that promote meaningful teaching and learning in the classroom.
4. Apply principles of child psychology to explain and respond appropriately to learners' behaviour, developmental characteristics and learning needs.
5. Identify and respond appropriately to individual differences in learners' abilities, interests, backgrounds and learning needs in classroom situations.
6. Adapt teaching methods, learning activities and instructional materials to accommodate learners with diverse abilities, interests, learning styles and educational needs.
7. Select, prepare and effectively utilise appropriate instructional facilities, materials and educational technologies to enhance learners' understanding and participation.
8. Demonstrate positive professional attitudes, values, commitment and ethical conduct in interactions with learners, colleagues, supervisors and other stakeholders.
9. Apply effective classroom management strategies to establish and maintain a safe, orderly, inclusive and conducive learning environment.
10. Apply appropriate strategies for managing learners' behaviour and promoting positive participation, engagement and cooperation in classroom activities.
11. Select and apply appropriate assessment techniques to monitor learners' understanding, progress and achievement and to inform teaching decisions.
12. Use constructive feedback from learners, supervising teachers and other professional sources to identify weaknesses and improve teaching performance.
13. Engage in reflective teaching practice by evaluating teaching experiences, identifying strengths and weaknesses, and developing strategies for professional improvement.
14. Demonstrate confidence, initiative, responsibility and professional competence in planning and performing teaching duties and other professional responsibilities.

15. Integrate subject-matter knowledge, pedagogical skills, knowledge of child psychology, instructional resources, assessment and classroom management skills to demonstrate effective classroom practice.

## COURSE CONTENT

- Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation
- The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice
- Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | • Critical thinking and reflective thinking<br>• Creativity, innovation, and instructional planning<br>• Collaboration, communication, and leadership |
| **Core Values** | • Integrity and honesty<br>• Responsibility and perseverance<br>• Respect, inclusion, and team spirit<br>• Humility and service |
| **Pedagogical Approaches** | • Learner-Centred Approach, Collaborative /Cooperative Learning<br>• Problem-Based Learning, Blended Approach, Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | • Digital Resources<br>• Audio-visual Resources<br>• Feedback Tools<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • **D**irect Observation<br>• Student Feedback<br>• Portfolio Assessment<br>• Performance-Based Assessment<br>• Supervisor or Mentor Evaluation |

### REFERENCES AND FURTHER READING


1. Cirocki, A.; Farrelly, R.& Sapp, T. (2024). *Developing Materials for Innovative Teaching and Sustainable Learning*.
2. Spiro, J., & Paran, A. (2023). *Becoming a Reading Teacher: Connecting Research and Practise*.
3. Robinson, A. (2022). *Principles and Practice of Teaching*.
4. Iwu, A. O. (n.d). Teaching Practice: An Integrated Approach.
5. Teaching Practice Manuals for Nigerian Universities.
6. OER Commons: Teacher Education and Practicum Hub.
7. UNESCO Open Resources for Teacher Education.


## Degree 500 Level: Second Semester

## EDU 500 Research Project

**LEVEL** 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

### COURSE OVERVIEW

Research Project is a practical and independent research course designed to develop students' competence in identifying, investigating and reporting educational problems within their areas of specialisation. The course provides students with opportunities to apply knowledge and skills acquired from research methods, educational measurement and statistics to the systematic investigation of contemporary educational issues. Students are guided through the processes of identifying researchable problems, reviewing relevant literature, formulating research questions and objectives, designing appropriate research studies, selecting samples, developing and validating research instruments, collecting and analysing data, and interpreting findings. Emphasis is placed on independent inquiry, academic writing, appropriate citation and referencing, research ethics and effective communication of research findings. Students undertake individual research projects under the guidance of research supervisors and produce coherent research reports based on their investigations.

Guided by **Universal Design for Learning (UDL),** students will explore flexible teaching strategies that provide **multiple ways for children to engage, access content, and demonstrate understanding.** The course also integrates **Social and Emotional Learning**

**(SEL)** by highlighting approaches that support **children's self-regulation, emotional wellbeing, collaboration, resilience, and positive social interactions,** enabling teachers to foster inclusive and responsive classrooms.

## RELEVANCE STATEMENT

The Research Project is relevant because it provides students with practical experience in applying research knowledge and skills to real educational problems. It develops students' capacity to investigate contemporary issues systematically and generate evidence that can contribute to improve teaching, learning, educational planning and professional practice. The course strengthens students' skills in literature review, research design, sampling, instrument development, data analysis, interpretation and academic reporting. It also promotes independent learning, critical thinking, problem-solving, academic integrity and ethical research practices. By completing an independent research project under supervision, students develop the confidence and competence required for evidence-based decision-making and further academic or professional work in education.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Identify and formulate researchable topics relating to contemporary educational problems within their areas of subject specialisation.
2. Examine and clearly state educational research problems, including their context, significance and implications.
3. Search for, select and critically review relevant literature related to identify research problems.
4. Develop appropriate research questions, objectives and hypotheses where applicable.
5. Conceptualise and design appropriate research studies for investigating identified educational problems.
6. Select appropriate research methodologies, designs, populations and sampling techniques for educational research.
7. Develop, adapt and establish the validity and reliability of questionnaires, tests, interview schedules, observation schedules and other relevant research instruments.
8. Plan and implement appropriate procedures for selecting research samples and collecting relevant data.
9. Identify and apply appropriate statistical techniques for analysing data in accordance with research objectives and questions.

10. Analyse, interpret and present research findings accurately and logically.
11. Write a coherent and well-structured research report in accordance with accepted academic and institutional standards.
12. Apply appropriate citation and referencing techniques in acknowledging sources of information used in the research project.
13. Demonstrate understanding of ethical principles and responsible practices in conducting educational research.
14. Demonstrate effective academic communication skills in presenting and defending research findings.
15. Work independently and responsibly in planning, conducting and completing a research project under the guidance and supervision of a research supervisor.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Identify and formulate appropriate researchable topics addressing contemporary educational problems within their areas of subject specialisation.
2. Clearly state and explain educational research problems, including their context, significance, scope and implications for educational theory and practice.
3. Search for, select, synthesise and critically evaluate relevant literature related to identified educational research problems using appropriate academic sources.
4. Formulate clear and researchable research questions, objectives and hypotheses, where applicable, based on identified research problems.
5. Conceptualise and design appropriate research studies for systematically investigating identified educational problems.
6. Select and justify appropriate research methodologies, designs, target populations and sampling techniques in relation to specific educational research problems.
7. Develop or adapt appropriate research instruments and establish evidence of their validity and reliability for collecting relevant educational data.
8. Plan and implement appropriate sampling and data-collection procedures in accordance with the requirements of the selected research design.
9. Select and apply appropriate statistical techniques for analysing research data in accordance with the research questions, objectives and hypotheses.
10. Analyse, interpret and present research findings accurately, logically and coherently using appropriate tables, figures and statistical procedures where necessary.

11. Write and organise a coherent research report that conforms to accepted academic, institutional and disciplinary standards.
12. Apply appropriate citation and referencing conventions to acknowledge sources of information and maintain academic integrity in research writing.
13. Identify and apply ethical principles and responsible research practices in the planning, conduct, analysis and reporting of educational research.
14. Demonstrate effective academic communication and presentation skills in presenting, explaining and defending research findings before supervisors, assessors and other academic audiences.
15. Demonstrate independence, responsibility and effective research-management skills in planning, conducting, documenting and completing a research project under appropriate supervision.

## COURSE CONTENT

- Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems
- Working independently under the guidance of a Project Supervisor
- Planning and execution of a well-conceptualised research and presenting a written report on the study conducted

| CATEGORY | DETAILS |
|---|---|
| Core Competencies | • **Critical thinking and analytical skills**<br>• **Digital literacy and information literacy**<br>• **Reflective thinking and self-development**<br>• **Collaboration and communication skills** |
| Core Values | • **Integrity and honesty**<br>• **Responsibility and perseverance**<br>• **Humility and team spirit**<br>• **Service and transparency** |

| CATEGORY | DETAILS |
|---|---|
| **Pedagogical Approaches** | • Collaborative /Cooperative Learning<br>• Inquiry-Based Learning<br>• Project-Based Learning<br>• Problem-Based Learning.<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | • Digital and online Resources<br>• Audio-visual Resources<br>• Experiential and Hands-on Resources.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | • Formative Assessment<br>• Summative Assessment<br>• Alternative Assessment |

**REFERENCES AND FURTHER READING**


1. Ihedioha, C. E. (2025). *Fundamental Principles of Research Methods*.
2. Ighomereho, S. (2024). *Fundamentals of Research Project Writing in Management and Social Sciences*.
3. Kwakye, D. O. & Kayii, E. (2024). *Research Methods for University Scholars*.
4. Isaac, M. & Ogbonna, K (2023). *Research Writing and Technique*.
5. Okechukwu, O. (2017). *Introduction to Research Methodology and Report Writing*.
6. Sage Research Methods Community & Open Guides.
7. Networked Digital Library of Theses & Dissertations.


## Teaching Practice

Undergoing teaching practice is an indispensable aspect of preservice teacher preparation and teachers' professional development. It affords trainee teachers' maximum opportunity for experiencing teaching, teachers' roles and school administration real time. Given its important place in teacher preparation, the exercise, under the Dual Mandate programme is allotted 6 credit units and designed to be undertaken by all undergraduate as preservice teachers which should last for a full semester duration which should run at a stretch from the beginning of year 500 1st Semester to the end (For a duration of Twelve weeks) and for

the NCE students, it should run at a stretch from the beginning of NCE III 1st semester to the end. Also, teaching practice is compulsory for all NCE and undergraduate students. It has to be done in the candidate's teaching subject (s) and has to be passed for the candidate to earn the 6 credits required for graduation in this course area. It must be coordinated by School of Education, specifically the coordination to be housed in the Department of Curriculum and Instructions, under the supervision of a committee with the Dean of Education as Chairman. The duration should commence with teaching practice orientation. During this period, trainee teachers are assigned supervisors from colleges, mentors from their associate schools of teaching practice. Also, college monitoring teams, mainly from the Quality assurance Unit are also assigned responsibilities to follow up on the trainee teachers, the school-based mentors and teaching practice supervisors with a view to ensuring that trainee teachers are afforded maximum opportunity for acquiring and practising skill of teaching and school management. During Teaching practice a minimum of **ten supervision** should be made on a student before the final computations of such students' TP score is made. As for the NCE students, only students who pass EDU 213 – Micro teaching theory would qualify to offer EDU 224-Micro teaching practicum and only students who pass EDU 224 would qualify to go on Teaching Practice. Find attached in A and B below teaching practice assessment instrument and supervisors' monitoring instrument respectively.

**TEACHING PRACTICE ASSESSMENT FORM**

NAME OF STUDENT: .....

MATRIC NO: .....

SUBJECT: .....

TOPIC: .....

CLASS TAUGHT: .....

TIME: .....

DATE: .....

TEACHING PRACTICE SCHOOL: .....

DATE: .....

| | | MAXIMUM | MARK AWARDED | COMMENT |
|---|---|---|---|---|
| 1 | **PREPARATION (12 Marks)** | | | |
| | (a) Statement of objectives: Stated in behavioural terms | 5 | | |
| | (b) Content: Logical, properly sequenced... | 2 | | |
| | (c) Adequacy/Comprehensive (as reflecting facts/ knowledge, values/attitude & skills). | 3 | | |
| | (d) Conformity of topic with scheme of work/ Weekly Diary | 2 | | |
| 2. | **PRESENTATION (52 Marks)** | | | |
| | (a) Introduction (Relevance) to the topic | 5 | | |
| | (b) Development of Lesson | 5 | | |
| | (c) Mastery of subject matter | 10 | | |
| | (d) Skilful use of chalkboard | 3 | | |
| | (e) Time Management skills | 3 | | |
| | (f) Questioning Skills | 5 | | |
| | (g) Competence in use of instructional materials:<br>– Relevance (2) Appropriate timing (2)<br>– Adequacy (2) Variety (2) | 8 | | |
| | (h) Competence in Enhancing Class participation | 8 | | |
| | (i) Capacity for Effective Conclusion. | 5 | | |
| 3. | **SKILLS OF CLASS MANAGEMENT** | | | |
| | (a) Class Control | 5 | | |
| | (b) Class Arrangement | 2 | | |
| | • Reaction of pupils to reinforcement of pupils' responses | 2 | | |

| | | MAXIMUM | MARK AWARDED | COMMENT |
|---|---|---|---|---|
| **4.** | **COMMUNICATION SKILLS (7 Marks)** | | | |
| | (a) Clarity of Voice/Audibility | 2 | | |
| | (b) Appropriate use of language | 5 | | |
| **5** | **EVALUATION SKILLS (10 Marks)** | | | |
| | (a) Suitability of assessment tool | 4 | | |
| | (b) Comprehensiveness of the assessment | 3 | | |
| | • Attainment of stated objectives. | 3 | | |
| **6.** | **TEACHER'S PERSONALITY/PROFESSIONAL ATTITUDE** | | | |
| | **AND VALUES (10 Marks)** | | | |
| | (a) Neatness & Appropriate Dressing | 3 | | |
| | (b) Readiness/Diligence/Adaptability | 2 | | |
| | (c) Learner-friendliness | 2 | | |
| | (d) Comportment | 3 | | |
| | **TOTAL SCORE** | **100** | | |

## Additional Comments

**NAME AND SIGNATURE OF SUPERVISOR DATE** TEACHING PRACTICE MONITORING FORM A

## INSTITUTIONAL MONITORING

| | | |
|---|---|---|
| **1.** | Name of Institution: | ..... |
| **2.** | State: | ..... |
| **3.** | Programme: | ..... |
| **4.** | Session: | ..... |
| **5.** | Duration of Teaching Practice: | ..... |
| **6.** | | ..... |
| **a.** | Availability of Teaching Practice Committee: | ..... |
| **b.** | Structure of Teaching Practice Committee: | ..... |
| **7.** | Availability of Code of Conduct for Student-Teachers: | ..... |
| **8.** | Organisation of Orientation/Induction Workshop for Supervisors: | ..... |
| **9.** | Organisation of Orientation/Induction Workshop for Student-Teachers: | ..... |
| **10.** | No. of Supervisors per student: | ..... |
| **11.** | Average No. of Visits per student: | ..... |
| **12.** | Documentation of Cooperating Schools and Teachers | ..... |
| **13.** | Ratio of Assessment by College and Cooperating Schools | ..... |
| **14.** | Particulars of External Moderators | ..... |
| **i.** | Name: | ..... |
| **ii.** | Address: | ..... |
| **iii.** | Qualification: | ..... |
| **iv.** | Rank: | ..... |
| **15.** | Adequacy of Funds: | ..... |
| **i.** | Provision of Transport Allowance | ..... |
| **ii.** | Provision of Night Allowance | ..... |
| **iii.** | Honorarium | ..... |
| **iv.** | Provision of Teaching Practice Materials | ..... |
| **16.** | Availability of a vehicle for Teaching Practice | ..... |

## Research Project

Project writing is a compulsory course and a requirement for graduation. A trainee teacher is expected to write a research project (EDU 500) individually. It can be written either in education or in the students' core areas of specialisation. The project must be closely supervised by a qualified staff of the Department and assessed by the competent external assessor appointed by the Department from outside the College. There should be a project coordinating Committee for Research Project (EDU 500 & EDU 321), made up of a representative from each school and headed by the representative from the School of Education. Regardless of the Department where the research project is done, the score is to be recorded and computed in the School of Education. Every candidate for the NCE irrespective of any other departmental project is expected to pass EDU 321.Project at NCE could be written individually or in groups of not more than five (5) candidates.

PROGRAMME 2 OF 2

# General Studies Education

## Introduction

The curriculum for the Nigeria Certificate in Education (NCE) and Bachelor of Education (B.Ed.) programmes exists primarily to professionalise teaching and address the historical deficit in basic education quality across Nigeria. Grounded in the National Policy on Education's mandate that the NCE serve as the minimum recognised qualification for primary and junior secondary school educators, this framework establishes standardised academic and pedagogical benchmarks nationwide. Its fundamental objective is to move beyond subject-matter instruction, equipping teacher trainees with the core communication skills, foundational literacy and numeracy methodologies, and instructional strategies required to effectively manage diverse classrooms and drive learning outcomes at the foundational levels of the school system.

The context driving this specific modern curriculum is the rapid shift toward a technology-driven, globalised economy alongside pressing socio-economic challenges unique to Nigeria. By embedding emerging areas such as Digital Literacy and AI for Educators, Media and Information Literacy, Green Skills, Peace and Conflict Resolution, and Venture Creation (ENT 412), the syllabus directly responds to the demands of 21st-century basic education, widespread youth unemployment, and regional social instability. Rather than preparing teachers solely for traditional classroom delivery, the curriculum is intentionally structured to foster self-reliant, socially conscious educators capable of leveraging digital technologies, promoting peace education, and instilling entrepreneurial mindsets in the next generation. Ultimately, the programme is intended to equip graduates with the knowledge, skills, competencies, attitudes, and values necessary to contribute effectively to the quality, relevance, accessibility, and sustainability of education in Nigeria.

## Overview

General Education Studies Programme in the NCE-Degree curriculum (B.Ed.) is the foundation of personal growth, social development, and national progress. It shapes individuals, communities and nations. For education to serve its purpose, especially in contemporary teacher education programme viz-a-viz the global demands and the challenging and ever technologically, highly dynamic educational environment,

prospective teachers need to be well trained and equipped to fit into any society, and fulfil their teaching mandate with excellence. Prospective teachers deserve to be well informed about the world in which they live, and equipped with all the needed skills, mostly soft skills such as communication skills, Digital literacy, interpersonal skills, health maintenance, disease prevention and navigating the challenges of technology convergence in contemporary world etc. The need to achieve the above stated needs in teacher education and training necessitates the inclusion of the various General Studies Education (GSE) courses paying close attention to the various demands made of teachers in their day-to-day roles, the dynamism of the human society in which we live, and the emerging global trends.

## Philosophy

The General Studies Education courses are designed to expose students to basic foundational knowledge across disciplines. It aims to enable students appreciate the relationships among disciplines in an integrated world, breaking traditional boundaries in human knowledge and communication. General Studies Education, prepares student-teachers for the challenges of the changing world through digitally enhanced cross -curricular courses facilitated by learner-centred pedagogy and authentic assessments. It is guided by principles of inclusivity, learner-centeredness, and holistic development, reflecting the ideals of Universal Design for Learning (UDL), Social and Emotional Learning (SEL), and the standards of NERDC and UNESCO. Ultimately, it aims to prepare teachers who can positively influence learners, schools, and society.

## Regulation

### Admission and Graduation Requirements

### Admission Requirements

i. Candidates with NCE cumulative grade point average (2.40-5.00) equivalent to Merit and above, shall continue into the 2-year Bachelor of Education degree programme.

ii. NCE candidates with cumulative grade point average (1.50-2.39) equivalent to Pass and below will be required to acquire 2-year post qualification teaching experience to qualify for admission into the 2-year degree programme.

## Graduation Requirements

**NCE Programme:** Candidates for the award of NCE certificates are required to earn at least 12 credits in General studies courses to qualify for graduation, viz:

| S/N | Component | Weight/credit load |
|---|---|---|
| | General Studies (GSE) | 12 |
| **Total Units:** | | **12** |

**Total Minimum Credit Units Required for NCE graduation**: **12credit units**

**Degree Programme:** Candidates for the award of Bachelor Degree in Education certificates are required to earn 4 credits in General Studies Education to qualify for graduation, viz:

| S/N | Component | Weight/credit load |
|---|---|---|
| 1 | General Studies (GSE) | 04 |
| **Total Units:** | | **04** |

**Total Minimum Credit Units Required for NCE-Degree graduation**: **04 credit units**

**UDL, SEL and CBC Should Be Demonstrated in Teaching of Courses.**

UDL, SEL and competency-based learning should not be treated merely as topics to be taught in isolated courses. They should become principles governing how teacher educators teach student teachers across the curriculum.

Lecturers should model:

- Multiple ways of accessing and engaging with content, consistent with universal design for learning (UDL)
- Respectful, psychologically safe and collaborative learning environments, consistent with social and emotional learning (SEL)
- Opportunities for application, problem-solving, demonstration and authentic performance, consistent with CBC.
- Reflection, feedback, self-assessment and professional inquiry.

## National Goals of Education in Nigeria

vii. Total integration of the individual into the immediate community, the Nigerian society and the world.

viii. Provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system.

ix. Incubation of national consciousness, values and national unity; and

x. Development of appropriate skills, mental, physical and social abilities and Core Competencies to empower the individual to live in and contribute positively to the society.

h) Ensure the quality of education delivery at all levels.

i) Promote functional education for skill acquisition, job creation and poverty reduction.

j) Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work;

k) Collaborate with development partners, the private sector, non-governmental organisations and local communities to support and fund education; and

l) Promote information technology capability at all levels.

## General Objectives of the Programme

**The objectives of this programme are to:**

i. Engage students meaningfully in discussions covering a wide spectrum of disciplines.

ii. Acquire proficiency in the use of English language for effective communication, and various teaching engagements.

iii. Analyse Nigerian/ human history and cultures, as well as articulate their relative impact on educational and socio-economic development.

iv. Critically assess national objectives and how to achieve them.

v. Acquire skills and information for appreciating the basis and nature/ character of human knowledge, values, actions and other emerging issues.

vi. Employ their understanding of the nature/ character of human knowledge, values and actions in solving problems.

vii. Promote prospective teachers' professional competence; and

viii. Use the basic applications of Emerging Information Technology in contemporary classroom engagements.

## General Learning Outcomes for the Programme

**By the end of the course, students should be able to:**

1. **Communicate effectively** in academic, professional, interpersonal and digital contexts using appropriate language, media and modes of expression.
2. **Think critically, creatively and systematically** by analysing information, evaluating evidence, solving problems and developing innovative responses to educational and societal challenges.
3. **Demonstrate social and emotional competence** through self-awareness, emotional regulation, empathy, effective relationships, collaboration and responsible decision-making.
4. **Design and support inclusive learning** by applying UDL, differentiation and learner-centred approaches that respond appropriately to learner variability and diverse educational needs.
5. **Use digital technologies and information responsibly and effectively**, including emerging technologies and AI, while demonstrating digital citizenship, ethical awareness, information literacy and attention to safety and privacy.
6. **Demonstrate competency-based practice** by translating intended competencies into meaningful learning experiences and appropriate evidence of learner achievement.
7. **Demonstrate ethical, civic and professional responsibility** through integrity, respect, accountability, social responsibility and commitment to the wellbeing and dignity of learners and communities.
8. **Reflect on and improve professional practice** by using feedback, research, assessment evidence and self-evaluation to identify learning needs and pursue continuous professional growth.

## Relevance Statement

The need for General Studies Education courses continues to increase as human society continues to grow in dynamism and complexity coupled with technological breakthroughs. We are today in a world where to stay informed and relevant in the current world of knowledge economy requires acquiring knowledge and skills that cut across disciplinary

boundaries. Good and prosperous living in the present world requires possession of many soft skills such as interpersonal relationship skills, communication skills, collaboration, creativity, critical thinking skills, entrepreneurship skill, ethics and values and now more than ever before, information management skills including AI-generated information.

Also, the emerging issues that pose serious threat to human existence in the modern world such as health hazards, insecurity issue in its various dimensions, challenges of bad governance manifested in various forms such as corruption, embezzlement, favouritism and nepotism to mention but a few, make the need for deliberately planned and implemented General Studies Education courses that address all the above-stated societal issues and at the same time prepares youths for good global citizenship for the betterment of Nigeria as a country, and the world at large.

6. It infuses pedagogical application into foundational subjects.
7. It enable the graduate to foster entrepreneurial mindsets in basic education classrooms and build self-reliant career paths.
8. Digital literacy is also incorporated.
1. Problem solving.
2. Teamwork.
3. Digital literacy.
4. Creativity.
5. Critical thinking.
6. Appropriate communication skills.
7. Media literacy.
8. Digital citizenship and flexibility

## Employability Skills

1. Serve in primary schools in public and private sectors.
2. Provide an accurate and an appropriate model for behaviour for children in primary schools and where the need arises modify deviant behaviour; and
3. Serve as inspector and supervisor of schools at this level.

### NCE-Degree (Minimum Academic Standards) for Education Programme

1. Classroom Facilities

2. Teaching and Learning instructional Materials
3. Library and Resource Centre
4. Information and Communication Technology (ICT) Laboratory
5. Language Laboratory
6. Office Spaces.
7. Lecture Rooms & Equipment.
8. Editing/dubbing machine
9. Public address system with accessories
10. Slide projectors with accessories
11. Overhead projector with accessories
12. Audio megaphones
13. Audio theatre set
14. Microphones (Cord and wireless)
    a. Course lecturers
    b. Projectionists
    c. Video cameramen
    d. Digital Media specialists (Photographers, Photographic section, Media access, retrieval section and Reprographic section)

## Academic Staff

At least four (4) core staff with a Minimum of Master's degree with relevant teaching qualification is required for appointment as a Lecturer in a College of Education from the School of General Studies. The recommended staff/student ratio is 1:25 for General Studies in view of the fact that all students in the College offer the programme (NCCE Guidelines). For the degree programme, academic staff mix by rank should comply with the NUC guidelines of Professorial cadre: Senior Lectureship: Lecturer I and below in the ratio of 20:35:45 for compatability of quality and standard. The NUC guidelines on staff/ student ratio of 1:30 for Education department shall apply. All academic staff must be registered with the Teacher's Registration Council of Nigeria (TRCN).

## Spaces

**The NUC recommends the following physical space requirement:**

| | $m^2$ |
|---|---|

| | |
|---|---|
| Professor's Office | 18.50 |
| Head of Department's Office | 18.50 |
| Tutorial Teaching Staff's Office | 13.50 |
| Other Teaching Staff Space | 7.00 |
| Technical Staff Space | 7.00 |
| Secretarial Space | 7.00 |
| Science Staff Research Laboratory | 16.50 |
| Education Staff Research Laboratory | 14.50 |
| Seminar Space/per student | 1.85 |
| Drawing Office Space (A.O. Board) (Per Student) | 4.60 |
| Drawing Office Space (A.I. Board) (Per Student) | 3.70 |
| Laboratory Space | 7.50 |

## Course Distribution Structure (100–500 Levels)

### Curriculum Design Framework

The General studies education component of the teacher education programme under the Dual Mandate covers the following **key areas**:**General English, Introduction to Library Studies, Family Life, Human Trafficking & Emerging Issues, English Proficiency for Teachers, Digital Literacy & AI for Educators, Media and Information Literacy, Introduction to Foundational Literacy, Introduction to Foundational Numeracy, Entrepreneurship and Green Skills, Global Citizenship Education and Political Economy, Peace &Conflict Resolution and Venture Creation.** Courses for the NCE programme were also properly aligned with the Bachelor of Education degree, general studies education component to ensure that there are no repetitions on the one hand and systematic progression is guaranteed during implementation. The courses for the NCE programmes, therefore, naturally dovetail into the degree ones. The NCE-Degree General studies education curriculum component is as shown in the table below and the subsequent description of the courses:

# NCE Course Distribution (100–300 Level)

### NCE 100 Level: First Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| GSE 111 | General English 1 | 1 | C | 15 | 15 |
| GSE 112 | Introduction to Library Studies | 1 | C | 15 | 15 |
| GSE 113 | Family Life, Human Trafficking & Emerging Issues | 1 | C | 15 | 15 |
| **Total** | | **3** | | | |

### NCE 100 Level: Second Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| GSE 121 | English Proficiency for Teachers | 1 | C | 15 | 15 |
| GSE 122 | Digital Literacy & AI for Educators | 1 | C | 15 | 15 |
| GSE 123 | Media and Information Literacy I | 1 | C | 15 | 15 |
| **Total** | | **3** | | | |

### NCE 200 Level: First Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| GSE 211 | General English II | 1 | C | 15 | 15 |
| GSE 212 | Introduction to Foundational Literacy | 1 | C | 15 | 15 |
| GSE 213 | Media and Information Literacy II | 1 | C | 15 | 15 |
| **Total** | | **3** | | | |

### NCE 200 Level: Second Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| GSE 221 | Introduction to Foundational Numeracy | 1 | C | 15 | 15 |
| GSE 222 | Entrepreneurship and Green Skills | 1 | C | 15 | 15 |
| **Total** | | **2** | | | |

## NCE 300 Level: Second Semester

| Course Code | Course Title | Credit Units | Status | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| GSE 321 | Global Citizenship Education and Political Economy | 1 | C | 15 | 15 |
| **Total** | | **1** | | | |

# Degree Course Distribution (400–500 Level)

## Degree 400 Level: First Semester

| Course Code | Course Title | Status | Credit Units | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| GSE 412 | Peace and Conflict Resolution | C | 2 | 30 | 30 |
| **Total** | | | **2** | | |

## Degree 400 Level: Second Semester

| Course Code | Course Title | Status | Credit Units | Lecture Hours | Practical Hours |
|---|---|---|---|---|---|
| ENT 412 | Venture Creation | C | 2 | 30 | 30 |
| **Total** | | | **2** | | |

# NCE Course Descriptions (100–300 Level)

## NCE 100 Level: First Semester

### GSE 111 General English 1

**LEVEL** 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

#### COURSE OVERVIEW

This course will engage students in the systematic analysis of English grammar and syntax, refining their ability to produce clear and logically structured written work from the foundational paragraph to complex, cohesive essays. Beyond writing, the course emphasises oral proficiency through the mastery of pronunciation, stress, and intonation. Students will also develop critical reading and listening skills that will enable them navigate, comprehend, and synthesise information from a wide range of academic and non-academic discourses.

#### RELEVANCE STATEMENT

This course is highly relevant to strengthening learners' communication, academic performance and overall literacy where proficiency in English is essential for success across all school subjects and in national life. By developing students' skills in reading, writing, speaking, listening, grammar and vocabulary, the course supports improved comprehension, critical thinking and effective expression in academic and real-life context.

#### COURSE OBJECTIVES

**The objectives of this course are to:**

1. Communicate effectively in spoken and written English;
2. Demonstrate correct analysis and usage of basic English structures;
3. Apply appropriate pronunciation, stress and intonation patterns;
4. Write clear, coherent and logically arranged paragraphs that can form a body of writing as a whole; and
5. Read and comprehend written and spoken discourses of academic and non-academic types.

## LEARNING OUTCOMES

**By the end of the course, students should be able to:**

1. Pronounce English words, and articulate structures correctly dwelling on their knowledge of English phonetics.
2. Identify and form correctly different sentence types (structural and functional) in English;
3. Demonstrate knowledge of paragraph types, its qualities and development;
4. Demonstrate good skills of outlining as a key requirement in essay writing; and
5. Read and understand written and spoken discourses of academic and non-academic types, and demonstrate good skill in answering questions on given passages.

## COURSE CONTENT

- Sociology of Language
- Speech: Introducing English Speech sounds
- Listening Comprehension
- Grammar: Parts of Speech, Sentence types and sentence patterns in English
- Vocabulary Development
- Reading
- Writing

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Communication, creativity, critical thinking, digital literacy learning, emotional intelligence, innovation, lifelong Learning, pedagogic knowledge, problem-solving, reflective thinking, self-development. social emotional learning, time management, etc. |
| **Core Values** | **Values**: Flexibility, Time management, Self-direction, Team spirit, etc. |
| **Pedagogical Approaches** | Digital pedagogy**,** Self-study, Onsite learning, Pair and group work. Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |

| CATEGORY | DETAILS |
|---|---|
| **Learning Resources** | • Achebe, C. *Things Fall Apart*<br>• Raymond, M. English Grammar in Use<br>• Effective Communication Skills<br>• Swan, M. Practical English Usage.<br>• Longman Dictionary of Contemporary English<br>• National Policy on Inclusive Education<br>• National Education Policy. National Curriculum for Basic Education |
| **Assessment Methods** | Self-assessment, Pair assessment, Group assessment, Continuous assessment |

### REFERENCES AND FURTHER READING


1. Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Nigerian Educational Research and Development Council (NERDC).
2. Federal Republic of Nigeria. (2022). *National language policy*. Nigerian Educational Research and Development Council (NERDC).
3. Murphy, R. (2019). *English grammar in use: A self-study reference and practice book for intermediate learners of English* (5th ed.). Cambridge University Press.
4. Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.
5. Hornby, A. S., & Turnbull, J. (Eds.). (2020). *Oxford advanced learner's dictionary of current English* (10th ed.). Oxford University Press.


## GSE 112 Introduction to Library Studies

**LEVEL** 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

The course provides students with basic knowledge of the library as a key component of an academic institution. It provides them with information about its various types, its organisational structure, and day-to-day activities in the library. It also equips students with the requisite skills needed for them to be effective users of the library: physical and virtual. Finally, the course also exposes students to the vital role of the library in their day-to-day academic and research engagements. The course is vital as it does not only prepare students for success in their academic life on campus but also prepares them for successful

teaching career after graduation from school as it advocates, and instils, reading culture in prospective teachers.

## RELEVANCE STATEMENT

In an era of information overload, the ability to navigate academic resources efficiently is a fundamental pillar of success. This course serves as a bridge between students and the vast repository of knowledge held within both physical and virtual libraries. By demystifying library structures and mastering modern information retrieval skills, students are empowered to conduct high-level research with precision. Beyond immediate academic gains, this course is essential for aspiring educators as it instils a lifelong reading culture and provides the pedagogical foundation necessary to guide future generations of learners in their own pursuit of knowledge

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Describe the library as a key component of an academic institution and identify its various types;
2. Demonstrate good knowledge of how library resources are organised;
3. Explain the various information resources and their formats in an academic library;
4. Explain the importance of the library in their day-to-day academic and research engagements as prospective teachers; and
5. Discuss the basic skills in library use.

## LEARNING OUTCOMES

**By the end of the course, students should be able to:**

1. Explain the concept ‘libraries, their purposes’, and evolution as well as their roles in teacher education and research.
2. Identify the different types of libraries.
3. Demonstrate basic knowledge of the various sections of the library and the services they provide;
4. Discuss the basic library etiquettes and their responsibilities as library users;
5. Make effective use of library resources.

## COURSE CONTENT

- Definition, Objectives and Functions of the Library
- Types of Libraries, Organisational Structure of the Library and Library Materials

- Library tour/visit
- Bibliography, Cataloguing and Classification
- Use and Care of the Library
- ICTs Innovations in Libraries

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Information retrieval, critical evaluation, critical thinking, organisational literacy lifelong Learning, pedagogic knowledge, problem-solving, reflective thinking, self-development |
| **Core Values** | Curiosity, Inquiry, Honesty, stewardship etc. |
| **Pedagogical Approaches** | • Digital pedagogy, Self-study, onsite learning, pair and group work.<br>• Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |
| **Learning Resources** | National Curriculum for Basic Education |
| **Assessment Methods** | Self-assessment, Pair assessment, group assessment, Continuous assessment |

## REFERENCES AND FURTHER READING


1. Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Nigerian Educational Research and Development Council (NERDC).
2. Librarians' Registration Council of Nigeria. (2019). *Standards and guidelines for academic libraries in Nigeria*. Librarians' Registration Council of Nigeria.
3. Aina, L. O. (2004). *Library and information science text for Africa*. Third World Information Services.
4. Edoka, B. E. (2000). *Introduction to library science*. Palma Publishing and Links Company.
5. International Federation of Library Associations and Institutions (IFLA). (2022). *IFLA-UNESCO public library manifesto 2022*. IFLA/UNESCO.

# GSE 113 Family Life, Human Trafficking & Other Emerging Issues

**LEVEL** 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

## COURSE OVERVIEW

This course aims to provide an integrated understanding of family dynamics, human trafficking, health and other emerging contemporary issues that impact society. It explores the intersections between family life, human exploitation, and emerging societal issues. It also aims to equip students with an understanding of the human developmental processes within family contexts, the complexities of human trafficking, and the role of societal changes, and shifting cultural norms on these subjects. Through a multidisciplinary approach, students will learn to recognise, analyse, and respond to challenges related to family dynamics and societal issues, promoting informed advocacy and intervention practices.

## RELEVANCE STATEMENT

By integrating the study of family dynamics with the realities of human exploitation and emerging health issues, this course prepares students to be vigilant and socially responsible citizens. It is relevant for academic growth and the development of strategies to protect vulnerable populations and foster resilient family structures. It helps students develop the 'soft skills' of empathy, cultural competence, intervention and advocacy.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the foundational concepts of family life and human development.
2. Discuss the factors contributing to human trafficking and its impact on families and communities.
3. Explore emerging health and social issues such as pandemics and their influence on family dynamics and vulnerability.
4. Discuss the skills in advocacy, social responsibility, and support strategies for vulnerable populations.
5. Explain the legal frameworks and support systems for victims of trafficking.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Explain the stages of human development and the role of family in individual and societal growth.
2. Identify and analyse the causes and consequences of human trafficking.
3. Assess the impact of emerging societal issues on family life.
4. Develop intervention strategies for combating human trafficking within family contexts.
5. Demonstrate knowledge of legal and support systems for victims, promoting a proactive approach to advocacy.

## COURSE CONTENT

- Introduction to Family Life and Human Trafficking
- Human Development within Family Context
- Relationships and Family Structures
- Skills for Healthy Relationships
- Health and Wellbeing
- First Aid
- Understanding Human Trafficking
- Causes and Consequences of Trafficking
- Trafficking in Context: Migration and Vulnerability
- Prevention and Protection Measures against Trafficking
- Support Systems for Victims of Trafficking
- Family Advocacy and Community Engagement

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Cognitive abilities, emotional intelligence, critical thinking, empathy |
| **Core Values** | Integrity, ethics, cultural sensitivity, positive health culture etc. |
| **Pedagogical Approaches** | • Digital pedagogy, Self-study, onsite learning, pair and group work.<br>• Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |

| CATEGORY | DETAILS |
|---|---|
| **Learning Resources** | • Understanding Family Life And Emerging Health Issues in Nigeria.<br>• Edited by D.S.K. Aparshe and Oga Thomas Ona<br>• National Policy on Inclusive Education<br>• National Education Policy.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | Self-assessment, Pair assessment, group assessment, continuous assessment |

### REFERENCES AND FURTHER READING


1. Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Nigerian Educational Research and Development Council (NERDC).
2. Federal Republic of Nigeria. (2015). *Violence Against Persons (Prohibition) Act, 2015*. Federal Republic of Nigeria.
3. National Agency for the Prohibition of Trafficking in Persons (NAPTIP). (2022). *National action plan on human trafficking in Nigeria, 2022–2026*. NAPTIP.
4. United Nations Office on Drugs and Crime (UNODC). (2024). *Global report on trafficking in persons 2024*. United Nations.
5. World Health Organization. (2022). *World mental health report: Transforming mental health for all*. World Health Organization.


## NCE 100 Level: Second Semester

## GSE 121 English Proficiency for Teachers

**LEVEL** 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

This course specifically equips basic education teachers with both classroom English and pedagogic approaches to effectively teach the core subjects of Mathematics, Science and English. The themes covered in English Proficiency for Teachers ensures that teachers are able to communicate complex ideas, instructions, and feedback to students, colleagues, and parents and provides opportunity for teachers to participate in conferences, workshops, and online courses to enhance their professional development. It is also a

comprehensive course designed to enhance the English language proficiency of teachers, focusing on classroom English and effective teaching methodologies. The course is a blend of one hour interaction in the classroom and two hours of self-study. This course is carefully structured to equip educators with the essential skills needed to foster a conducive learning environment and deliver high-quality instruction in English.

## RELEVANCE STATEMENT

There is need to continue supporting the promotion of English as a subject and as a medium of instruction in Nigerian schools. This course is an innovative way to strengthen teachers' English proficiency. The course provides teachers with tools to use English as a medium of education. With proficiency in English, teachers have a deep understanding of the subject matter they teach and can access many educational resources and materials in English. As models, teachers can demonstrate strong English skills to inspire and motivate students to improve their own language abilities. By strengthening their English proficiency, student-teachers can become more effective, confident, and professional educators, ultimately benefiting their students and the education system as a whole. It is expected that with greater English proficiency, teachers are more able to deliver effective lessons in English backed by effective pedagogical practices which will yield improved learning outcomes. The course is suitable for teachers in diverse settings, from primary to secondary education, who are committed to professional development and improving their instructional practices.

## COURSE OBJECTIVES

**The objectives of the course are to:**

1. Follow a self-study course
2. Develop teachers' English language knowledge and skills, in. grammar, phonics, pronunciation, vocabulary
3. Plan lessons with clear stages that build learning
4. Help learners to get interested in a topic
5. Help learners to understand English in six different ways
6. Use three techniques to help learners move from home language to English
7. Ask various types of questions, e.g. open-ended, yes/no, and understand the learners' answers
8. Use teaching and learning aids effectively
9. Assess learning and give effective feedback to learners

10. Use textbooks effectively
11. Develop learners' higher-level thinking

## LEARNING OUTCOMES

**By the end of the course, students should be able to:**

1. Complete a self-study course
2. Demonstrate English language knowledge and skills in. grammar, phonics, pronunciation, vocabulary
3. Plan lessons with clear stages that build learning
4. Demonstrate interested in a topic
5. Use six different ways to understand English
6. Move from home language to English using three different techniques
7. Respond to various types of questions, e.g. open-ended, yes/no, and understand the learners' answers
8. Learn by using teaching and learning aids effectively
9. Receive effective feedback from teachers
10. Engage with textbooks effectively
11. Demonstrate higher-level thinking

## COURSE CONTENT

- Welcome to Strengthening Teachers English Proficiency (STEP)
- Engaging Learners
- Helping Learners to Learn
- Preparing Subject Content
- From Home Language to English
- Asking Questions
- Conducting Practice Activities
- Pair and Group Work
- Helping Learners Use English outside the Classroom
- Teaching and Learning through Interaction
- Asking More Complex Questions
- Understanding Learner Differences
- Assessing Learning

- Giving Feedback
- Using Textbooks Effectively
- Including Everyone
- More Group Work
- Promoting High-Level Thinking

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Communication, creativity, critical thinking, digital literacy learning, emotional intelligence, innovation, lifelong Learning, pedagogic knowledge, problem-solving, reflective thinking, self-development. social emotional learning, time management, etc. |
| **Core Values** | Flexibility, time management, self-direction, team spirit, etc. |
| **Pedagogical Approaches** | • Digital pedagogy, Self-study, onsite learning, pair and group work.<br>• Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |
| **Learning Resources** | • *Online link*<br>• Strengthening Teachers English Proficiency (STEP) manual and resources<br>• Online resources accessed from: http://britishcouncilignite.education.gov.ng/<br>• National Policy on Inclusive Education<br>• National Education Policy.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | Self-assessment, Pair assessment, group assessment, continuous assessment |

## REFERENCES AND FURTHER READING

1. Online resources accessed from: http://britishcouncilignite.education.gov.ng/
2. National Policy on Inclusive Education
3. National Education Policy

## GSE 122 Digital Literacy and AI for Educators

**LEVEL** 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

Given advances in Information and Communication Technologies (ICTs), there is a shift to greater deployment of digital technologies in curriculum implementation at all levels of education. A course on Digital Literacy and AI for Educators will promote digital literacy among teachers and students, foster a culture of continuous learning, enable teachers and students stay up to date on digital trends, innovations and best practices, and ensure all students have equal access to quality digital education. This course develops teachers' basic technology skills, such as copying and pasting, searching online, working with images, using AI as an educational tool, etc. The course offers students opportunity for creating their own digital artefacts such as digital portfolios. The course also exposes teacher educators, especially Nigerian mathematics, science, and English teachers on how to use digital platforms such as WhatsApp and digital classrooms to deliver live lessons to primary and junior secondary school learners, via text and voice notes as well as other online teaching platforms especially in low resource areas in an effective and pedagogically sound manner.

### RELEVANCE STATEMENT

Despite the importance of digital technologies and Artificial Intelligence for transforming educational practices globally, many teachers in Nigeria still lack basic ICT skills needed for effective instructional delivery. This impacts negatively on the achievement of the fundamental objectives, vision, mission and policy of basic education as encapsulated in the National Policy on Education, the National Digital Literacy Framework, and the National Basic Education Curriculum. The need to introduce a course to strengthen teacher resourcefulness in digital education in colleges of education in Nigeria becomes an imperative. Such integration will produce educators who creatively and effectively integrate technology into their teaching practices. On the whole, it is an essential course that encourages educators to explore and develop new digital pedagogies that will contribute to enhanced academic performance and achievement among Nigerian learners, foster collaboration and exchange of ideas, and build a healthy global community of practice.

### COURSE OBJECTIVES

**The objectives of the course are to:**

1. Explore the use of word processors, slideshows, spreadsheets and search engines in teaching contexts
2. Explore effective online teaching, learning and assessment
3. Learn how to structure a WhatsApp live lesson and understand the principles which underpin it
4. Explore strategies for effective synchronous and asynchronous work
5. Consider how to help learners become more independent
6. Explore how to support collaborative learning
7. Consider gender sensitive teaching strategies
8. Consider how to track learners' progress online and how to involve parents/guardians
9. Explore different AI tools in teaching and Learning
10. Use AI tools to generate lesson plans, create contents and assess learning

## LEARNING OUTCOMES

**By the end of the course, students should be able to:**

1. Use word processors, slideshows, spreadsheets and search engines in teaching contexts
2. Engage effectively in online teaching, learning and assessment
3. Engage in a WhatsApp live lesson and understand the principles which underpin it
4. Explore strategies for effective synchronous and asynchronous work
5. Become more independent and self-regulated learner
6. Receive support in collaborative learning
7. Demonstrate gender sensitive learning strategies
8. Be involved on how to track learners' progress online and involving parents/guardians
9. Explore different AI tools in teaching and Learning
10. Utilise AI tools to generate lesson plans, create contents, and assess learning

.

## COURSE CONTENT

- Key Digital Skills: Word processors
- Slideshows
- Spreadsheets and Search Engines
- Teaching Online: Synchronous and Asynchronous

- Inclusive Learning
- Blended Learning
- Feedback and Assessment
- AI in education
- AI tools
- Ethical Issues in AI.

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Communication, creativity, critical thinking, digital literacy learning, emotional intelligence, innovation, lifelong Learning, pedagogic knowledge, problem-solving, reflective thinking, self-development. social emotional learning, time management, etc. |
| **Core Values** | Flexibility, time management, self-direction, team spirit, etc. |
| **Pedagogical Approaches** | Digital pedagogy, Self-study, onsite learning, pair and group work. Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |
| **Learning Resources** | • Online link<br>• Online resources accessed from: http://britishcouncilignite.education.gov.ng/<br>• National Policy on Inclusive Education<br>• National Education Policy.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | Digital assessment using AI tools, digital portfolios |

### REFERENCES AND FURTHER READING

1. Online resources accessed from: http://britishcouncilignite.education.gov.ng/
2. National Policy on Inclusive Education
3. National Education Policy

## GSE 123 Media and Information Literacy 1

**LEVEL** 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

This course equips students with the essential skills to critically access, evaluate, and create media and information in diverse formats. Emphasis is placed on understanding the role of media in society, identifying misinformation, disinformation and malinformation; and applying ethical standards in educational contexts. Through a blend of practical activities, learners will develop competencies to integrate media and information literacy skills into teaching and community engagement, thereby aligning with Nigeria's national education goals. This introductory phase of the course will focus mainly on introducing learners to key concepts, principles and ethical practices in Media and Information Literacy.

### RELEVANCE STATEMENT

This course moves beyond basic digital skills, empowering students to dismantle the threats of misinformation, disinformation, malinformation, hate speech and fake news that challenge social cohesion. By aligning with Nigeria's national education goals, the programme ensures that students are not just consumers of content, but ethical creators and critical thinkers capable of fostering a media literate society. This builds the essential ethical and concept required to transform classroom teaching and community engagement into pillars of informed citizenship.

### COURSE OBJECTIVES

**The objectives of this course are to:**

1. Demonstrate an understanding of key concepts in media and information literacy (MIL) within the Nigerian educational context.
2. Critically evaluate various media sources for credibility, bias, and relevance to teaching and learning.
3. Identify and counteract misinformation, disinformation and fake news in classroom and community settings.
4. Foster inclusive digital citizenship by promoting respectful, safe, and responsible online behaviour among students.
5. Design assessment tasks that require students to produce and critically analyse media content.

6. Apply ethical guidelines for data privacy and copyright when using digital resources.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Explain core concepts of media and information literacy within Nigeria's educational framework.
2. Assess the credibility, bias, and relevance of various information and media sources for classroom use.
3. Detect and counter misinformation disinformation and fake news in classroom and community contexts.
4. Model inclusive digital citizenship, promoting safe and responsible online behaviour.
5. Create instructional materials that integrate digital and traditional media effectively.
6. Apply appropriate tools to locate, organise, and cite information ethically and appropriately.

## COURSE CONTENT

- Introduction to Media and Information Literacy (MIL)
- Media ecosystems
- Stages of Information Literacy and Problem-Solving
- Types and Sources of Information
- Accessing and Evaluating Information
- Traditional and New Media
- Media Content, News, and Information Flow
- Disinformation, Misinformation, and Fake News
- The Power of Visuals and Language in Media
- Ethics in Media and Information Use

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Digital literacy learning, information literacy, Critical thinking, problem-solving, Communication, reflective thinking, Self-awareness, lifelong learning. |
| **Core Values** | Integrity, honesty, Responsibility and transparency, Respect, tolerance, and inclusion, Humility, service |

| CATEGORY | DETAILS |
|---|---|
| **Pedagogical Approaches** | • Digital pedagogy, Self-study, onsite learning, pair and group work.<br>• Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching) |
| **Learning Resources** | • Core Textbooks and Reference materials<br>• Websites and Online Resources<br>• Educational videos and open educational resources (OERs)<br>• UNESCO Media and Information Literacy online platform (https://www.unesco.org/en/media-information-literacy)<br>• National Policy on Inclusive Education<br>• National Education Policy.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | Continuous Assessment, Written Assessment, Group discussions, debates, and presentations, Practical exercises |

1. Federal Republic of Nigeria. (2019). *National digital literacy framework*. Federal Ministry of Communications and Digital Economy/National Information Technology Development Agency (NITDA).
2. UNESCO. (2021). *Media and information literate citizens: Think critically, click wisely! Media and information literacy curriculum for educators and learners*. UNESCO.
3. UNESCO. (2023). *Guidelines for the governance of digital platforms: Safeguarding freedom of expression and access to information through a multistakeholder approach*. UNESCO.
4. Nigerian Educational Research and Development Council (NERDC). (2022). *National language policy*. NERDC.

## NCE 200 Level: First Semester

### GSE 211 General English II

**LEVEL** 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

#### COURSE OVERVIEW

The course builds on the foundation provided in GSE 111. It exposes students to the basics of English grammar and effective communication in English. It makes a deeper exploration of the various skills of language introduced in GSE 111. These include more practices on use of stress and intonation in English; practical reading comprehension; speech making practices; phrases and clauses; more on vocabulary as well as practice work on report writing and speech presentation. These topics and earlier one will definitely equip prospective teacher with the language skill required of them to be effective teachers after graduation.

#### RELEVANCE STATEMENT

This course is highly relevant to strengthening learners' communication, academic performance and overall literacy where proficiency in English is essential for success across all school subjects and in national life. By developing students' skills in reading, writing, speaking, listening, grammar and vocabulary, the course supports improved comprehension, critical thinking and effective expression in academic and real-life contexts.

#### COURSE OBJECTIVES

The course objectives are to:

1. Communicate effectively in spoken English using appropriate stress and intonation patterns.
2. Explain words in use in different contexts
3. Explain the use of appropriate English grammatical structures in different forms of writing
4. Read and comprehend written and spoken discourses of academic and non-academic types.
5. Write and present reports

## LEARNING OUTCOMES

**By the end of the course, students should be able to:**

1. Pronounce English words, and articulate structures correctly dwelling on their knowledge of English phonetics.
2. Recognise and use correctly words belonging to the various parts of speech in English;
3. Demonstrate use of appropriate use of English grammatical structures in different forms of writing
4. Read and understand written and spoken discourses of academic and non-academic types, and demonstrate good skill in answering questions on given passages.
5. Write coherent reports and present them orally

## COURSE CONTENT

- **Speech: More on word and sentence stress:** with emphasis on stress in polysyllabic words in word stress and emphatic stress in sentence stress
- **More drills on intonation on various sentence types deployed in class interactions:** questions, instructions, information, doubt etc. Techniques of speech delivery and practice in speech presentation for different occasions
- Reading Comprehension: Discuss different levels of comprehension
- Comprehension strategies and overcoming reading comprehension barriers
- Types of comprehension questions and how to answer them
- Grammar: Identification and usage of phrases and clauses
- Basic sentence patterns in English
- Direct and Indirect speech
- Ambiguity
- Mechanics of English and Dealing with Grammatical Errors
- Vocabulary: Figures of speech
- Colloquial expressions
- Word parts, Semantic mapping, Word Choice, and Vocabulary development activities
- **Registers:** Emphasis on students' subject areas
- **Writing: Report writing:** Technical and non-technical

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Communication, creativity, critical thinking, digital literacy learning, emotional intelligence, innovation, lifelong Learning, pedagogic knowledge, problem-solving. |
| **Core Values** | Flexibility, time management, self-direction, team spirit, etc. |
| **Pedagogical Approaches** | • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching).<br>• Digital pedagogy, Self-study, onsite learning, pair and group work |
| **Learning Resources** | • National Curriculum for Basic Education.<br>• Achebe, C. *Things Fall Apart*<br>• Raymond, M. English Grammar in Use<br>• Effective Communication Skills<br>• Swan, M. Practical English Usage.<br>• Longman Dictionary of Contemporary English<br>• National Policy on Inclusive Education<br>• National Education Policy |
| **Assessment Methods** | Self-assessment, Pair assessment, group assessment, continuous assessment |

## REFERENCES AND FURTHER READING

1. Achebe, C. *Things Fall Apart*
2. Raymond, M. *English Grammar in Use*
3. *Effective Communication Skills*
4. Swan, M. *Practical English Usage.*
5. *Longman Dictionary of Contemporary English*
6. *National Policy on Inclusive Education*
7. *National Education Policy*

## GSE 212 Introduction to Foundational Literacy

**LEVEL** 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

This course equips basic education teachers with the knowledge and practical skills required to develop strong foundational literacy among learners in the early grades (Pre-Primary to Primary 3). It focuses on evidence-based approaches to teaching early reading and writing, including oral language development, phonological awareness, phonics, fluency, vocabulary, comprehension, and emergent writing. The course emphasises learner-centred, structured, and inclusive instructional strategies that support diverse learners, including struggling readers and multilingual pupils. Teachers will also learn effective lesson planning, classroom literacy routines, use of low-cost instructional materials, and formative assessment techniques to monitor learner progress. Aligned with Nigeria's National Basic Education Curriculum and Foundational Learning priorities, the course strengthens teachers' capacity to improve reading outcomes and build a strong foundation for lifelong learning.

### RELEVANCE STATEMENT

The Foundational Literacy course is highly relevant to Nigeria's urgent need to improve early grade reading outcomes, as many children currently progress through basic education without acquiring essential reading and writing skills. By strengthening teachers' capacity to deliver effective, evidence-based literacy instruction aligned with national education priorities, the course addresses learning poverty, supports inclusive and multilingual classrooms, and improves pupils' readiness for success across all subjects. It contributes directly to national goals of enhancing educational quality, reducing dropout rates, and building a literate, skilled, and productive population, making it a critical intervention for sustainable educational and socio-economic development in Nigeria.

### COURSE OBJECTIVES

**The objectives of this course are to:**

1. Understand the key components of foundational literacy and why they are important
2. Assess learners' reading skills and use data to guide teaching
3. Plan and teach effective, explicit lessons in phonics, vocabulary, fluency and comprehension

4. Support learners through differentiation, multilingual strategies, and classroom interventions
5. Monitor progress and engage parents/community to support literacy at home and school.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Understand the key concepts and components of foundational literacy
2. Assess learners' reading levels and use results to plan lessons
3. Teach explicit lessons in phonic, vocabulary, fluency and comprehension
4. Support diverse learners, including multilingual classrooms and struggling readers
5. Monitor learner progress and engage parents/community in literacy

## COURSE CONTENT

- Concept of print
- Phonemic awareness/phonological awareness
- Phonics
- Fluency
- Writing
- Early language development
- Assessing writing
- Oral language development
- Reflective journals
- Comprehension
- Scaffolding
- Transition
- Vocabulary
- Assessments
- Assessing Early Grade Reading
- Second language acquisition
- **Literary issues in Nigeria:** Teacher, Tongue, Text, Time, Testing, and Curriculum (5Ts plus C)

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Communication, creativity, critical thinking, digital literacy learning, emotional intelligence, innovation, lifelong Learning, pedagogic knowledge, problem-solving, reflective thinking, self-development. social emotional learning, time management, etc. |
| **Core Values** | Flexibility, time management, self-direction, team spirit, etc. |
| **Pedagogical Approaches** | • Digital pedagogy, Self-study, onsite learning, pair and group work.<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching). |
| **Learning Resources** | • National Policy on Inclusive Education<br>• National Education Policy<br>• Foundational Literacy and Numeracy Framework<br>• National Reading Framework. National Curriculum for Basic Education |
| **Assessment Methods** | Continuous Assessment, Written Assessment, Group discussions, debates, and presentations, Practical exercises |

## REFERENCES AND FURTHER READING


1. Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Nigerian Educational Research and Development Council (NERDC).
2. Federal Ministry of Education. (2022). *National language policy*. Federal Ministry of Education/Nigerian Educational Research and Development Council (NERDC).
3. Federal Ministry of Education. (2024). *National reading framework*. Federal Ministry of Education, Nigeria.
4. Federal Ministry of Education. (2022). *National foundational literacy and numeracy framework*. Federal Ministry of Education, Nigeria.
5. RTI International. (2016). *Early Grade Reading Assessment (EGRA) toolkit* (2nd ed.). United States Agency for International Development (USAID).

## GSE 213 Media and Information Literacy II

**LEVEL** 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

This course equips students with the essential skills to critically access, evaluate, and create media and information in diverse formats. Emphasis is placed on understanding the role of media in society, identifying misinformation, disinformation and malinformation; and applying ethical standards in educational contexts. Through a blend of theory and practical activities, learners will develop competencies to integrate media and information literacy skills into teaching and community engagement, thereby aligning with Nigeria's national education goals. This advanced phase of the course will focus on the application of the foundation knowledge acquired in GSE 123 (Media and Literacy I) in classroom and community settings.

### RELEVANCE STATEMENT

This course moves beyond basic digital skills, empowering students to dismantle the threats of misinformation, disinformation, malinformation, hate speech and fake news that challenge social cohesion. By aligning with Nigeria's national education goals, the programme ensures that students are not just consumers of content, but ethical creators and critical thinkers capable of fostering a media literate society. This builds the essential ethical and concept required to transform classroom teaching and community engagement into pillars of informed citizenship.

### COURSE OBJECTIVES

**The objectives of this course are to:**

1. Apply MIL principles to design engaging instructional materials that incorporate digital and traditional media.
2. Utilise appropriate tools and platforms to locate, organise, and cite information ethically and appropriately for teaching, learning and educational purposes.
3. Integrate media-rich resources into lesson planning to support diverse learning styles.
4. Evaluate the impact of media on cultural identity and national cohesion within Nigerian classrooms.
5. Assess and reflect on personal MIL competencies to continuously improve professional practice in line with NCE minimum standards.

6. Collaborate with peers to curate a repository of credible Nigerian media sources for educational use.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Reflect on personal MIL competencies and devise a plan for continuous professional growth.
2. Incorporate multimedia resources into lesson plans to cater to diverse learning styles.
3. Collaborate with peers to curate a repository of credible Nigerian media sources for educational purposes.
4. Analyse how media shapes cultural identity and national cohesion in Nigerian classrooms.
5. Design assessment tasks that require students to produce and critically evaluate media content.
6. Collaborate with peers to curate a repository of credible Nigerian media sources for educational purposes.

## COURSE CONTENT

- Media, Technology, and Society
- Socio-Cultural Dimensions of Media
- Representation and Meaning in Media
- Stereotypes in Media Content
- Public service announcement
- Advertising and regulation laws
- Audience and Media Interpretation
- Peace journalism
- Artificial Intelligence (AI) and Media and Information Literacy (MIL)
- Media and Information Literacy (MIL) for community development

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Digital literacy learning, information literacy, Critical thinking, problem-solving, Communication, reflective thinking, Self-awareness, lifelong learning. |

| CATEGORY | DETAILS |
|---|---|
| **Core Values** | **Integrity, honesty, Responsibility and transparency, Respect, tolerance, and inclusion, Humility, service** |
| **Pedagogical Approaches** | • Digital pedagogy, Self-study, onsite learning, pair and group work.<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching). |
| **Learning Resources** | • Core Textbooks and Reference materials<br>• Websites and Online Resources<br>• Educational videos and open educational resources (OERs)<br>• UNESCO Media and Information Literacy online platform (https://www.unesco.org/en/media-information-literacy)<br>• National Policy on Inclusive Education<br>• National Education Policy.<br>• National Curriculum for Basic Education |
| **Assessment Methods** | Continuous Assessment, Written Assessment, Group discussions, debates, and presentations, Practical exercises. |

1. Federal Republic of Nigeria. (2016). *National policy on information and communication technologies (ICT) in education*. Federal Ministry of Education.
2. UNESCO. (2021). *Media and information literate citizens: Think critically, click wisely! Media and information literacy curriculum for educators and learners*. UNESCO.
3. UNESCO. (2023). *Guidelines for the governance of digital platforms: Safeguarding freedom of expression and access to information through a multistakeholder approach*. UNESCO.
4. UNESCO. (2024). *AI competency framework for teachers*. UNESCO.

## NCE 200 Level: Second Semester

### GSE 221 Introduction to Foundational Numeracy

**LEVEL** 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

#### COURSE OVERVIEW

This course is designed to strengthen students' foundational understanding of basic numeracy concepts required for effective teaching and everyday problem-solving. It focuses on number concepts, arithmetic operations, elementary algebra, geometry, measurement, and basic statistics, with emphasis on real-life applications. The course aims to demystify mathematics, builds confidence, and promotes logical reasoning among trainee teachers. The course integrates Universal Design for Learning (UDL) to ensure accessibility for learners with diverse abilities and learning styles.

#### RELEVANCE STATEMENT

Through practical activities, problem-solving tasks, and collaborative learning, students will learn how numeracy supports decision-making in daily life, teaching practice, and national development. It will also promote Social Emotional Learning (SEL) by fostering persistence, cooperation, self-confidence, and responsible problem-solving attitudes. By the end of the course, students will appreciate numeracy as a useful, inclusive, and essential tool for personal growth and professional teaching practice.

#### COURSE OBJECTIVES

**The course objectives are to:**

1. Apply basic number concepts involving whole numbers, fractions, and decimals correctly.
2. Perform basic arithmetic operations accurately with whole and fractional numbers.
3. Solve practical problems involving ratios, percentages, and simple interest.
4. Apply appropriate units of measurement in everyday and classroom-related situations.
5. Use basic algebraic expressions and solve simple linear equations.
6. Solve simple word problems using logical and systematic reasoning.
7. Calculate areas and volumes of common two-dimensional (2D) and three-dimensional (3D) shapes.
8. Explain basic geometric concepts involving points, lines, and angles.

9. Identify and classify two-dimensional shapes based on their properties.
10. Collect, organise, and represent data using basic statistical tools.
11. Demonstrate persistence, collaboration, and confidence when solving mathematical problems (SEL).
12. Apply UDL principles to design or adapt simple mathematics learning activities for diverse learners.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Demonstrate clear understanding of basic number concepts involving whole numbers, fractions, and decimals through correct computations.
2. Perform addition, subtraction, multiplication, and division of whole and fractional numbers with accuracy and appropriate methods.
3. Solve real-life problems involving ratios, percentages, and simple interest, and explain the steps involved.
4. Apply correct units of measurement (length, mass, time, capacity) in practical situations and teaching contexts.
5. Use basic algebraic expressions and solve simple linear equations correctly.
6. Solve simple word problems logically and explain their reasoning clearly.
7. Calculate areas and volumes of common 2D and 3D shapes and relate them to real-life examples.
8. Identify and explain basic geometric concepts involving points, lines, angles, and shapes.
9. Collect simple data and represent it using tables, bar charts, and simple graphs.
10. Demonstrate SEL competencies such as perseverance, cooperation, and responsible decision-making during mathematical tasks.
11. Apply UDL principles by creating or adapting a basic mathematics activity that supports learners with different abilities and learning needs.

## COURSE CONTENT

- Whole numbers, Fractions, decimals, and approximations
- Basic operations on fractions and whole numbers
- Ratios, percentages, simple and compound interests
- **Units of measurement:** for time, money, length, mass, weight, area and volumes

- Simple algebraic expressions, equations and solutions of some linear equations
- Simple word problems
- **Point, lines and their types:** horizontal, vertical, oblique, zig zag, intersecting, parallel and perpendicular lines
- **Angles and their types:** Acute, obtuse, right, straight and reflex angles
- 2-Dimensional shapes their Properties and classification
- Simple Calculations of areas and volumes of some 2 and 3 dimensional shapes e.g. triangle, squares, rectangles circle, cube, cuboid and cylinder.
- Data collection methods
- Representation of data: Pictogram, Bar and Pie charts

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Critical thinking, number sense, problem-solving, reflective thinking, self-development |
| **Core Values** | Integrity, Honesty, stewardship, peaceful co-existence etc. |
| **Pedagogical Approaches** | Learner-centred instruction, Collaborative and cooperative learning, Inquiry-based problem solving, Experiential and hands-on activities, Blended learning (face-to-face and digital tools), Guided discussion and mathematical dialogue, Project-based learning using real-life problems, UDL- and SEL-informed mathematics teaching, Reflective practices and self-assessment, Edutainment and mathematics games.<br>Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | • Core Textbooks and Reference Materials<br>• Stroud, K. A. *Engineering Mathematics* (Basic sections).<br>• New general mathematics for West Africa for JSS<br>• Digital and Online Learning Platforms<br>• Khan Academy (Basic Mathematics)<br>• BBC Bitesize Mathematics<br>• GeoGebra (for geometry and algebra visualisation)<br>• Classroom & Practical Instructional Materials<br>• Number charts, fraction strips, measuring instruments<br>• Graph papers, geometric shapes, real-life objects<br>• Community-Based Resources<br>• Market surveys for data collection |

| CATEGORY | DETAILS |
|---|---|
| | • Household measurement activities<br>• *National Policy on Inclusive Education*<br>• *National Education Policy*<br>• *Foundational Literacy and Numeracy Framework*<br>• *National Reading Framework*.<br>• *National Curriculum for Basic Education* |
| **Assessment Methods** | Continuous Assessment (quizzes, assignments), Formative Assessment (class exercises, feedback), Performance-Based Assessment (practical tasks), Project work (real-life mathematical applications), Digital/online assessment (Blended/Online Assessment), Summative Assessment (end-of-semester examination) |

### REFERENCES AND FURTHER READING


1. Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Nigerian Educational Research and Development Council (NERDC).
2. Federal Ministry of Education. (2023). *National policy on inclusive education in Nigeria*. Federal Ministry of Education.
3. Federal Ministry of Education. (2022). *National foundational literacy and numeracy framework*. Federal Ministry of Education, Nigeria.
4. Nigerian Educational Research and Development Council (NERDC). *National basic education curriculum: Mathematics curriculum for primary and junior secondary education*. NERDC.
5. UNESCO Institute for Statistics. (2017). *More than one-half of children and adolescents are not learning worldwide* (Fact Sheet No. 46). UNESCO Institute for Statistics.


## GSE 222 Entrepreneurship and Green Skills

**LEVEL** 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

The course aims to equip learners with foundational knowledge and practical competencies in entrepreneurship and green (sustainable) skills necessary for personal enterprise development, sustainable practices, and meaningful contributions to Nigeria's socio-economic transformation. It integrates practices of entrepreneurship with principles of

sustainability and environmental stewardship. Students will be exposed to the fundamentals of entrepreneurship, green business models, eco-innovation, and sustainable resource utilisation. Emphasis is placed on developing competencies to identify opportunities, create business plans, adopt green technologies, and implement sustainable practices within educational and community contexts. The course also introduces the concept of the blue economy, highlighting sustainable entrepreneurship opportunities in aquatic and marine resources, fisheries, aquaculture, and water-based activities that promote environmental conservation, green skills, job creation, and sustainable economic development.

## RELEVANCE STATEMENT

In the face of global climate change and the need for economic diversification, the intersection of innovation and environmental stewardship has become the new frontier for professional success. This course is highly relevant as it prepares students to move beyond traditional job-seeking to sustainable job creation. Students will gain the tools to build viable enterprises and master eco-innovation and sustainable resource utilisation competencies that are increasingly demanded by global markets and national development policies.

## COURSE OBJECTIVES

**The course objectives are to:**

1. **Explain** how entrepreneurship and green skills contribute to sustainable development.
2. **Identify** business opportunities in Nigeria's emerging green economy.
3. **Develop** a feasible and sustainable business model using digital tools and green principles.
4. **Assess** the viability of green ventures using financial and feasibility frameworks.
5. **Apply** relevant Nigerian policies and regulations in designing sustainable enterprises.
6. **Communicate** business ideas effectively through structured pitch presentations.
7. Equip students with knowledge of entrepreneurship opportunities in the blue economy and sustainable practices in the use of aquatic and water-based resources

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Define entrepreneurship and green skills in the context of sustainable development.
2. Describe the role of entrepreneurship in poverty reduction, job creation, and economic growth in Nigeria.

3. Explain green business models, sustainable value chains, and eco-innovation principles.
4. Prepare a basic entrepreneurship business plan with integrated green practices.
5. Exhibit ethical behaviour, environmental responsibility, and community-oriented decision making.
6. Appreciate the importance of innovation for national and global sustainability.
7. Identify and describe at least three sustainable entrepreneurial opportunities in the blue economy.

## COURSE CONTENT

- Foundations of Entrepreneurship & Green Skills
- Entrepreneurial Mindset & Opportunity Recognition
- Green Business Models & Circular Economy
- Green Technologies & Digital Tools for Enterprise
- Green Value Chains & Sustainable Resource Management
- Business Planning & Feasibility for Sustainable Ventures
- Funding, Finance & Investment for Startups
- SMEs
- Policy, Regulation & Market Access in Nigeria
- Identity, branding and marketing
- Pitching & Presentation of Green Enterprise Projects Blue Economy Entrepreneurship and Sustainable Practices-meaning and importance of the blue economy, entrepreneurship opportunities in fisheries, aquaculture and other water-based resources, sustainable use and conservation of aquatic resources, green skills and business opportunities in the blue economy

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Critical evaluation, critical thinking, problem-solving, reflective thinking, self-development, entrepreneurial skills |
| **Core Values** | Ethical innovation, Honesty, stewardship etc. |
| **Pedagogical Approaches** | • Digital pedagogy, Self-study, onsite learning, pair and group work.<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |

| CATEGORY | DETAILS |
|---|---|
| **Learning Resources** | • *National Policy on Inclusive Education*<br>• *National Education Policy.*<br>• *National Curriculum for Basic Education* |
| **Assessment Methods** | Self-assessment, Pair assessment, group assessment, continuous assessment |

### REFERENCES AND FURTHER READING


1. Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Nigerian Educational Research and Development Council (NERDC).
2. Federal Republic of Nigeria. (2021). *National policy on climate change*. Federal Ministry of Environment.
3. Federal Republic of Nigeria. (2021). *Nigeria's nationally determined contribution: 2021 update*. Federal Ministry of Environment.
4. International Labour Organization. (2019). *Skills for a greener future: A global view*. International Labour Organization.
5. United Nations Environment Programme. (2011). *Towards a green economy: Pathways to sustainable development and poverty eradication*. UNEP.


## NCE 300 Level: Second Semester

## GSE 321 Global Citizenship Education and Political Economy

**LEVEL** 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

### COURSE OVERVIEW

This course examines the intertwined nature of global and Nigerian citizenship, highlighting the roles and responsibilities of citizens within local and global contexts. Similarly, the course provides an analysis of the interplay between politics and economics in Nigeria, exploring how governmental structures, policies, and historical contexts shape economic development and vice versa. **The course also examines the blue economy as a component of global citizenship and political economy, highlighting the sustainable use of aquatic and marine resources, international cooperation, equitable resource distribution, environmental protection and inclusive economic development.**

## RELEVANCE STATEMENT

This course situates Nigerian citizenship within a global context, the course empowers students to navigate their roles as informed contributors to a global community. It bridges the gap between governance and the economic realities of Nigeria. By analysing the interplay between politics and economics, students gain the critical lens necessary to understand how policy decisions directly influence national development and individual opportunity.

## COURSE OBJECTIVES

**The course objectives are to:**

1. Expose students to the values of citizenship in both Nigerian and global contexts.
2. Analyse the relationship between citizens, government, and society in Nigeria.
3. Create awareness of global issues and the role of local actions in addressing them.
4. Explain the fundamental concepts of political economy as they apply to Nigeria.
5. Analyse the historical evolution of Nigeria's political and economic systems.
6. Examine the role of governance and political institutions in shaping economic policies.
7. Evaluate the challenges and prospects for economic development in Nigeria.
8. Explain the relationship between the blue economy, global citizenship, and political economy in promoting sustainable and equitable use of aquatic and marine resources.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Explain key concepts of political economy, citizenship and their significance in Nigerian and global contexts.
2. Assess the rights and obligations of Nigerian citizens and the role of government.
3. Advocate for social justice and sustainability through informed citizenship practices.
4. Analyse the historical and contemporary political factors affecting Nigeria's economy.
5. Critically assess the impact of government policies on economic growth and development.
6. Discuss the socio-economic issues affecting various sectors in Nigeria.
7. Explain the key concepts of political economy.
8. Analyse how global cooperation and equitable resource management contribute to sustainable development of the blue economy.

## COURSE CONTENT

- Introduction to Citizenship
- National Identity and Heritage
- Human Rights Education
- Global Challenges and Local Responses
- Social Justice and Advocacy
- Community Engagement and Service Learning
- Introduction to Political Economy
- The Structure of Government in Nigeria
- The Role of Institutions
- Gender and Socio-Economic Issues
- Future of Nigerian Political Economy
- Blue Economy, Global Citizenship and Political Economy- Importance of the blue economy in sustainable development, global cooperation and shared responsibility for aquatic and marine resource conservation, equitable distribution and sustainable management of aquatic resources and the blue economy, international relations and inclusive economic development

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Systemic analysis, civic literacy, economic and political awareness |
| **Core Values** | Integrity, accountability, social justice etc. |
| **Pedagogical Approaches** | • Digital pedagogy, Self-study, onsite learning, pair and group work.<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | • *National Policy on Inclusive Education*<br>• *National Education Policy.*<br>• *National Curriculum for Basic Education* |
| **Assessment Methods** | Self-assessment, Pair assessment, group assessment, continuous assessment |

1. Federal Republic of Nigeria. (1999). *Constitution of the Federal Republic of Nigeria 1999* (as amended).

2. UNESCO. (2015). *Global citizenship education: Topics and learning objectives*. UNESCO.
3. United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations.
4. Central Bank of Nigeria. (2023). *Statistical bulletin*. Central Bank of Nigeria.

# Degree Course Descriptions (400–500 Level)

## Degree 400 Level: First Semester

### GSE 412 Peace and Conflict Resolution

**LEVEL** 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

#### COURSE OVERVIEW

This course introduces students to the fundamental concepts, theories and practices of peace, conflict, security and conflict resolution, with particular attention to Nigeria and the wider African context. It examines the nature, types, dynamics and root causes of conflicts, including ethnic, religious, economic, political, boundary, land and resource-related conflicts, as well as insurgency and terrorism. The course explores major theories of conflict and their application to selected Nigerian conflict situations. It further examines approaches to peacebuilding, conflict management and security, including mediation, negotiation, arbitration, dialogue, collaboration, community policing and other forms of Alternative Dispute Resolution (ADR). Attention is also given to social justice and the Nigerian legal framework, peacekeeping, post-conflict management, refugees and internally displaced persons (IDPs), and the roles of government, communities, religious and traditional institutions, the media, NGOs and international organisations such as the United Nations (UN), African Union (AU) and Economic Community of West African States (ECOWAS) in promoting sustainable peace and security.

#### RELEVANCE STATEMENT

Peace and Conflict Resolution is particularly relevant in preparing graduates to understand and respond constructively to the complex social, ethnic, religious, political, economic and security challenges affecting Nigeria, Africa and the wider world. The course develops students' capacity for critical analysis, tolerance, dialogue, peaceful coexistence and non-violent management of disagreements, while equipping them with practical skills in mediation, negotiation, conflict prevention and peacebuilding. For prospective educators and other professionals, these competencies are important for creating safe and inclusive environments, managing interpersonal and community conflicts, promoting social justice and responsible citizenship, and contributing to national integration, sustainable development and a culture of peace.

## COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the concepts and principles of peace, conflict, conflict resolution, conflict transformation and security.
2. Examine the nature, characteristics, forms and types of conflict and violence at individual, interpersonal, community, national and international levels.
3. Identify and analyse the major root causes and consequences of conflict and violence.
4. Explain the relationship between conflict, violence, insecurity, terrorism and development.
5. Differentiate between conflict and terrorism and examine their implications for individuals, communities and national security.
6. Discuss the concepts of conflict prevention, conflict management, conflict resolution, conflict transformation and peace building.
7. Examine various strategies and mechanisms for preventing and resolving conflicts, including negotiation, mediation, arbitration, dialogue and reconciliation.
8. Develop appropriate skills for peaceful communication, negotiation, problem-solving, tolerance and constructive management of disagreements.
9. Examine the roles of government, international organisations, and civil society organisations, the media and traditional institutions in conflict prevention and peace building.
10. Analyse the importance of human rights, social justice, good governance, equity and inclusive participation in promoting sustainable peace.
11. Apply appropriate peace building and conflict-resolution strategies to selected conflict situations in Nigeria and other societies.
12. Demonstrate attitudes and behaviours that promote peaceful coexistence, mutual respect, tolerance, cooperation and responsible citizenship.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. Define and explain the concepts and principles of peace, conflict, conflict resolution, conflict transformation, peacebuilding and security, and distinguish their major features and applications.
2. Identify and classify the nature, characteristics, forms and types of conflict and violence at individual, interpersonal, community, national and international levels.

3. Identify, explain and analyse the major causes, dynamics and consequences of conflict and violence in different societies.
4. Explain and analyse the relationships among conflict, violence, insecurity, terrorism and socio-economic development.
5. Differentiate conflict from terrorism and **assess** their implications for individuals, communities, national security and socio-economic development.
6. Describe and distinguish the processes of conflict prevention, conflict management, conflict resolution, conflict transformation and peacebuilding.
7. Demonstrate the ability to apply appropriate conflict prevention and resolution strategies, including negotiation, mediation, arbitration, dialogue and reconciliation, to selected conflict situations.
8. Demonstrate effective skills in peaceful communication, negotiation, problem-solving, tolerance and constructive management of interpersonal and group disagreements.
9. Analyse and evaluate the roles of government, international organisations, civil society organisations, the media and traditional institutions in conflict prevention, management and peacebuilding.
10. Explain and evaluate the contributions of human rights, social justice, good governance, equity, inclusion and participatory decision-making to sustainable peace and security.
11. Apply appropriate peacebuilding and conflict-resolution strategies to selected conflict situations in Nigeria and other societies, taking into consideration their specific social, cultural, political and economic contexts.
12. Demonstrate attitudes and behaviours that promote peaceful coexistence, mutual respect, tolerance, cooperation, non-violence and responsible citizenship.

## COURSE CONTENT

- Concepts of Peace, Conflict and Security in a multi-ethnic nation
- Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts
- Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory
- Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon
- Boundaries/boarder disputes
- Political disputes
- Ethnic disputes and rivalries

- Economic Inequalities
- Social disputes
- Nationalist Movements and Agitations
- **Selected Conflict Case Studies:** Tiv-Junkun
- Zango Kartaf, Chieftaincy and Land disputes
- Peace Building, Management of Conflicts and Security: Peace & Human Development
- **Approaches to Peace & Conflict Management:** Religious, Government, Community Leaders and others
- Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive
- Justice and Legal framework: Concepts of Social Justice
- The Nigeria Legal System
- Insurgency and Terrorism
- Peace Mediation and Peace Keeping
- Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives
- Alternative Dispute Resolution (ADR): (a) Dialogue, (b) Arbitration, (c) Negotiation, (d) Collaboration
- Roles of International Organisations in Conflict Resolution: (a) The United Nations (UN) and its Conflict Resolution Organs, (b) The African Union and its Peace and Security Council, (c) ECOWAS in Peacekeeping
- Media and Traditional Institutions in Peace Building
- Managing Post-Conflict Situations/Crisis: Refugees
- Internally Displaced Persons, IDPs
- The role of NGOs in Post-Conflict Situations/Crisis

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Critical thinking, conflict analysis, problem-solving, communication, negotiation, mediation, collaboration, decision-making, information and media literacy |

| CATEGORY | DETAILS |
|---|---|
| **Core Values** | Peace, tolerance, empathy, respect, justice, equity, fairness, responsibility, integrity, cooperation, respect for diversity, non-violence |
| **Pedagogical Approaches** | • Interactive lecture, case study, problem-based learning, group discussion, role-play, simulation, debate, collaborative learning, inquiry-based learning<br>• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | Course texts, Nigerian Constitution, case studies, maps, newspapers, documentaries, multimedia resources, UN/AU/ECOWAS resources, conflict scenarios, relevant legal and policy documents, National Curriculum for Basic Education |
| **Assessment Methods** | Self-assessment, peer assessment, group assessment, quizzes, case-study analysis, presentations, role-play/performance tasks, assignments, continuous assessment |

## Readings/Reference Materials

1. Albert, I.O (2014) Research Methods in Peace and Conflict Studies.
2. Sylvester, V (2023). Readings in Peace and Conflict Resolution (Shimtex Press).
3. Best, S. G (2006) Introduction to Peace and Conflict Studies in West Africa (Spectrum Books).
4. Contemporary Security and Peace building in Africa (2021) Edited by Reuben Lewis and Kwesi Aning.
5. UN Peace maker Resource Library materials.
6. Conflict Resolution Trainers' Manual (Open Educational Resource).

## Degree 400 Level: Second Semester

### ENT 412 Venture Creation

**LEVEL** 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

#### COURSE OVERVIEW

This course provides students with the knowledge, practical skills and entrepreneurial competencies required to identify viable business opportunities, develop innovative business ideas, create new ventures and manage micro and small enterprises successfully. It covers opportunity identification, environmental scanning, market research, business planning, entrepreneurial finance, marketing, e-commerce, small and family business management, negotiation and business communication. Through practical activities such as brainstorming, business idea generation, pitching and business plan development, students are exposed to the processes involved in transforming problems and unmet needs into viable entrepreneurial opportunities. The course also introduces emerging technologies, including Artificial Intelligence (AI), Virtual and Mixed Reality, Internet of Things (IoT), blockchain, cloud computing and renewable energy, and explores their applications in creating innovative products, services and digital businesses.

#### RELEVANCE STATEMENT

Venture Creation is relevant to preparing graduates to become entrepreneurial, innovative and self-reliant in response to changing labour-market conditions and socio-economic challenges in Nigeria. The course enables students to recognise opportunities within local and wider markets, transform innovative ideas into viable enterprises, mobilise resources, use digital technologies and e-commerce, and develop the financial, marketing, communication and management competencies required for business sustainability. By combining entrepreneurial knowledge with practical venture-development experiences, the course promotes creativity, problem-solving, responsible risk-taking and job creation, thereby preparing graduates not only to seek employment but also to create enterprises, generate employment and contribute to sustainable economic and community development.

#### COURSE OBJECTIVES

**The objectives of this course are to:**

1. Explain the concepts, principles and processes of venture creation and entrepreneurship.

2. Identify and evaluate entrepreneurial opportunities arising from problems, emerging trends, market gaps and high-potential sectors.
3. Generate original business ideas, products, services and concepts through creativity and innovation.
4. Examine the processes involved in transforming entrepreneurial ideas into viable business concepts.
5. Conduct basic market, customer and competitor analysis for prospective ventures.
6. Develop a preliminary business concept suitable for incubation, presentation or pitching to potential investors and funding institutions.
7. Identify and evaluate various sources of entrepreneurial finance available to micro and small enterprises.
8. Explain the requirements and procedures for establishing and managing micro and small enterprises.
9. Apply appropriate entrepreneurial marketing principles and strategies in promoting products and services.
10. Demonstrate the use of e-commerce and digital platforms for entrepreneurial activities and business development.
11. Apply emerging technologies and digital solutions to improve entrepreneurial processes, products, services and business performance.

## LEARNING OUTCOMES

**By the end of this course, students should be able to:**

1. **Explain and distinguish** the concepts, principles and processes of venture creation and entrepreneurship.
2. **Identify, assess and evaluate** entrepreneurial opportunities arising from problems, emerging trends, market gaps and high-potential sectors.
3. **Generate and develop** original business ideas, products, services and concepts using creativity, innovation and problem-solving skills.
4. **Explain and apply** the processes involved in transforming entrepreneurial ideas into feasible and viable business concepts.
5. **Conduct and interpret** basic market, customer and competitor analyses to determine the feasibility and potential of prospective ventures.
6. **Develop and present** a preliminary business concept suitable for incubation, business pitching and consideration by potential investors or funding institutions.

7. **Identify, compare and evaluate** various sources of entrepreneurial finance available to micro and small enterprises and determine their suitability for different business needs.
8. **Explain and apply** the basic requirements and procedures for establishing, operating and managing micro and small enterprises.
9. **Apply appropriate entrepreneurial marketing principles and strategies** to promote products and services and reach target customers effectively.
10. **Demonstrate the use of e-commerce platforms and digital technologies** to support entrepreneurial activities, customer engagement and business development.
11. **Apply emerging technologies and digital solutions to improve entrepreneurial processes, products, services and business performance.**

## COURSE CONTENT

- **Opportunity Identification:**
  - Sources of business opportunities in Nigeria
  - Environmental scanning
  - Demand and supply gap/unmet needs/market gaps/Market Research
  - Unutilized resources
  - Social and climate conditions and Technology adoption gap
- **New business development:** business planning, market research
- **Entrepreneurial Finance:** Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organisations and Business plan competition
- **Entrepreneurial marketing and e-commerce:**
  - Principles of marketing
  - Customer Acquisition & Retention
  - B2B
  - C2C and B2C models of e-commerce
  - First Mover Advantage
  - E-commerce business models and Successful E-Commerce Companies
- Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model
- **Negotiation and Business communication:** Strategy and tactics of negotiation/ bargaining, Traditional and modern business communication methods

- **Opportunity Discovery Demonstrations:** Business idea generation presentations, Business idea Contest, brainstorming sessions, Idea pitching
- **Technological Solutions:**
  - The Concept of Market/Customer Solution
  - Customer Solution and Emerging Technologies
  - Business Applications of New Technologies – Artificial Intelligence (AI)
  - Virtual/Mixed Reality (VR)
  - Internet of Things (IoTs)
  - Blockchain
  - Cloud Computing
  - Renewable Energy and others. Digital Business and E-Commerce Strategies

| CATEGORY | DETAILS |
|---|---|
| **Core Competencies** | Opportunity identification, creativity and innovation, critical thinking, problem-solving, entrepreneurial thinking, financial literacy, digital literacy, market research, business planning, communication, negotiation, marketing, teamwork, decision-making, technological competence |
| **Core Values** | Creativity, innovation, integrity, accountability, resilience, self-reliance, responsibility, perseverance, adaptability, customer orientation, ethical entrepreneurship |
| **Pedagogical Approaches** | Case study, practical demonstration, experiential learning, project-based learning, problem-based learning, brainstorming, group work, market research, business simulation, idea pitching, digital pedagogy, Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) |
| **Learning Resources** | Business Model Canvas, sample business plans, market research tools, financial records/templates, case studies, digital devices, internet resources, e-commerce platforms, multimedia resources, AI and other emerging technology tools, National Curriculum for Basic Education. |
| **Assessment Methods** | Self-assessment, peer assessment, group assessment, business idea presentation, pitching, market research project, business plan/project, practical tasks, quizzes, assignments, continuous assessment |

## REFERENCES AND FURTHER READING

1. Udukeke, F.O (2023). *Venture Creation: Entrepreneurship Guide*.
2. Entrepreneurship and Venture Creation: Theory and Practice by Association of Business Specialists and Entrepreneurs of Nigeria. (ABSEN)
3. Olannye, P.O et al. (2018) *Basic Entrepreneurship: Small Business Management & Venture Creation.*
4. MIT Open Course ware: New Enterprises.
5. The Startup Owner's Manual Resource Repository.

PART II

# Curriculum Implementation Framework

Institutional structure, Teacher Educator Standards, mentoring, course credit system and assessment, quality assurance, Teaching Practice, official instruments and the Graduate Employability Tracking Framework

# Introduction

The National Commission for Colleges of Education (NCCE) is guided in all its activities by its vision to produce "well-motivated teachers with high personal and professional discipline, integrity and competence."

The National Policy on Dual Mandate in Colleges of Education and Implementation Guidelines establishes the framework for Colleges of Education in Nigeria to concurrently offer Nigeria Certificate in Education (NCE), Diplomas, Professional Certificates, Post-Graduate Diploma in Education, and Degree programmes, including seamless progression from NCE to degree programmes without mandatory university affiliation. Anchored on the Federal Colleges of Education Act No. 43 of 2023, the policy seeks to expand access to quality tertiary education, improve teacher quality and professionalism, optimise existing human and physical resources, reduce duplication between NCE and degree curricula, and strengthen the relevance and competitiveness of Colleges of Education. It assigns complementary regulatory responsibilities to the NCCE and National Universities Commission (NUC), requires Colleges to meet prescribed staffing, infrastructure, financial and curriculum standards before commencing degree programmes, and provides for phased, readiness-based accreditation, continuous professional development, ICT and AI integration, inclusive education, sustainable funding, monitoring through National Education Management Information System (NEMIS) and Teacher Management Information System (TMIS), risk management, and a 2026–2028 implementation work plan to guide nationwide implementation while preserving the core mandate of Colleges of Education to produce qualified teachers for Nigeria's basic education system.

In line with this vision and in pursuance of its mandate to maintain standards for Teacher Education at the sub-degree level, the NCCE has revised the existing NCE Teacher Education Programmes. In the revision, NCCE is guided by the need to provide effective teachers for all areas represented in Basic Education. Consequently, the following set of Teacher Education Programmes is for:

1. Basic,
2. Post-basic,
3. Tertiary, and
4. Skill certification.

In view of the fundamental transformation in Teacher Education introduced by the Dual Mandate, the NCCE, in collaboration with the NUC, reviewed the Implementation

Framework to guide Colleges of Education in effectively mounting and delivering NCE-Degree programmes, while ensuring harmonised curricula, prescribed standards, accreditation requirements, and quality assurance. The necessity of the reviewed Implementation Framework is predicated on:

i. The 'gap' between prescribed curriculum content and good curriculum practice. This is so because when the curriculum content is without an implementation guide, different lecturers and different NCE-Degree-awarding institutions may adopt different approaches, and this might be detrimental to the intended purpose and best practice in Teacher Education. Such a situation might crystallise into undesired outcomes.

ii. The need to prescribe standards and practical guidelines on what is expected to be done by administrators, teachers and students in the process of implementing the curriculum. It is believed that this will ensure that there is uniformity in practice across all the NCE-Degree-awarding institutions.

iii. The need for the National Commission for Colleges of Education to ensure that NCE-Degree-awarding institutions implement Standards for curriculum practice in the same way. It is expected that institutions adhere strictly to this Implementation Framework so that best practice in Teacher Education can be realised.

iv. The guidelines in the Framework can serve as standards for NCE-Degree-awarding Institutions to produce specific and measurable curriculum outputs. The attainment of these standards will form part of the normal Quality Assurance System the NCCE applies. First, NCE-Degree-awarding Institutions can use the Framework to evaluate themselves by assessing all the inputs, processes and outputs involved in their implementation of the curriculum. Second, the NCCE will also use this Framework to determine how well an NCE-Degree-awarding Institution is performing.

v. The Dual Mandate Teacher Education Programmes incorporate 'Teacher Standards'. These Standards have been developed through several Federal and State processes and represent a clear description of the knowledge, skills and attitudes a professional teacher should exemplify. As the Teacher Standards are an approved part of all Teacher Education programmes, it is necessary for NCE-Degree-awarding Institutions to comply with these new Standards and the assessment of student teachers should be guided by the Standards. Henceforth, assessment will not only look at the student teacher's mastery of the curriculum content but also look at whether he or she has imbibed the right knowledge, skills and attitudes that will make him or her the type of teacher the nation requires.

vi. The Implementation Framework is focused on institutional structure, Resource Development and Admission Procedure and Guidelines for Establishing New Academic Programmes and Institutions, Skill-gap Management and Institutional Linkages, Standards for Teacher Education and Professionalism, Course Credit System and Students' Assessment, Learning Opportunities and Mentoring, Quality Assurance and Teaching Practice.

# Institutional Structure, Resource Development and Admission

Teaching is a dynamic profession that requires continuous review to address contemporary issues and challenges. The public is of the view that there is a mismatch between the quality of education offered at the basic level and its role in the country. The reason for the mismatch may be accounted for in part by the fact that the existing NCE programmes are not tailored towards the production of teachers for the Basic Education levels and programmes such as Early Childhood Care Development and Education (ECCDE), Primary Education Studies, Adult & Non-Formal and Special Needs & Inclusive Education.

1. To produce effective career-focused teachers for these levels of education (Basic, Post-basic, Tertiary, and Skill certification), the NCCE has restructured its existing programmes to pay attention to producing teachers for Early Childhood Care Development and Education (ECCDE), Primary Education Studies, Adult & Non-Formal and Special Needs & Inclusive Education.

The new Teacher Education programmes in the 2026 Edition of the Dual Mandate (NCE-Degree-Awarding) Minimum Academic Standards will require a merger (where necessary) and unbundling of Schools and Departments that will accommodate the identified specialised teaching areas and programmes.

A new institutional structure of Schools and Departments has been designed for the NCE-Degree-awarding Institutions. The purpose of the restructuring is to enable the institutions to implement the new programmes. This would also promote the production of professional teachers for each of the different levels of Education.

The NCE-Degree-awarding institutions shall have one or more of the following Schools and Departments. Each NCE-Degree-awarding institution is expected to identify and establish the Schools in line with the Dual Mandate requirements.

The established structure in Colleges of Education and other NCE-Degree-awarding institutions shall be:

1) School of Arts and Languages Education
2) School of Business Management Education
3) School of Foundation and Lifelong Education
4) School of Computing Education

5) School of General Education and General Studies Education
6) School of Science Education
7) School of Social Sciences
8) School of Special Needs and Inclusive Education
9) School of Technology Education
10) School of Vocational Education

***Note:*** *Additional schools and programmes, apart from those above, shall be approved by the NCCE in line with the Dual Mandate requirements as the need arises.*

## Schools and Departments in Conventional Colleges of Education

### 1. School of Arts and Languages Education

a. Arabic Studies
b. English and Literary Studies
c. French
d. Hausa
e. Igbo
f. Yoruba
g. History and International Studies
h. Music
i. Theatre and Creative Arts
j. Other Nigerian Languages

### 2. School of Business Management Education

a. Accounting Education
b. Business Administration
c. Entrepreneurship Studies
d. Marketing
e. Office Technology and Management

### 3. School of Foundation and Lifelong Education

a. Adult and Non-Formal Education
b. Early Childhood Care Development and Education
c. Primary Education

### 4. School of Computing Education

a. Computer Science
b. Artificial Intelligence and Robotics
c. Data Science and Analytics
d. Networking and Cybersecurity
e. Software and Web Development

### 5. School of Education and General Studies Education

a. Curriculum and Instruction
b. Educational Foundations
c. Educational Psychology and Counselling
d. Educational Technology
e. Centre of Educational Technology (CET)
f. Teaching Practice Unit

### 6. School of Science Education

a. Integrated Science
b. Biology
c. Chemistry
d. Environmental Studies
e. Health Education Studies
f. Human Kinetics
g. Mathematics
h. Physics

### 7. School of Social Sciences Education

a. Christian Religious Studies
b. Economics and Public Finance

c. Geography and Environmental Sustainability
d. Islamic Studies
e. Library and Information Science
f. Political Science and Diplomacy
g. Social Studies and Civic Education

### 8. School of Special Needs and Inclusive Education

a. Education for Gifted and Talented Learners
b. Education for Learners with Communication and Behaviour Disorders
c. Education for Learners with Hearing Impairment
d. Education for Learners with Intellectual Disabilities
e. Education for Learners with Learning Disabilities
f. Education for Learners with Physical and Health Impairment
g. Education for Learners with Visual Impairment
h. Rehabilitation Education
i. Special Needs Education

### 9. School of Technology Education

a. Automobile Technology
b. Building Technology
c. Electrical and Electronic Technology
d. Mechanical Technology
e. Wood Technology

### 10. School of Vocational Education

a. Agribusiness
b. Animal Production
c. Crop Production
d. Fine and Applied Arts (Graphics, Ceramics, Sculpture and Painting & Artistry)
e. Clothing and Textile
f. Food and Nutrition
g. Home Management

h. Family and Child Development

i. Hospitality Management

### Note

i. All the programmes are double-major programmes, except Adult Education and Special Needs Education, which are single-major programmes because they are combined with a teaching subject.

ii. Adult Education Courses are to be combined with teaching subjects. To achieve this, students are to take 20 units for NCE and 27 units for Degree from the core courses.

iii. Staff who are to teach courses in the Department of GSE should be domiciled in their various departments of speciality and shall only be required to handle courses as lecturers in GSE.

iv. Each School is to be headed by a Dean and deputised by a Deputy/Sub Dean

v. Each department is to be headed by a Head of the Department

vi. Colleges using **Arabic** as the language of instruction **(Arabic Medium)** for Islamic Studies are to use the Arabic version of the relevant curriculum.

vii. Proprietors are at liberty to choose their programmes of interest. Details of academic offerings and other programmes are available at the National Commission for Colleges of Education.

## Approved General Studies Courses

a) General English I

b) Introduction to Library Studies

c) Family Life, Human Trafficking & Emerging Issues

d) English Proficiency for Teachers

e) Digital Literacy & AI for Educators

f) Media and Information Literacy I

g) General English II

h) Introduction to Foundational Literacy

i) Media and Information Literacy II

j) Introduction to Foundational Numeracy

k) Entrepreneurship and Green Skills

l) Global Citizenship Education and Political Economy

m) Peace and Conflict Resolution

n) Venture Creation

### Directorates

NCE-Degree-awarding institutions should have the following **Academic** Directorates, among others:

a) Directorate of Teaching Professionalism and Mentoring

b) Directorate of Career Services Centre

c) Directorate of Academic Planning

d) Directorate of Quality Assurance.

e) Directorate of Consultancy Services

f) Directorate of Education Support Services

g) Directorate of Information and Communication Technology (ICT)

h) Directorate of Skills Development and Linkages

i) Directorate of Continuing Education

j) Directorate of Research and Innovations

k) Directorate of Grants, Partnerships and Resource Mobilisation

***Note**:*

1. Colleges using Arabic as a Medium of Instruction shall use Arabic as a language of curriculum and instructional delivery only in that programme.
2. All Directorates shall be headed by a Director who shall be a Chief Lecturer/ Professor.
3. The Director shall be appointed by the Provost.
4. There shall be Deputy Director (s) for each Directorate.
5. Deputy Director (s) shall **not** be below the rank of a Senior Lecturer

## Colleges of Education (Technical)

### 1. School of Education

Departments as in a conventional College

### 2. Directorates

As in a conventional College

### 3. School of Vocational Education

As in a conventional College

### 4. School of Business Management

As in a conventional College

### 5. School of Technology Education

As in a conventional College

### 6. School of Science Education

As in a conventional College

### 7. School of Childhood, Primary and Adult Education

As in a conventional College

### 8. School of Special Needs and Inclusive Education

As in a conventional College

## Colleges of Education (Special)

### 1. School of Arts and Language

Departments and subject combinations as in a Conventional College

### 2. School of Education

Departments as in Conventional Colleges of Education

### 3. Directorates

As in a Conventional College

### 4. School of Language Education

Departments and subject combinations as in Conventional Colleges of Education

### 5. School of Science Education

Departments and subject combinations as in Conventional Colleges

### 6. School of Technical and Vocational Education

Departments and subject combinations as in Conventional Colleges of Education

### 7. School of Special Needs Education

Departments of:

i. Education for Gifted and Talented Learners
ii. Education for Learners with Communication and Behaviour Disorders
iii. Education for Learners with Hearing Impairment
iv. Education for Learners with Intellectual Disabilities
v. Education for Learners with Learning Disabilities
vi. Education for Learners with Physical and Health Impairment
vii. Education for Learners with Visual Impairment
viii. Rehabilitation Education

### 8. School of Childhood, Primary and Adult Education

a. Adult and Non-Formal Education
b. Early Childhood Care Development and Education
c. Primary Education

## Approved Subject Combinations for School of Special Education

Special Needs and Adult Education Courses are to be combined with teaching subjects. To achieve this, students are to take 20 units for NCE and 27 units for Degree from the core courses/subjects as in conventional Colleges.

# Structure and Functions of the Directorates

## 1. Directorate for Continuing Education

### Structure

i. Director
ii. Deputy Director (s)
iii. Administrative and Clerical Officers

### Functions

### Director

i. Shall be responsible to the Provost
ii. Shall be the head of the Directorate
iii. Shall supervise all staff of the Directorate
iv. Shall be a member of the Academic Board

### Deputy Directors

The Deputy Directors shall assist the Director in his/her responsibilities

### Examination Officers in Directorate of Continuing Education

There shall be an Examination Officer for each course being run under the Continuing Education Directorate.

## 2. Directorate of Information and Communication Technology (ICT)

i. Director
ii. Deputy Director
iii. Head of units as may be required

### Functions

### (a) Director

i. Shall be responsible to the Provost
ii. Shall be the head of the Directorate
iii. Shall supervise all staff of the Directorate

iv. Shall oversee all ICT-related activities

v. Shall be a member of the Academic Board and Admission Committee

### (b) Deputy Director

Shall assist the Director in his/her responsibilities

### 3. Directorate of Entrepreneurship, Skills Development and Linkages

i. Director

ii. Deputy Director

iii. Units as may be required

### (a) Director

i. Shall be responsible to the Provost

ii. Shall be the administrative head of the Directorate

iii. Shall establish skill gap needs for programmes offered by the college

iv. Shall perform any ancillary function related to the mandate of the directorate.

v. Shall be a member of the Academic Board

### (b) Deputy Director

Shall assist the Director in discharging the functions of the office

### 4. Directorate of Quality Assurance

i. Director

ii. Deputy Director

iii. A Committee which shall comprise the Director, Deputy Director and Representatives of the Registry, Bursary, Works and Services, Student Affairs, Student Union, Staff Unions, Schools.

### Functions

i. Shall maintain an internal quality self-assessment process for submission to management and NCCE.

ii. Shall monitor the process of NCCE/NUC accreditation exercise

iii. Shall ensure quality and excellence in all activities of the college

iv. Shall develop, apply and review quality benchmarks/parameters for various academic programmes and administrative activities of the College

v. Shall facilitate the creation of a learner-centred environment, conducive to quality education and academic staff professional growth

vi. Shall provide a feedback mechanism for students, parents and other stakeholders on quality-related issues.

vii. Shall disseminate information on various quality parameters of teacher education

viii. Shall organise inter- and intra-institutional workshops and seminars on quality-related issues

ix. Shall document all activities/programmes that lead to quality improvements

x. Shall serve on the Academic Board, monitor teaching practice/SIWES, monitor MIS directorate, monitor examination, monitor result collation, Continuous Assessments and coordinate work ethics.

### 5. Directorate of SIWES

i. Director

ii. Representatives of participating schools

iii. Administrative Staff

### a) Director

i. Shall be responsible to the Provost

ii. Shall oversee monitoring of SIWES selection processes, postings, monitoring of students on SIWES, supervisors, and final reports/results of SIWES

### 6. Coordinator of Acculturation

i. Shall be appointed by the Provost

ii. Shall mobilise students for acculturation

iii. Shall organise all acculturation activities

### 7. Directorate of Academic Planning

i. Director

ii. Deputy Director

### a) Director

i. Shall be responsible to the Provost
ii. Shall be the Administrative Head of the Directorate
iii. Shall guide the development of academic programmes of the college
iv. Shall coordinate the NCCE/NUC accreditation exercise
v. Shall superintend the conception of the school calendar and secure relevant approvals before making it public
vi. Shall advise on needed infrastructural development that can support academic programmes of the college
vii. Perform any other academic assignment given by the Provost as might be determined from time to time

b) Deputy Director

Shall assist the Director in all his responsibilities.

## 8. Directorate of Consultancy Services

i. Director
ii. Deputy Director
iii. Head of Revenue
iv. Head of Administration
v. Head of Marketing
vi. Head of Production
vii. Head of Training

### a) Director

i. Shall be responsible to the Provost
ii. Shall be the Administrative head of the Directorate
iii. Shall figure out areas of comparative advantage that the College can provide consultancy services in
iv. Shall conduct feasibility studies for purposes of rendering services
v. Shall perform any other function ancillary to his duties as might be determined from time to time

### b) Deputy Director

Shall assist the Director in all his responsibilities

### c) Head of Revenue

i. Shall oversee IGR of the Directorate
ii. Shall be responsible for accounting records of the Directorate
iii. Shall advise the Director on financial matters

### d) Head of Administration

i. Shall be responsible for advising the Director on administrative matters
ii. Shall be responsible for all administrative activities of the Directorate

### e) Head of Marketing

i. Shall be responsible for marketing the products of the Directorate
ii. Shall liaise with potential IGR sources

### f) Head of Production

Shall be responsible for the production work of the Consultancy Services

### g) Head of Training

Shall be responsible for trainings, consultations with UBEC and other relevant agencies.

## 9. Directorate of Teacher Professionalisation and Mentoring

i. Director
ii. Deputy Director
iii. Head of Teacher Professionalisation
iv. Head of Mentoring

### a) Director

i. Shall be responsible to the Provost
ii. Shall be the Administrative head of the directorate
iii. Shall be a member of the Academic Board

### b) Deputy Director

Shall assist the Director in all his/her responsibilities

### c) Head of Teacher Professionalisation

Shall be responsible for all matters relating to teacher professionalisation

### d) Head of Mentoring

Shall be responsible for all matters relating to staff and student mentoring

## 10. Directorate of Career Service

a. Director
b. Deputy Director
c. Head of Units
i. Shall be responsible for coordinating Career Guidance for students
ii. Shall coordinate students' employability and skills development activities
iii. Shall organise Internship/Placement and industry linkages for students
iv. Shall ensure open linkages to student exchanges.

## 11. Directorate of Research and Innovation

The Directorate of Research and Innovation serves as the central coordinating body responsible for:

i. Promoting a vibrant research culture
ii. Driving innovation and commercialisation
iii. Ensuring research quality and ethics
iv. Mobilising research funding
v. Journal and book publications
vi. Linking research to societal and industry needs

### Director

i. Reports to the Provost, through the Deputy Provost Academics
ii. Implements and enforces the College's research policies
iii. Provides leadership and supervision to team members
iv. Oversees research fund utilisation

v. Champions commercialisation of research findings

### Deputy Director

Shall assist the Director in his/her responsibilities

## 12. Directorate of Grants, Partnerships and Resource Mobilisation

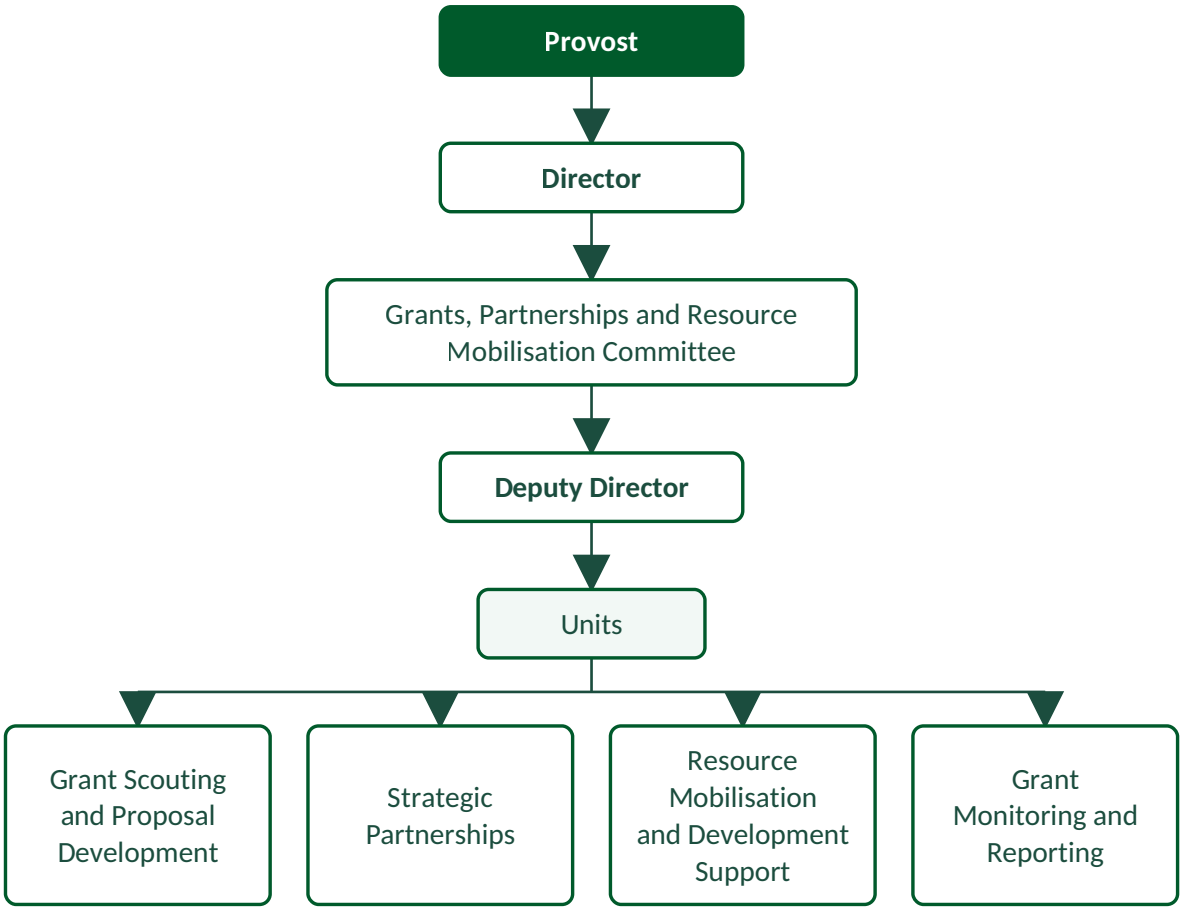
### Mandate of the Directorate

The Directorate of Grants, Partnerships and Resource Mobilisation shall coordinate the identification, development, acquisition and management of external funding opportunities and strategic partnerships to support the College's academic, research, infrastructural and community development objectives.

There shall be a committee, comprising Academic Planning, Quality Assurance, Research and Innovation, Academic Departments, Bursary, Works, Registry, Purchasing and Physical Planning units, to collaborate, align and prioritise funding needs and identify funding agencies relevant to each unit.

The directorate shall serve as the institutional coordinating unit for grant scouting, donor engagement, proposal development, partnership development, resource mobilisation and monitoring of externally supported initiatives, in collaboration with relevant academic departments, directorates and administrative units.

### Organogram




*Organogram of the Directorate of Grants, Partnerships and Resource Mobilisation*

## Director

A Chief Lecturer/Professor with strong professional standing and integrity.

The Director should possess strong strategic, analytical, communication and relationship-management skills, as well as the ability to coordinate multidisciplinary teams.

## Functions of the Directorate

1. Grant Scouting and Opportunity Identification

Systematically identify, monitor and publicise available funding opportunities from Government Agencies, Non-Governmental Organisations (NGOs), International Development Partners, Foundations, Corporate Bodies and other legitimate funding sources.

2. Funding Opportunity Analysis

Screen available opportunities and assess their relevance to the College's strategic priorities, eligibility requirements, funding limits, institutional capacity and anticipated benefits.

3. Grant Proposal Development and Coordination

Coordinate the preparation of competitive grant applications in collaboration with departments, researchers, project teams and relevant administrative units, without prejudice to their statutory functions.

4. Strategic Partnership Development

Establish and maintain productive relationships with funding agencies, government institutions, industries, NGOs, foundations, research institutions and development partners.

The objective should be to develop long-term collaborations that produce funding, technical assistance, research opportunities, training, equipment and other institutional benefits.

5. Donor Identification and Engagement

Develop a structured approach to identifying potential donors and maintaining relationships with them. This should include donor mapping, stakeholder engagement, institutional capability statements, project concept notes, follow-up correspondence and regular communication concerning the College's priorities and achievements.

6. Partnership Agreements and Memoranda of Understanding

Coordinate the development, documentation and monitoring of institutional partnerships and memoranda of understanding, in collaboration with the Legal Unit and other relevant units.

7. International Collaboration and Development Partnerships

Identify opportunities for international collaboration in teacher education, research, digital learning, technical and vocational education and institutional capacity development.

8. Industry, Alumni and Private-Sector Engagement

Develop relationships with industries, alumni, entrepreneurs and private-sector organisations to mobilise resources and create opportunities for students and staff. Activities may include industry-sponsored laboratories, equipment donations, scholarships, practical training and staff development.

9. Grant Compliance and Institutional Coordination

Coordinate with the Bursary, Procurement, Internal Audit, relevant project managers and other authorised units to ensure that successful grants are administered in accordance with their conditions. The Directorate should maintain a record of grant agreements, approved budgets, milestones, reporting deadlines and required deliverables. It should not independently assume financial custody or override the statutory responsibilities of the Bursary, Procurement or Internal Audit.

10. Monitoring, Evaluation and Reporting

Monitor the progress and performance of externally supported projects in collaboration with the implementing units. Periodic reports should be submitted to Management and other appropriate institutional authorities.

11. Advisory Services to College Management

Advise Management on emerging funding opportunities, donor priorities, partnership risks, institutional readiness and resource mobilisation strategies.

**NOTE:** There shall be an adequate complement of non-teaching staff for all Directorates.

## Teaching and Non-Teaching Staff Ratio

The approved Teaching to Non-Teaching staff ratio is 70% teaching staff to 30% non-teaching staff

## Certification

At the end of the training, all NCE-Degree-awarding institutions shall award Certificates in the following specialised focal areas:

(i) Nigeria Certificate in Education in Approved programmes

(ii) Bachelor's Degree in Approved programmes

(iii) Post-Graduate Diploma in Education

(iv) National Skills Qualification (NSQ)

# Procedure and Guidelines for Establishing New Academic Programmes

## Procedure for Obtaining Approval to Establish NCE-Awarding Institutions

Approval to establish an NCE-awarding institution shall be granted only when there is evidence that there is a library, administrative facilities and adequate resources on the ground to teach all the courses in the discipline of specialisation and General Studies. The procedure for obtaining approval to establish an NCE institution shall consist of the following:

i. Submission of Application Form

ii. An application form shall be submitted to the Executive Secretary, National Commission for Colleges of Education (NCCE) with the following documents:

iii. A properly laid out Academic brief describing the business concept, vision, mission, profiles and experience of promoters and management teams, target market, financial structure including evidence of start-up capital, operational plan, key risks and mitigants, preferred location and any other information that will be useful in assessing the viability of the proposed institution.

iv. In addition, the following documents shall be included in the proposal:

   a. Curriculum (if different from NCE Minimum Standards) demonstrating creativity, innovation and link with market economy.

   b. Information on school leadership with a proven track record.

   c. Number and list of full-time and part-time qualified instructors/lecturers.

   d. Information on learning environment, resources, facilities and equipment to be made available.

   e. Systems and structures for measuring impact.

   f. Evidence that more institutions of the type and level are required in the economy.

   g. Evidence of human resources available to the proprietor for the past three years.

   h. A tax clearance certificate for the past three years.

   i. An audited financial statement and/or bank statement.

   j. Evidence of registration of the Institution with Corporate Affairs Commission (CAC).

## Analysis of Application and Inspection Visit

The Academic brief and the attached documents shall be analysed by NCCE. A team of specialist staff of NCCE and Resource Persons shall visit the site of the proposed institution to confirm the correctness of the submissions made by the prospective proprietor, after paying the prescribed amount to NCCE's Account. The team shall pay attention to the following:

i. the proposed curriculum of the institution;
ii. the physical facilities: offices, classrooms, workshops, farm laboratories, studios and library (as appropriate) for the proposed programmes to be offered by the institution, their adequacy, size of classes proposed, environment, and the complement of equipment required;
iii. adequacy of financial resources to support capital and recurrent expenditure;
iv. availability of human resources: administrative, teaching and support staff in quality, number and mix for the programme to be mounted in the first and second years of existence of the institution.
v. the institution's library shall be well-furnished and stocked with relevant books and non-book items, for the proposed programmes and adequate space to accommodate its readership; and
vi. availability of regular water and power supplies.

## Recommendations to the Governing Board of NCCE/HME

The report of the inspection shall be considered by NCCE along with the Academic Brief in relation to meeting the provisions of the Education (National Minimum Standards and Establishment of Institutions) Act 30 of 2022. The recommendation of NCCE shall then be submitted to the Honourable Minister of Education for licensing the institution to operate.

## Governing Board of NCCE/HME's Decision

If the application to establish the institution receives the approval of the Governing Board of NCCE/Honourable Minister of Education (HME), the institution shall be listed as licensed to operate in Nigeria. The Federal Ministry of Education/ Governing Board of NCCE shall inform the proprietor of the outcome of his application through NCCE.

### Re-Submission of Application

Where the application is unsuccessful, the letter to the proprietor shall state reasons for denying the approval. The proprietor shall re-apply for approval to run or establish the institution after remedying all the deficiencies highlighted in the earlier report.

### Academic Brief

A properly laid out academic brief should contain business concept, vision, mission, profiles and experience of promoters and management team, target market, financial structure including evidence of start-up capital, operational plan, key risks and mitigants, preferred location and any other information that will be useful in assessing the viability of the institution.

The academic brief shall contain the following:

a. A well-articulated academic brief showing the programmes to be offered and student enrolment by each year in the next 5–10 years;
b. A well-articulated Master Plan showing a clear description of the physical structure of the campus and relative to the academic development plans of the institution;
c. Audited financial report or a certified bank statement of account showing the financial position and capability of the prospective proprietor;
d. Tax clearance certificate of the proprietor for the past three (3) years;
e. Evidence of human resources available to the proprietor;
f. Information on school leadership with proven track record of experience;
g. System and structure for measuring impact of academic, administrative and financial activities;
h. Evidence that more institutions and programmes of such type and level are required in the economy;
i. Evidence of registration with CAC or Enabling Act, Edict or Bye-Law;
j. Evidence of ownership of at least twenty-five (25) hectares of land or evidence of long lease agreement of at least 5–10 years.

## Procedure and Guidelines for Commencing Degree Programmes

Prior to the commencement of degree programmes in any COE, without prejudice to the maturity period, a COE shall make a formal application with specific education

programmes to NCCE. NCCE shall determine the prima facie qualification and readiness of the COE and make appropriate recommendations to NUC for further processes. This is to eliminate the possible practice of obtaining approval for non-education programmes in the COEs.

Only institutions meeting the prescribed human, infrastructural, and financial thresholds shall be granted operational approval. The NCCE shall specifically verify:

i. Adequacy of academic staff strength and qualification mix against the staffing thresholds set out by NUC;
ii. Availability and condition of laboratories, libraries, ICT facilities, and lecture-hall capacity relative to projected degree enrolment;
iii. Existence of an approved, harmonised curriculum for each proposed degree programme; and
iv. Institutional financial capacity to sustain the programme without compromising core NCE delivery.

## Organisation, Management and Governance

A Constitution or Bye-law or some equivalent instrument or means shall exist to spell out the authority and responsibilities of each organisational component of the institution – Governing Council, College Management, Academic Board, Works and Services, etc. together with the process by which they function and interrelate. Provisions for the delineation of roles, authority and responsibilities to the staff shall be depicted in a table or organisational chart which represents the actual working order of the proposed institution. The administrative structure of the institution shall be like what is obtainable at government-owned institutions. Rules and regulations shall not conflict with the conventional responsibilities in academia.

## Governing Council

The proprietor shall appoint a Governing Council which shall be the overall policy-making body of the institution. The composition of the council shall include representatives of the proprietor, Ministry of Education (State or Federal), National Commission for Colleges of Education, Employers and professional registration council/association related to the disciplines offered, the Provost, one (1) Deputy Provost, two (2) representatives of the Academic Board, four (4) representatives from the College Congregation (2 academic

and 2 non-teaching staff). One (1) representative of alumni, with the Registrar as Secretary.

***Note**: There can be variations in membership depending on the proprietorship of the institution.*

## Academic Board

There shall be an Academic Board whose main function shall be taking decisions on academic matters. The composition shall include the Provost as Chairman, the Deputy Provosts, Dean of Students' Affairs, Dean of the Schools, Academic Directors, Heads of Academic Departments, Chief lecturers/Professors, two (2) representatives of the Academic Staff Union and the College Librarian and Registrar as Secretary.

## Administration of the Institution

There shall be appointed to run the institution a Provost (or its equivalent) and other principal officers such as, the Registrar, Bursar, and the Librarian. The Provost of an institution shall hold a Ph.D. degree and professional qualification in one of the disciplines offered in the institution; shall be a Chief Lecturer/Professor of at least five (5) years and shall have cognate industrial work/teaching/administrative experience. The candidate shall show evidence of scholarship such as publications and research activities in both his/her discipline and higher education. The Provost shall have a teaching qualification and be registered with the Teachers Registration Council of Nigeria.

## Teaching Staff

There shall be available to the proposed programmes a full complement of teaching staff number and mix required to teach all the courses listed in the curriculum. The number and mix of teaching staff shall be in line with the NCCE/NUC criteria. On average, a minimum of six core and permanent staff. The number excludes teaching staff for General Studies and other service courses taught by other departments. Generally, teaching staff is expected to teach for a minimum of 8 contact hours per week. Where necessary, part-time or adjunct lecturers shall be engaged to cover some of the periods. The minimum qualification for any lecturer in an NCE-degree-awarding institution shall be a master's degree. However, a holder of a first degree not below Second Class (Lower Division) can be employed in training positions as an assistant lecturer. In all cases, before they get their

first promotion, they must have full membership of a professional body in the discipline they teach, acquire a teaching qualification and must be registered with the Teachers' Registration Council of Nigeria (TRCN). All academic staff must have evidence of digital literacy from a recognised institution.

## Non-Teaching Staff

There shall be a full complement of Administrative, Professional and Technical staff. For science and other programmes, each of the laboratories, workshops and ancillary facilities shall be fully staffed with at least a Secretary, Technologist, Technician, Office Assistants, Laboratory Attendant and Cleaners.

## Physical Facilities

### a. Laboratories

There shall be adequate number and types of laboratories available for the programme (s) to be offered. Where the department is to share existing laboratories with other departments, adequate arrangements shall be made to accommodate all the courses to be taught. The tools, instruments and equipment listed for each laboratory in the NCE-Degree Minimum Academic Standards shall be provided, installed and commissioned before the approval inspection takes place and before the first set of students are admitted. In all cases, care shall be taken to ensure that the programmes do not over-stretch the available facilities.

### b. Workshops/Studios

An adequate number and size of workshops/studios to sustain an initial intake of 30 students in each of the three years of the programme shall be available. The hand and machine tools and equipment required for the programme shall be available, installed and commissioned before the approval inspection visit. The list of workshops, studios and minimum equipment required for each programme is contained in the NCE-Degree Minimum Standards Curriculum released by NCCE.

### c. Classrooms/Lecture Theatres

Adequate number of classrooms/lecture theatres shall be available for the programme. Ideally, at least five classrooms, each fully equipped to seat not less than thirty (30) Students at a time, shall be available to each programme. Where classrooms are centrally

allocated to the various courses, care shall be taken to ensure that all courses are included in the schedule for the number of contact hours specified.

### d. Library

The library of the institution shall have a seating capacity for at least one quarter of the readership at a time and shall be able to provide all the basic services that institutional and departmental libraries require with a minimum student-to-book ratio of 1:10. Text and reference books, journals, reading and non-book materials in the disciplines to be offered shall be provided in quantity and mix that will provide adequately for all students to be enrolled.

## Virtual Library

A virtual library is also necessary. The college and department should leverage available technology to put in place rich databases and other electronic/digital library and information resources covering all programmes. A well-networked digital library should serve the entire college community. Availability of wireless facilities (Wi-Fi) with adequate bandwidth should enhance access to these electronic resources. In any case, there should be internet-ready workstations in the library for at least 25% of students enrolled in each academic programme. The funding of the library should be in line with the NCCE/ NUC guidelines.

### e. Staff Offices

Offices shall be available for all teaching staff of the programme. Each department shall have well-furnished offices for the Head of Department and other officers (Administrative and Clerical officers) in the department. Senior Lecturers and above shall have well-furnished individual offices with computers, printers, air conditioners, file cabinets, bookshelves, refrigerators, toilet facilities, etc. The non-teaching staff should also be adequately accommodated. All staff offices shall be interconnected.

### f. Welfare Facilities

Colleges shall provide adequate welfare facilities for both staff and students. For students, these shall include cafeteria, health and recreational facilities, and hostel. For all Teaching and Non-Teaching staff, these include staff housing, health and recreational facilities, and provisions for pensions and gratuities.

### g. Municipal Facilities

Regular power or solar energy, gas and water supplies shall be available for the laboratories, workshops, studios, resource rooms, fire safety and emergency services, recreational facilities, toilets and sanitation facilities, waste collection and disposal services, road network and other facilities for the college.

### h. Finance

Colleges shall be adequately funded to meet capital and recurrent expenditure needs of the college. Adequate consumables shall be on the ground for students' practical. There should be adequate funding for science and technology-based programmes. In both cases, colleges shall make provision for maintaining small tools/equipment in the workshops, laboratories and classrooms. Major repairs shall be funded from capital/recurrent grant as appropriate.

## Admissions

### Introduction

Each programme has its own unique features and demands. These unique features and demands are properly articulated in the introductory pages to each programme in the relevant booklets. Requirements that are common to all the subjects are set out below:

### General Admission Requirements

a. A senior secondary school certificate (SSC) WAEC, NECO or GCE 'O' Level, NABTEB, and equivalent certificates with four (4) Credits at not more than two sittings. Two of the credits must be relevant to the course the candidates wish to offer. Credits in English and/or Mathematics may be required in some courses to meet departmental requirements. NBAIS for those doing Arabic and Islamic studies only.

b. A Grade II Teacher's Certificate (TC II) with credit or merit in five subjects, two of which must be relevant to the course that the candidate wishes to offer. Credit/merit in English Language and/or Mathematics may be a requirement in some courses.

c. Successful candidates in the Pre-NCE final examinations who, in addition to fulfilling the 'O' Level requirements of 4 credit passes as stated in (a) above, have satisfied the JAMB requirement for admission.

d. In addition to other requirements, all candidates shall fulfil admission requirements in line with JAMB guidelines.

### Course Requirements

a. The Education and General Studies Courses are compulsory for all registered students in the NCE-Degree programmes.

b. All registered students must submit a supervised project before graduation. The project may be written in Education or any of the student's special areas. (This is without prejudice to long essays or seminar papers that may be required by some departments.) Three copies of projects, typed, double-spaced and bound (hard cover) together with soft copy of each completed project, shall be submitted by each student before graduation. The credits earned shall be recorded under EDU 321 and EDU 500 for the NCE and Degree programmes respectively.

c. Classroom observation should be carried out in the Demonstration School of the College. Teaching Practice is compulsory for both NCE and Degree students, and it shall last for one semester (NCE) and 12 weeks for Degree, with each carrying 6 credit units. Colleges are free to make their own arrangements for Teaching Practice. The credits earned shall be recorded under EDU 311 and EDU 501 as the case may be.

d. A supervised mentoring programme is compulsory for all students registered for NCE-Degree programmes in any Dual Mandate institution.

e. Industrial Attachment or SIWES is compulsory for all students registered for courses in Vocational, Technology, Theatre Arts, Music, Computing courses, Adult & Non-Formal Education and other courses approved by the NCCE. This is for a minimum of 16 weeks with 2 credit units.

f. Acculturation/Language Immersion Programmes are compulsory for all students offering Arabic, French and Nigerian Languages at the officially designated centres for a period of twelve (12) weeks or any other acceptable institution within or outside the country.

## Guidelines for the Appointment of Deans and Heads of Departments

### a) Deans of Schools

#### i) Eligibility

The Dean of a School shall be elected. To be eligible for this election, the officer shall not be below the rank of Chief Lecturer/Professor.

***Note**: In the absence of a Chief Lecturer/Professor, the Provost can appoint the most senior Lecturer in the school in an acting capacity for a duration of one year and renewable for another one year.*

### ii) Tenure

The Dean shall hold office for 2 years from the date of his/her election unless the person resigns, but shall be eligible for re-election for a second and final term. He/she should leave office for at least two years before re-contesting for the position.

## b) Head of Department

### i) Eligibility

The HOD shall be elected. To be eligible for election, the officer shall not be below the rank of Principal Lecturer. Where there is no qualified staff for this position, the most senior academic staff can be appointed in an Acting capacity until a qualified person is available.

### ii) Tenure

The HOD shall hold office for 2 years from the date of his/her appointment or until the person resigns, but shall be eligible for re-appointment for a second and final term. However, if there is no eligible officer, the most senior lecturer in the department shall be appointed as an acting HOD by the Provost for a tenure of one year, which is renewable for another one year.

# Skill-Gap Management and Institutional Linkages

The National Commission for Colleges of Education advocates a collaborative approach to curriculum development that brings together all stakeholders in the curriculum implementation and utilisation chain for purposes of curriculum evaluation and review. This approach requires that adequate feedback comes from stakeholders such that the outcome of any curriculum review process meets the market and individual needs of the clientele as well as national aspirations. This approach to curriculum development requires that NCE-Degree awarding institutions obtain requisite information on how well their graduates are doing on the job and what is required to improve their job performance. However, over the years, it has been observed that NCE-Degree-awarding institutions do not do enough to follow up with their graduates so that they can contribute to the curriculum review process based on empirical data.

As part of the implementation of the 2026 edition of the Dual Mandate curriculum, NCCE shall monitor institutional linkages with a view to utilising the data on how well graduates of institutions are doing in their chosen areas of human endeavour for accreditation status. To ensure that decisions about programmes' relevance to society have an empirical basis, NCE-awarding institutions are directed to conduct regular labour market information surveys covering all disciplines studied in their respective institutions. In addition, quality tracer study reports shall be required and would significantly account for the scores each NCE-awarding institution shall receive during external quality assurance processes.

To ensure that relevant data informs upcoming curriculum reviews by the NCCE, all NCE-Degree awarding institutions are directed to establish a directorate of skill development and linkages that shall provide required direction for Dual Mandate Curriculum. The directorate shall be responsible for establishing skill requirements in programmes offered by the institution. Detailed functions of the directorate follow.

## Functions of Skill-Gap Management and Institutional Linkage Directorate

The functions of the Directorate are to:

a. Identify and document the skills required for competent and employable teachers;
b. Compile and update the database of all NCE graduates regarding their career progression;

c. Conduct a survey of market needs of NCE graduates from time to time;

d. Organise advocacy, sensitisation and mobilisation programmes for the inculcation of appropriate skills in NCE-Degree Graduates;

e. Establish and maintain a linkage with employers of labour for exchange of ideas to determine the needs and the relevance of the skills acquired by NCE-Degree Graduates;

f. Involve employers of labour for the purpose of determining the demands of the labour market as well as national aspiration;

g. Collaborate with internal and external support agencies and institutions; and

h. Conduct follow-up or tracer studies to determine observed skill-gap issues among the institution's graduates.

### Tracer or Follow-up Studies shall report on

a. Resource management skills of the NCE-Degree Graduates;

b. Evaluation/Assessment skills of the NCE-Degree Graduates;

c. Workplace partnership and/or team spirit of the NCE-Degree Graduates;

d. NCE-Degree Graduates' industrial skills;

e. NCE-Degree Graduates' entrepreneurship skills;

f. NCE-Degree Graduates' social skills;

g. NCE-Degree Graduates' Computer /ICT skills;

h. NCE-Degree Graduates' Team-teaching skills;

i. NCE-Degree Graduates' Oral and written communication skills;

j. NCE-Degree Graduates' Listening skills;

k. NCE-Degree Graduates' Project management skills;

l. NCE-Degree Graduates' problem-solving skills;

m. NCE-Degree Graduates' adaptation to work environment and dress code;

n. NCE-Degree Graduates' assimilation of work-based experience;

o. NCE-Degree Graduates' awareness of local and global issues, particularly in their subject areas;

p. NCE-Degree Graduates' leadership skills;

q. NCE-Degree Graduates' ability to take corrections;

r. NCE-Degree Graduates' ability to perform assigned tasks correctly;

s. NCE-Degree Graduates' soft/interpersonal skills;

t. NCE-Degree Graduates' competency in the delivery of subject matter (theory and practice) skills;

u. NCE-Degree Graduates' reading skills;

v. NCE-Degree Graduates' cognitive skills;

w. NCE-Degree Graduates' subject-specific skills as needed in various school subjects; and

x. Any other information relevant to determining suitability of NCE-Degree Graduates in the world of work.

## Structure of the Directorate of Skill Development and Linkages

There shall be a Director and four Deputy Directors in the directorate. The Deputy Directors shall be:

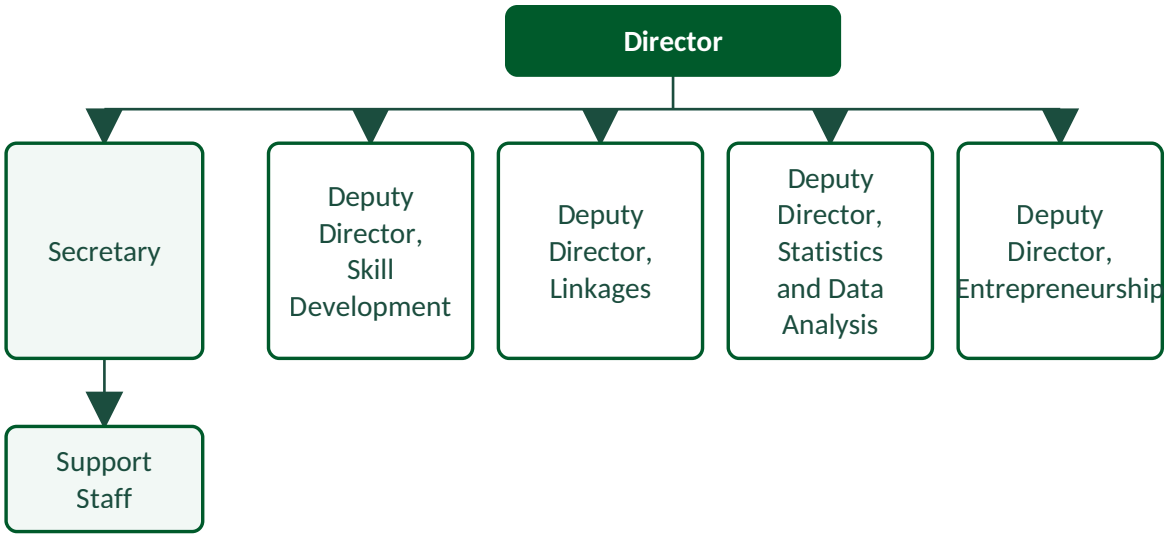
a. Deputy Director, Skill Development;

b. Deputy Director, Entrepreneurship;

c. Deputy Director, Linkages; and

d. Deputy Director, Statistics and Data Analysis

***Note:*** *The directorate shall be serviced by Support Staff as laid out for all directorates in NCE-Degree awarding institutions.*




*Organogram of the Directorate of Skill Development and Linkages*

## Functions of the skill development unit

a. To identify and document the skills required for competent and employable NCE teachers;

b. To conduct survey on labour market needs of college academic programmes from time to time;

c. To liaise with other unit heads on issues related to skill development.

d. To prepare a report on the activities of the unit for onward submission to the Director;

e. To keep relevant records of the unit; and

f. To carry out any other functions that may be assigned by the Director from time to time.

### Functions of Linkages Unit

The unit is to:

a. Establish and maintain cordial relationships with the labour market, especially State Universal Basic Education Boards and other employment agencies for the purpose of determining the direction of the institution's educational programmes and course offering in the college of education;

b. Obtain regular information on job opportunities and societal expectations of NCE-Degree Graduates;

c. Sensitise the students and other stakeholders on relevant information on the job market available to NCE-Degree Graduates;

d. Liaise with institutions and establishments on proper training (SIWES, workshops on proper excursions) for students in Technical and Vocational Education; and

e. Carry out any other functions that may be assigned by the Director from time to time.

### Functions of Statistics and Data Analysis Unit

The unit shall:

a. Generate, analyse and maintain statistical database on graduates, employers and international development partners;

b. Analyse collected data on NCE-Degree Graduates for decision-making and policy change;

c. Carry out periodic surveys of NCE-Degree Graduates' on-the-job performance;

d. Carry out periodic needs assessment of employers of NCE-Degree Graduates;

e. Develop, use and document test instruments for the directorate; and

f. Carry out any other functions that may be assigned by the Director from time to time.

## Functions of the Entrepreneurship Unit

The unit shall:

a. Establish and coordinate the exploration of entrepreneurship opportunities in existing disciplines of the College;
b. initiate and sustain cordial relationships with employers of labour for the purpose of obtaining useful information on areas of entrepreneurial development;
c. develop and implement innovative strategies for bridging of skill gaps of NCE-Degree Graduates;
d. encourage productive institutional labour market relationships with employers of labour;
e. develop entrepreneurial skill potentials of both students and staff for deployment to relevant labour market;
f. promote linkage between the labour market and the NCE-awarding institution for acceptability and marketability of NCE-Degree Graduates;
g. explore possible sources of funding to support entrepreneurial development activities in the College; and
h. carry out any other functions that may be assigned by the Director from time to time.

**Indicators for appropriate skill gaps, structures and procedures in NCE-Degree awarding institutions.**

As part of external quality assurance measures, the National Commission for Colleges of Education shall examine the extent to which each NCE-degree-awarding institution is developing and applying relevant skills in workplaces. Where skill gaps are seen, institutions shall be held accountable for any remedial efforts that might be required for compliance in skill gap management. Consequently, it shall be the responsibility of each NCE-degree-awarding institution, through the Directorate, to determine the:

a) Adequacy and functionality of available infrastructure in NCE-degree-awarding institutions;
b) Adequacy of available manpower with respect to required skills in programmes run by the institution;
c) Quality of skill acquisition by NCE-Degree Graduates in programmes offered by the institution;
d) Literacy and communication skills competencies (reading, writing, listening and speaking) of NCE-Degree Graduates;

e) Disposition of pre-service NCE teachers to the teaching profession;

f) Level of motivation and incentives of NCE-Degree Graduates;

g) Quality of education and the required skill standards for employability.

### Indicators for appropriate skill gaps management procedures

The following data shall assist NCCE in determining the appropriateness of skill gaps management in the NCE-awarding institution:

a) Frequency of visits and collaboration between Colleges and employers of labour;

b) Existence of employment procedures and level of compliance with laid down processes;

c) Quality of manpower and succession planning in the school; and

d) Evidence of required skills and job specification for employed staff of the institution.

## Specific Guidelines on Labour Market Information Determination in NCE-Degree-Awarding Institutions

The National Commission for Colleges of Education expects all Colleges of Education in Nigeria to implement the guidelines stipulated below for Internal and External Quality Assurance processes. NCE-Degree-Awarding institutions shall be required to demonstrate compliance in:

a. Identifying and establishing relationships with stakeholders such as Institutional stakeholders (private and public primary and secondary schools and universities), SUBEB and other Employers of labour, College alumni, and host communities;

b. Obtaining information on the aspirations and expectations of the stakeholders and the general public through needs assessment;

c. Conducting periodic market surveys using appropriate instruments (questionnaire, checklist, etc.);

d. Providing periodic labour market information to students that can guide their career decisions; and

e. Providing an enabling environment for counselling students on employment matters.

### Guidelines on NCE-Degree Graduates' Tracer Studies/Follow up

The following are guidelines for NCE-Degree Graduates' tracer/follow up studies:

a) Develop a database for NCE-Degree Graduates;

b) Generate a photo album for every graduating set with contact details;

c) Develop social media platforms for every graduating set for easy follow-up;

d) Follow up NCE-Degree Graduates (through social networks, Alumni Associations, SUBEB, Ministry of Education, Local Government Education Authority, Post Primary Schools Board and Private Institutions etc.);

e) Develop instruments such as questionnaires, interview blanks, focus group discussion blanks, etc. to determine the level of performance of NCE-Degree Graduates;

f) Calculate acceptance work skill indices for all NCE programmes offered by the institution;

g) Publish the outcome of the studies;

h) Conduct sensitisation programmes with different stakeholders like the NCE-Degree Graduates, employers, community leaders etc. to fill the skill gaps in programmes of the institution.

# Standards for Teacher Education and Professionalism

### Teacher Standards

The Teacher Standards represent a measurable and public statement of the quality and professionalism regarding the required knowledge, skills, and attitudes of teachers. The Teacher Standards should be the foundation and goal of the curriculum of an NCE-Degree-Awarding Institution.

The NCCE has developed Teacher Standards to ensure that, amongst others:

a) Teachers exhibit professional knowledge and competency regarding how learners learn and how to teach effectively;

b) Teachers have professional skills to plan for and assess effective learning;

c) Teachers ensure and maintain conducive learning environments.

By formulating explicit and observable learning outcomes, Teacher Standards assist lecturers in their planning. Teacher Standards provide guidance for the formulation of output-focused learning opportunities that develop the knowledge, skills and attitudes required in an effective teacher.

The NCE-Degree-Awarding Institutions and the NCCE should therefore ensure that:

1) Curriculum implementation of all NCE courses should focus on student teachers achieving all the Teacher Standards successfully;

2) The new NCE certificate will demand measurable evidence that a student teacher has achieved all Teacher Standards to an acceptable level. Evidence should be gathered through varied assessments, Teaching Practice reports, etc.

The NCCE expects that the products of NCE-Degree-Awarding institutions should be able to exhibit professional knowledge and professional practice in their professional engagement as outlined in the Teacher Standards below.

## Framework for Programme Teacher Educator Standards

### The Need for Teaching Standards

To compete in a global economy requires that public education produce graduates with the knowledge and skills that can contribute positively to the country's overall economic

growth. While there may be many factors that enhance economic growth, the quality of public education is certainly a major factor. However, the quality of teachers in public schools is directly tied to the quality of education and training they receive in the teacher preparation programmes. As a result, the need to ensure that all teachers receive quality instruction in the programme areas of their teacher preparation necessitated that Teaching Standards for teacher educators be developed. These Standards, when applied to all Colleges of Education, provide a systematic way to evaluate the quality of teachers at each college, as well as provide a basis for comparison across colleges.

These Teaching Standards for Teacher Educators define the performance expectations of lecturers in all Colleges of Education in Nigeria. The Standards not only provide a basis for retention and promotion but also for hiring. It is therefore the purpose of this section to:

a. set the framework for teacher education,
b. describe the Standards, and
c. delineate the implementation process for using the Standards for the assessment of all lecturers in Colleges of Education.

## Framework for Teacher Education

A simple definition of a programme teacher educator is anyone who prepares teacher-trainees in any programme offered by a college of education. But that general definition is not specific enough to describe who is included in these Standards. The framework of the re-organised teacher preparation programmes in the Colleges of Education calls for education programmes to be developed in Early Childhood Education, Primary Education Studies, Secondary Education, Adult Education, and Special Education. The Programme courses taught in those programmes should be congruent with the Programmes required for teachers to teach at the selected levels of education. For example, the curricula of many of the Nigeria Certificate in Education (NCE) courses are developed around Integrated Programmes, as defined by the five categories of programmes rather than subject specialisation, such as Early Childhood Care and Education, Primary Education Studies, Special Needs Education, Adult and Non-Formal Education, Secondary Education, as it was before the reformed Dual Mandate Minimum Academic Standards. This also applies to technology teacher educators.

Teaching today is no longer a craft passed on without change from one generation to the next. Teaching as one has seen teaching done, or teaching as one has been taught, is as outmoded now as is practising engineering with a slide rule or accounting with an adding

machine. Recent research in cognitive psychology, for example, provides concepts and principles that challenge traditional thinking about learning. Programme teacher education, then, begins when the prospective teacher enters a teacher preparation programme. General education courses, courses in a major area, and teacher education courses all contribute to learning to teach. Although a teacher education programme should provide a good foundation for beginning teachers, it is expected that there should be growth in knowledge and skills throughout a teacher's career.

It is likewise expected that teacher educators continue to grow throughout their careers. Therefore, the Standards for Teacher Educator Programmes that have been developed reflect the expectation that teacher educators will continue to grow in their professions as they strive to meet the Standards at higher levels of performance.

## Framework for the Teaching Standards

The Implementation guide for the Standards describes the twelve Standards or Attributes that Teacher Educators in Colleges of Education in Nigeria should possess. They also articulate the knowledge, values and practices of ideal Programme teacher educators. Standards are not only about what teacher educators should know but also about what they should be able to do, as well as their dispositions towards their work.

The Standards are divided into three sections: **Programme Content Standards, Professional Development Standards,** and **ICT Standards for Instruction.**

a. The Programme Content Standards stipulate that teacher educators of Programmes should have in-depth and current knowledge of their area of specialisation, use methodologies that reflect best practices, create learning environments that respect all students, and develop appropriate assessments to measure student progress.
b. The Professional Development Standards map out the career path on which teacher educators can work towards and assess their progression toward promotion. The Attribute Standards centre on the teacher educator as a model for professional values and practices, and as a collaborator at both the institutional and community levels.
c. The ICT Standards for Instruction describe the level of ICT that Programmes teacher educators should possess and incorporate into their instruction.

To facilitate implementation at the college level, Attribute Indicators are provided for each Standard to help teacher educators and their evaluators clarify job expectations. Through a piloted process with Programme teacher educators, the Attribute Indicators have been allocated to levels of expected performance: Basic, Proficient, and Accomplished. The teacher educator who aspires to a position at the basic level will be assessed on the Basic

performance indicators, from which she/he will then begin to work toward achieving the indicators for the Proficient level. To achieve recognition at the Accomplished level, a teacher educator would have to possess the Basic level indicators plus all additional indicators assigned to the Proficient level, and at least 70% of Accomplished level indicators.

The teacher standards stipulate Attribute Assessment Evidence, which are best defined as artefacts (documents, objects, examples) that are used to demonstrate that the teacher educator has met the Attribute Standard described by the Attribute Indicators. Many of the artefacts can serve multiple purposes. It is the responsibility of the teacher educator to describe in a reflective analysis how the selected artefacts show performance of specific Attribute Indicators for a Standard.

Teaching Standards and examples of evidence for each of the levels and each of the indicators are presented on the following pages.

## Programme Content Standards

| **Standard 1: Teacher educators of Programmes have an in-depth and current knowledge of their areas of specialisation.** | | |
|---|---|---|
| ***Basic*** | ***Proficient*** | ***Accomplished*** |
| • Exhibit knowledge of the subject of specialisation as defined in the curriculum at the level the teacher is teaching | • Choose appropriate problem-solving activities based on set objectives and demonstrate effective imple-mentation | • Display sound scientific literacy and numeracy by being well-grounded in fundamental concepts, laws, principles and theories in the chosen area of special-isation<br>• Exhibit positive scientific attitudes, interest, skills and show an ability to motivate and arouse Programme interests. |
| **Standard 2: Teacher educators of Programmes understand the nature of the programmes and society and the connections among them.** | | |
| ***Basic*** | ***Proficient*** | ***Accomplished*** |

| | | |
|---|---|---|
| • Exhibit knowledge of the nature of the programme as an enquiry into the natural world<br>• Demonstrate understanding of the programmes and how to use them in solving life problems | • Demonstrate an understanding of the historical and socio-cultural milieu in which the programme flourishes<br>• Explore with students the history and importance of Programmes<br>• Guide students to understand how progresses in Programmes have made useful contributions in alleviating human suffering. | • Assist students to develop the ability for critical evaluation and to understand that Programmes operate through curiosity and the accumulation of knowledge, values and skills<br>• Help students to develop skills to evaluate critically the impact of Programmes, especially on the environment<br>• Encourage students to interpret Phenomenon, based on knowledge obtained from diverse disciplines and to see the connection among them |
| **Standard 3: Programmes teacher educators foster scientific enquiry within the instructional process.** | | |
| ***Basic*** | ***Proficient*** | ***Accomplished*** |
| • Demonstrate the process of scientific investigation<br>• Build on students' prior knowledge on the programme<br>• Provide students with opportunities to take part in hands-on, minds-on and eyes-on science activities | • Encourage students to acquire the fundamentals of Programmes with a view to solving Programmes-related problems<br>• Demonstrate how scientists question, think and reason | • Facilitate participatory class activities, involving generation of investigable and researchable questions, and hands-on activities using scientific methods<br>• Expand students' understanding and develop their capacity to recognise problems and the skills to ask relevant questions and proffer solutions<br>• Provide activities that promote creativity, open-mindedness, critical thinking and team-work among the students. |
| **Standard 4: Programmes teacher educators create enabling learning environments.** | | |

| *Basic* | *Proficient* | *Accomplished* |
|---|---|---|
| • Familiarise her (him) self with the laboratory and workshop safety requirements<br>• Make Programmes education accessible to all students irrespective of state of origin, religion and background, gender and other cultural factors<br>• Demonstrate effective classroom management skills<br>• Provide opportunities for students to acquire laboratory skills. | • Involve the students effectively and actively in the learning process | • Create democratic and interactive learning environment<br>• Encourage students with special learning needs to participate actively in Programmes' education |
| **Standard 5: Teacher educators of Programmes employ diverse instructional resources in their classrooms.** | | |
| *Basic* | *Proficient* | *Accomplished* |
| • Use local materials and examples for effective teaching | • Use local resource persons and centres for effective teaching<br>• Improvise instructional materials from local sources<br>• Use ICT to harness the wealth of instructional resources<br>• Aware of current trends in the development of instructional resources | • Expose students to effective use of library and Internet resources for independent research and problem solving. |
| **Standard 6: Teacher educators of Programmes use formal and informal assessment strategies to evaluate students' progress.** | | |
| Basic | Proficient | Accomplished |

| | | |
|---|---|---|
| • Use assessment strategies that reflect and are congruent with instructional goals<br>• Use continuous assessment to support instruction and enhance learning<br>• Provide timely feedback to students about their achievement on assessment tasks<br>• Use assessment to provide feedback in the instructional process. | • Employ multiple methods of assessment that are fair and accurate to analyse the progress of students<br>• Value students' self-assessment as an important component of the Programme's programme | |

## Professional Development Standards

| **Standard 7: Programmes teacher educators demonstrate the professional values and practices that support a teacher education programme.** | | |
|---|---|---|
| ***Basic*** | ***Proficient*** | ***Accomplished*** |

| | | |
|---|---|---|
| • Treat students consistently with respect and consideration, and are concerned for their development as learners<br>• Work within the statutory frameworks relating to teachers' responsibilities | • Demonstrate high expectations of all students: respect their social, cultural, linguistic, religious and ethnic background and are committed to raising their educational achievement<br>• Model and promote positive values, attitudes and behaviour that they expect from their students<br>• Appreciate the contributions that support staff and other professionals make to teaching and learning<br>• Promote active and independent learning that enable students to think for themselves<br>• Demonstrate enthusiasm and passion for Programmes as instructional disciplines<br>• Support cross-disciplinary instruction in the school as a learning community | • Demonstrate professional self-esteem as a teacher of Programmes<br>• Contribute to and share responsibility in the corporate life of the school<br>• Contribute to and share responsibility in the life of the community. |
| **Standard 8: Programmes teacher educators model teaching that demonstrates content and professional knowledge, skills, and dispositions, reflecting accepted best practices.** | | |
| ***Basic*** | ***Proficient*** | ***Accomplished*** |

| | | |
|---|---|---|
| • Model professional demeanour, punctuality and effective record keeping:<br>• Demonstrate mastery of subject matter<br>• Demonstrate professional ethics in the teaching of Programmes | • Model effective instruction to meet the needs of diverse learners | • Demonstrate critical thinking and problem-solving and promote them among teacher educators, teachers, and/or prospective teachers<br>• Raise awareness, alternative conceptions and world views to traditions in Programmes classrooms<br>• Revise courses to incorporate current research and/or best practices<br>• Mentor new entrants into the teaching profession and/or teacher educators<br>• Facilitate peers' professional development experiences related to effective teaching practices<br>• Anchor practice on current policy and research related to Programmes teacher education. |
| **Standard 9: Programmes teacher educators enquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.** | | |
| ***Basic*** | ***Proficient*** | ***Accomplished*** |
| • Engage actively in life-long learning | • Reflect systematically on own practice and learning<br>• Engage in professional development focused on career progression<br>• Participate actively in and reflect on learning activities in professional associations, examination bodies and learned societies<br>• Apply life experiences to teaching and learning<br>• Submit self willingly to peer group assessment. | |

| **Standard 10: Teacher educators collaborate with relevant stakeholders to improve teaching, research and student learning.** | | |
|---|---|---|
| Basic | Proficient | Accomplished |
| • Participate in joint decision making about teacher education<br>• Engage in advocacy for Programmes education | • Participate in collaborative projects that contribute to improved teacher education | • Engage in cross-cultural and cross-institutional partnerships<br>• Support teacher education<br>• Foster cross-disciplinary endeavours<br>• Foster school-community relations<br>• Seek financial support for innovation in Programmes education. |

## ICT Standards for Instruction

| **Standard 11: Programmes teacher educators can make use of the basic ICT available in their colleges.** | | |
|---|---|---|
| ***Basic*** | ***Proficient*** | ***Accomplished*** |
| • Use the basic operations of available ICT applications, i.e. e-mail, word processing, database management programmes, presentation models and graphics<br>• Perform Internet searches to develop materials for classroom instruction | • Evaluate quality of Internet-based materials<br>• Develop Programmes activities that use available ICT<br>• Use teacher online communities for collaboration and sharing<br>• Use ICT for communication with stakeholders. | • Integrate and adapt curriculum content in ICT environment |
| **Standard 12: Programmes teacher educators use their knowledge of subject matter, teaching and learning and ICT to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** | | |
| ***Basic*** | ***Proficient*** | ***Accomplished*** |

| | | |
|---|---|---|
| • Access relevant content from virtual libraries | • Engage in competitions to showcase the integration of ICT in education<br>• Demonstrate skills of a facilitator rather than an instructor using ICT<br>• Create e-learning materials. | • Promote, support, and model creative and innovative thinking about using ICT for teaching and learning Programmes<br>• Engage students in exploring real-world issues and solving authentic problems using digital tools and resources<br>• Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes<br>• Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments<br>• Promote project-based learning in a One-on-One ICT environment<br>• Use virtual laboratories for experiments and projects |

## Programme Content Standards – Basic level examples of evidence

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 1: Teacher educators of Programmes have an in-depth and current knowledge of their area of specialisation.** | • Observations from supervisors, colleagues, students, or other recognised professional bodies<br>• Course outline<br>• Student assignments<br>• Student work samples<br>• Videos, audiotapes, pictures and/or diagrams of teaching and resources<br>• Develop instructional materials,<br>• Relevant credentials (e.g. certificates, licenses)<br>• Examples of student assessment<br>• Interview performance<br>• Performance in assessment tests<br>• Performance test of basic laboratory safety measures<br>• Quality of questions and marking schemes<br>• Safety charts and manuals<br>• Documents requesting for basic safety tools, equipment, and facilities<br>• External examiners' reports<br>• Accreditation reports<br>• Students' Industrial Work Experience Scheme (SIWES) Reports<br>• Annual Performance Evaluation Reports (APER) |
| Exhibit knowledge of the subject of specialisation as defined in the curriculum at the level the teacher is teaching | |
| **Standard 2: Teacher educators of Programmes understand the nature of science, technology and society and the connections among them.** | |
| Exhibit knowledge of the nature of science, science education, and science as an enquiry into the natural world | |
| Demonstrate understanding of the difference between science (as a body of knowledge and a process of acquiring and refining the knowledge) and technology (as an application of scientific principles and knowledge to solve human problems) | |
| **Standard 3: Programmes teacher educators foster scientific enquiry within the instructional process.** | |
| Demonstrate the process of scientific investigation | |
| Build on students' prior Programmes knowledge | |
| Provide students with opportunities to take part in hands-on, minds-on and eyes-on science activities | |
| **Standard 4: Programmes teacher educators create enabling learning environments.** | |
| Familiarise with the laboratory and workshop safety requirements | |
| Make Programmes education accessible to all students irrespective of state of origin, religion and background, gender and other cultural factors | |
| Demonstrate effective classroom management skills | |
| Provide opportunities for students to acquire laboratory skills. | |
| **Standard 5: Teacher educators of Programmes employ diverse instructional resources in their classrooms.** | |

| Standards | Examples of evidence for assessment |
|---|---|
| Use local materials and examples for effective teaching | |
| **Standard 6: Teacher educators of Programmes use formal and informal assessment strategies to evaluate students' progress.** | |
| Use assessment strategies that reflect and are congruent with instructional goals | |
| Use continuous assessment to support instruction and enhance learning | |
| Provide timely feedback to students about their achievement on assessment tasks | |
| Use assessment to provide feedback in the instructional process. | |

## Programme Content Standards – Proficient level examples of evidence (over and above Basic level examples of evidence already cited)

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 1: Teacher educators of Programmes have an in-depth and current knowledge of their area of specialisation.** | • Letters of commendation/ testimonials<br>• Teaching awards and/or other forms of recognition<br>• Examples of ICT-based teaching and learning<br>• Output of problem solving activities (e.g. models, projects, reports from field work, excursions and exhibitions) |
| Choose appropriate problem-solving activities based on set objectives and demonstrate effective implementation | |
| **Standard 2: Teacher educators of Programmes understand the nature of science, technology and society and the connections among them.** | |
| Demonstrate an understanding of the historical and socio-cultural milieu in which the scientific and technological enterprise flourishes | |
| Explore with students the history and importance of Programmes | |
| Guide students to understand how progresses in Programmes have made useful contributions in alleviating human suffering. | |
| **Standard 3: Programmes teacher educators foster scientific enquiry within the instructional process.** | |

| Standards | Examples of evidence for assessment |
|---|---|
| Encourage students to acquire the fundamentals of Programmes with a view to solving Programmes -related problems | |
| Demonstrate how scientists question, think and reason | |
| **Standard 4: Programmes teacher educators create enabling learning environments.** | |
| Involve the students effectively and actively in the learning process | |
| **Standard 5: Teacher educators of Programmes employ diverse instructional resources in their classrooms.** | |
| Use local resource persons and centres for effective teaching | |
| Improvise instructional materials from local sources | |
| Use ICT to harness the wealth of instructional resources | |
| Aware of current trends in the development of instructional resources | |
| **Standard 6: Teacher educators of Programmes use formal and informal assessment strategies to evaluate students' progress.** | |
| Employ multiple methods of assessment that are fair and accurate to analyse the progress of students | |
| Value students' self-assessment as an important component of the Programmes | |

## Programme Content Standards – Accomplished level examples of evidence (over and above Basic and Proficient level examples of evidence already cited)

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 1: Teacher educators of Programmes have an in-depth and current knowledge of their area of specialisation.** | • Philosophical statement that reflects underlying knowledge and values of teacher education |
| Display a sound scientific literacy and numeracy by being well-grounded in fundamental concepts, laws, principles and theories in the chosen area of specialisation | |

| Standards | Examples of evidence for assessment |
|---|---|
| Exhibit positive scientific attitudes, interest, skills and show an ability to motivate and arouse Programmes interests. | |
| **Standard 2: Teacher educators of Programmes understand the nature of science, technology and society and the connections among them.** | |
| Assist students to develop the ability for critical evaluation and to understand that Programmes operate through curiosity and the accumulation of knowledge, values and skills | |
| Help students to develop skills to evaluate critically the impact of Programmes, especially on the environment | |
| Encourage students to interpret Programmes, based on knowledge obtained from diverse disciplines and to see the connection among them | |
| **Standard 3: Programmes teacher educators foster scientific enquiry within the instructional process.** | |
| Facilitate participatory class activities, involving generation of investigable and researchable questions, and hands-on activities using scientific methods | |
| Expand students' understanding and develop their capacity to recognise problems and the skills to ask relevant questions and proffer solutions | |
| Provide activities that promote creativity, open-mindedness, critical thinking and team-work among the students. | |
| **Standard 4: Programmes teacher educators create enabling learning environments.** | |
| Create democratic and interactive learning environment | |
| Encourage students with special learning needs to participate actively in Programmes education | |
| **Standard 5: Teacher educators of Programmes employ diverse instructional resources in their classrooms.** | |
| Expose students to effective use of library and Internet resources for independent research and problem-solving. | |

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 6: Teacher educators of Programmes use formal and informal assessment strategies to evaluate students' progress.** | |

## Professional Development Standards – Basic level examples of evidence

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 7: Programmes teacher educators demonstrate the professional values and practices that support a teacher education programme.** | • Observations from supervisors, peers, students and other recognised professional bodies<br>• Course outline<br>• Videos, audiotapes, pictures and/or diagrams of teaching and resources<br>• Develop instructional materials.<br>• Relevant credentials (e.g. certificates, licenses)<br>• Referee report<br>• Annual performance report<br>• Annual institutional report<br>• Institutional Quality Assurance Report |
| Treat students consistently with respect and consideration, and are concerned for their development as learners | |
| Work within the statutory frameworks relating to teachers' responsibilities | |
| **Standard 8: Programmes teacher educators model teaching that demonstrates content and professional knowledge, skills, and dispositions, reflecting accepted best practices.** | |
| Model professional demeanour, punctuality and effective record keeping: | |
| Demonstrate mastery of subject matter | |
| Demonstrate professional ethics in the teaching of Programmes | |
| **Standard 9: Programmes teacher educators enquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.** | |
| Engage actively in life-long learning | |
| **Standard 10: Teacher educators collaborate with relevant stakeholders to improve teaching, research and student learning.** | |
| Participate in joint decision-making about teacher education | |
| Engage in advocacy for Programmes education | |

## Professional Development Standards – Proficient level examples of evidence (over and above Basic level examples of evidence already cited)

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 7: Programmes teacher educators demonstrate the professional values and practices that support a teacher education programme.** | • Teaching awards and/or other forms of recognition<br>• Individual and joint publications resulting from collaboration<br>• Joint publications with students<br>• Teachers' journals<br>• Active membership of relevant professional associations<br>• Examples of ICT-based teaching and learning |
| Demonstrate high expectations of all students | |
| Model and promote positive values, attitudes and behaviours that they expect from their students | |
| Appreciate the contributions that support staff and other professionals make to teaching and learning | |
| Promote active and independent learning that enables students to think for themselves | |
| Demonstrate enthusiasm and passion for Programmes as instructional disciplines | |
| Support cross-disciplinary instruction in the school as a learning community | |
| **Standard 8: Programmes teacher educators model teaching that demonstrates content and professional knowledge, skills, and dispositions, reflecting accepted best practices.** | |
| Model effective instruction to meet the needs of diverse learners | |
| **Standard 9: Programmes teacher educators enquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.** | |
| Reflect systematically on own practice and learning | |
| Engage in professional development focused on career progression | |
| Participate actively in and reflect on learning activities in professional associations, examination bodies and learned societies | |
| Apply life experiences to teaching and learning | |
| Submit self willingly to peer group assessment. | |

| Standards | Examples of evidence for assessment |
|---|---|
| Engage actively in life-long learning | |
| **Standard 10: Teacher educators collaborate with relevant stake-holders to improve teaching, research and student learning.** | |
| Participate in collaborative projects that contribute to improved teacher education | |

**Professional Development Standards – Accomplished level examples of evidence (over and above Basic and Proficient level examples of evidence already cited)**

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 7: Programmes teacher educators demonstrate the professional values and practices that support a teacher education programme.** | • Evidence of collaborative activities (e.g. minutes and agenda of meetings)<br>• Letters of commendation/ testimonials<br>• Records of awards, recognition, and financial support for research resulting from collaboration<br>• Philosophical statement that reflects underlying knowledge and values of teacher education<br>• Statement of philosophy of teaching and learning<br>• Evidence of career and professional development goals and activities<br>• Evidence of active participation in professional development experiences<br>• Evidence of community outreach activities<br>• Output of problem-solving activities (e.g. models, projects, reports from field work, excursions and exhibitions) |
| Demonstrate professional self-esteem as a teacher of Programmes | |
| Contribute to and share responsibility in the corporate life of the school | |
| Contribute to and share responsibility in the life of the community. | |
| **Standard 8: Programmes teacher educators model teaching that demonstrates content and professional knowledge, skills, and dispositions, reflecting accepted best practices.** | |
| Demonstrate critical thinking and problem-solving and promote them among teacher educators, teachers, and/or prospective teachers | |
| Raise awareness of alternative conceptions and world views to traditions in classrooms | |
| Revise courses to incorporate current research and/or best practices | |
| Mentor novice teachers and/or teacher educators | |
| Facilitate peers' professional development experiences related to effective teaching practices | |
| Anchor practice on current policy and research related to education, in particular Programmes on teacher education. | |
| **Standard 9: Programmes teacher educators enquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.** | |
| | |
| **Standard 10: Teacher educators collaborate with relevant stakeholders to improve teaching, research and student learning.** | |
| Engage in cross-cultural and cross-institutional partnerships. | |

| Standards | Examples of evidence for assessment |
|---|---|
| Support teacher education for the Basic Education level | |
| Foster cross-disciplinary endeavours | |
| Foster school-community relations | |
| Seek financial support for innovation in Programmes education. | |

## ICT Standards for Instruction – Basic level examples of evidence

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 11: Programme teacher educators can make use of the basic ICT available in their colleges.** | • Chats<br>• SMS<br>• e-mail address<br>• Observations from supervisors, peers, students and/or other recognised professional bodies<br>• Course outline<br>• Videos, audiotapes, pictures and/or diagrams of teaching and resources<br>• Develop instructional materials.<br>• Annual performance report<br>• Annual institutional report<br>• Institutional Quality Assurance Report |
| Use the basic operations of available ICT applications, i.e. e-mail, word processing, database management programmes, present-ation models and graphics. | |
| Perform Internet searches to develop materials for classroom instruction | |
| **Standard 12: Programmes teacher educators use their knowledge of subject matter, teaching and learning and ICT to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** | |
| Access relevant content from virtual libraries | |

## ICT Standards for Instruction – Proficient-level examples of evidence (over and above Basic-level examples of evidence already cited)

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 11: Programme teacher educators can make use of the basic ICT available in their colleges.** | • Blog<br>• Video and teleconferencing<br>• Evidence of career and professional development goals and activities<br>• Evidence of active participation in professional development experiences |
| Evaluate quality of Internet-based materials. | |
| Develop programmes and activities that use available ICT. | |
| Use teacher online communities for collaboration and sharing. | |
| Use ICT for communication with stakeholders. | |
| **Standard 12: Programme teacher educators use their knowledge of subject matter, teaching and learning, and ICT to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** | |
| Engage in competitions to showcase the integration of ICT in education. | |
| Demonstrate skills of a facilitator rather than an instructor using ICT. | |
| Create e-learning materials. | |

## ICT Standards for Instruction – Accomplished level examples of evidence (over and above Basic and Proficient level examples of evidence already cited)

| Standards | Examples of evidence for assessment |
|---|---|
| **Standard 11: Programme teacher educators can make use of the basic ICT available in their colleges.** | • Webpage<br>• Evidence of collaborative activities (e.g. minutes and agenda of meetings)<br>• Letter of commendation/testimonials<br>• Records of awards, recognition, and financial support for research resulting from collaboration<br>• Philosophical statement that reflects underlying knowledge and values of teacher education<br>• Evidence of community outreach activities<br>• Output of problem-solving activities (e.g. models, projects, reports from field work, excursions and exhibitions)<br>• Patents/copyrights |
| Integrate and adapt curriculum content in ICT environment | |
| **Standard 12: Programmes teacher educators use their knowledge of subject matter, teaching and learning and ICT to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** | |
| Promote, support, and model creative and innovative thinking about using ICT for teaching and learning Programmes | |
| Engage students in exploring real-world issues and solving authentic problems using digital tools and resources | |
| Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes | |
| Model collaborative knowledge construction by engaging in learning with students | |
| Promote project-based learning in a One-on-One ICT environment | |
| Use virtual laboratories for experiments and projects | |

# Demonstrating Compliance

## Implementation of the Standards

Implementation of these Standards will be a phased-in process that will begin sensitising teacher educators at each NCE-Degree-Awarding institution to the nature of the Teaching Standards. NCE-Degree-Awarding institutions will be required to have their lecturers complete a self-assessment based on the Attribute Standards and the Attribute Indicators and provide appropriate available Attribute Evidence. From that self-assessment, the teacher educator will set goals and indicate what steps are needed to meet them. For example, what professional development experiences would assist in meeting these goals, or what changes in instructional approaches are needed. This self-assessment process will also encourage in-depth knowledge of the Attribute Standards, the Indicators, and the

types of Evidence that can be used as support. Activity 1 (Appendix A) and Activity 2 (Appendix B) are examples of how such a self-assessment should be implemented.

To assist teacher educators in meeting the standards, the Quality Assurance Unit and teacher educators in each College of Education will be trained to support the implementation of the Standards for providing appropriate feedback to teacher educators, college management and the National Commission for Colleges of Education (NCCE). The feedback received by the NCCE will be used to provide a database on the current level of performance of each Programme, teacher educators on the Standards, and the type of capacity-building programme needed to meet the identified gaps. In addition, the Standards will be part of the policy for the recruitment and career progression of Programme teacher educators.

To develop efficient and effective professional teacher educators for the 21st century, the following categorisation will become operational. This categorisation shall be based on the exhibition of evidence of the features enumerated by the teacher under each categorisation.

### Assistant Lecturer to Lecturer III

Before employment, teacher educators shall be required to register with the Teachers Registration Council of Nigeria (TRCN), be conversant with the Code of Ethics of the teaching profession and undergo an internship of one academic year after employment under an Accomplished teacher, as part of School Based Teacher Development (SBTD).

SBTD is an approach to mentor teachers through sharing of classroom experiences of activities that worked and on challenges that were faced during instruction. These experiences must be part of documented records of teachers' reflective journals.

The focus is on developing teachers' competence under the watchful eyes of an Accomplished mentor.

### Lecturer II to Senior Lecturer

In addition to meeting the requirements for Lecturer III and meeting the promotion requirements stated in the Conditions and Schemes of Service, the teacher educator should have cognate experience of at least three years.

### Principal Lecturer/Associate Professor to Chief Lecturer/Professor

Lecturers going to the rank of principal and chief lecturer/Professor must meet the promotion requirements as stated in the Conditions and Schemes of Service.

## Providing Evidence of Meeting the Teacher Educator Standards

The Quality Assurance Unit in each College of Education is charged with leading Teacher Educators through the initial self-assessment process, i.e. studying the Standards and Attribute Indicators and pulling together available Attribute Evidence (see Appendix A and Appendix B for activities to assist this process). From the self-assessment, Teacher Educators should identify what steps they need to take to meet the Standards (at least at the Basic Level), and what professional development, if any, will be needed to assist them in meeting the Standards. The Quality Assurance Unit will also assess the quality of the documentation in the Professional Portfolios.

Programmes teacher educators must examine their practice through the creation of a ***Professional Portfolio*** based on these Standards. Such a portfolio will serve to portray and articulate aspects of their practice that might inform others of their standing and progress. The process of creating a Professional Portfolio serves to provide a link between reflection and practice that has for some time been essential to viewing evaluation as professional development. Thus, the Professional Portfolio that is developed by each Programme teacher educator provides evidence of how (s)he is meeting the standards.

## Selecting Artefacts that Demonstrate Teaching Effectiveness

One of the tasks in the process of creating a Professional Portfolio that demonstrates teaching effectiveness is to study the Standards and the Attribute Indicators delineated at the level of performance on which the teacher educator will be evaluated, i.e. Basic, Proficient, or Accomplished. Using, among others, the list of possible artefacts in the Standards as illustrated in this document, teacher educators will select the evidence that best shows the quality of their work in terms of the required specific indicators.

## Reflective Analysis for the Portfolio

Selecting artefacts (evidence) is only the first step in presenting evidence of how the Standards for teacher educators have been met. In order to better communicate how those artefacts illustrate effective practice, accompanying written commentaries must be included to provide insight into the rationale for choosing each piece of evidence that has been provided.

In the written commentaries, the teacher educator must describe, analyse, and reflect on how his/her work relates to the Standards. The reflective written commentary is the identifying difference between a portfolio developed around the Standards for Programmes teacher educators and a simple collection of pedagogical specimens. The

description, analysis, and evaluation inherent in the reflective process form the basis for professional understanding and improvement. Reflection is important in sustaining one's professional competence and informing professional judgement.

***Description*** is the first step in a reflective process. It must be used for the development of a portfolio of evidence to show that a Teacher Educator has met the required Standards. It provides the relevant context for the teacher educator's practice and the basis for analysis and reflective commentary and highlights the relevant features of the teacher educator's professional context that influenced the selection of artefact (s).

***Analysis*** must provide explanations of how the evidence included meets the selected Attribute Indicator for each Standard. The teacher educator must provide a list of the documents in the portfolio with the explanation for each, for example in a table. However, there are several ways for presentation of this analysis that are acceptable, as long as clear explanations are provided for how each artefact meets the requirements of a specific Attribute Indicator.

***Reflective commentary*** on the aspects of the teacher educator's practice represented in the portfolio involves a synthesis of the findings. This reflective commentary shall highlight the impact of the educator's practice and justify why a certain artefact provides evidence of such practice. Reflection is a process that facilitates the development of future action from the contemplation of past and/or current behaviour.

In summary, finding artefacts to meet indicators within a standard is crucial for providing evidence. A portfolio is more than just individual pieces put together under a standard. A rationale, reflection, or some other media must provide "the glue" to bind the pieces into one cohesive product.

## Uses of the Standards

The Standards for Programmes Teacher Educators in the Colleges of Education in Nigeria will be used as one of the bases for determining expectations and assessing the performance of teacher educators. Those who employ teacher educators, universities, schools, and others, will benefit from having an external set of Teaching Standards defining the quality level of teacher education that applies to all Colleges of Education in Nigeria.

## Examples of uses for the standards

1. Guide to the search process for hiring individuals who will have a primary role as teacher educators.

2. Guide to the design of a staff development programme for teacher educators.
3. Guide to the annual evaluation of an individual who is a teacher educator.
4. Promoting dialogue among their members about the issues of teacher education.
5. Guide to the development of portfolios for teacher educators.
6. Guide to the construction of curriculum vitae.
7. Guide to the development of programmes that are designed to prepare teacher educators.
8. Guide to offering professional development on the standards.
9. Workshops or clinics at professional meetings to instruct about the standards.
10. Basis for research on teacher education.
11. Disseminate the standards to other working groups.
12. Promote reference to the standards in discussions about teacher education.
13. Catalyse debate and discussion about the definition, role, and expectations of teacher educators.
14. Use as a reference to collect data on the performance, expectations, and working conditions of teacher educators.

In summary, the implementation of the Teaching Standards for teacher educators in the Colleges of Education will provide a basis for quality assurance and enhance the quality of graduates.

# Mentoring and Learning Opportunities

It is observed that the classic approach of teacher preparation, whereby teacher trainees are given a large body of curriculum content with the hope that it can support them in their teaching roles on graduation, has failed the Nigerian education system. This position is predicated on the large public outcry about the poor quality of basic education in the country. To completely reverse the trend, NCCE is introducing mentoring in the 2026 edition of the NCE-Degree Minimum Standards as a vital approach to improving the quality of the available teaching force. Under the mentoring approach introduced, each teacher education institution would have to introduce a School-based Teacher Development Programme (SBTD) that would be closely monitored and supervised by the NCCE.

SBTD is an approach to mentor teachers through the sharing of classroom experiences, activities that worked and challenges that were faced during instruction. These experiences must be part of documented records of the teacher's reflective journal. SBTD recognises the need for a teacher to keep written records of his plans, his observations and his thoughts in the journal. The focus is on developing teachers' competence under the watchful eyes of an accomplished mentor.

Keeping a journal by a teacher is an important aspect of a reflective teaching process. The journal (diary) helps him to keep track of events and to compose his thoughts and plans more efficiently. SBTD also involves seeking assistance and collaborating with other teachers and mentors. Mentors and mentees meet once or twice a month to review what happened in the classroom since the last meeting. Colleagues, mentors and mentees compare notes and learn from one another. The whole process of SBTD involves self-criticism, self-evaluation and feedback on the teaching process. It leads to the improvement of the teacher's function.

The SBTD envisaged shall use a ***co-operative*** learning strategy that focuses on *team-based activities* in which mentors and mentees work together to solve problems. It should be emphasised that the approach should ensure that teachers really understand the key roles being covered. Team learning should ensure that younger teachers learn from their mentors and experienced teachers reinforce their knowledge by explaining the desirable approaches to others.

It is important that teachers learn to interact effectively. Teachers should face situations in which all three interactive patterns (competition, collaboration, leadership) are operating

and will need to be effective in each. There is considerable evidence that working together to achieve a common goal produces higher achievement and greater productivity than working alone. Cooperative SBTD improves mastery and retention in the learning of difficult tasks, problem solving, creativity, and sharing of experiences, among others.

The introduction of mentoring and SBTD has become imperative because we employ a lot of novice teacher educators in our teacher education programmes. The characteristics of SBTD are that it is a self-learning, school-based mentoring and supervision support that encourages group collaboration that results in whole-school development. As an essential component of Continuous Professional Development, SBTD is cost-effective. Its emphasis is on active learning and reflective teaching, not passive exposition of students to tested content. Under the programme, teachers are facilitators who observe and do. The teacher learns to dialogue with self-reflection on the lesson topic, thinking about appropriate materials and employs the help of others who listen and support his career development **(**see sample classroom observation Instrument in the appendices at the back of this framework**)**. He reflects on his actions during lesson delivery, keeps a record of teaching activities, evaluates actions and reactions, uses evidence to reflect change in behaviour, caters for individual differences, and improves professional practice continuously.

As a mentor, he/she offers student-teachers positive support in their journey to be qualified teachers by:

a) being clear about expectations of the student-teacher in terms of professional behaviour and the type of teaching he/she wants to see;
b) being calm and gentle, accepting mistakes and helping them to learn from them;
c) being approachable, accessible and available when really needed;
d) asking reflective and open questions to encourage depth of thought;
e) listening to students, allowing them to express themselves and trying not to interrupt them
f) guiding them to find their own solutions to any difficulties they are facing and supporting them when those difficulties need further discussion to find a solution;
g) using creative and problem-solving approaches to learning that stimulate the teacher and the student;
h) being honest about things that they did well, areas they could improve and explaining how to improve them. Giving examples of where he/she observed the behaviour, so they know what is expected of them;

i) keeping track of the student's progress and knowing the areas where they need support

j) encouraging the student to make decisions and to exercise an appropriate degree of autonomy so that they can develop their own approach to teaching;

k) identifying, acknowledging and appreciating what the student teacher brings to the school;

l) being a passionate, positive role model, expecting, setting and demonstrating high examples of professionalism;

m) fostering positive, productive relationships with all members of staff, students, their families and the wider community, demonstrating respect for culture and diversity;

n) being respectful of the student-teacher and understanding them, taking into account what they already know and can do;

o) being knowledgeable and understanding of how adults learn;

p) Observing and assessing student-teachers objectively, using agreed criteria

## Guidelines for mentorship

To be an effective mentor**,**

a. It is important that the mentor builds a trusting relationship with the mentee;

b. Spend time with the mentee outside the classroom or the meeting room to get to know the mentee; what he/she is interested in, what he/she thinks about teaching, etc.;

c. Listen to the mentee and try not to interrupt when he/she is speaking;

d. Ask open questions to make him/her think;

e. Be calm and gentle; accept his/her mistakes and help him/her to learn.

f. Be honest about things which the mentee did well and things which he/she did not do well;

g. When giving feedback, the mentor should not just say 'good' or 'unsatisfactory'; he/she should give examples of things that they did well or could do better and explain why.

## Leading the periodic meetings with the mentees

Mentors in an NCE-degree-awarding institution should note that:

a. The purpose of the meeting is to give the mentees a chance to talk about their day;

b. The mentees should do most of the talking;

c. The mentor needs to guide the discussion by asking questions, then adding any observations and suggestions.

## Steps in mentorship

### 1. Reflection

Read the mentee's reflective journal with them and use the questions to guide their thinking. What was their biggest success today?

a. What challenges did they face?
b. Why do they think the challenges arose?
c. What did they do to help them overcome the challenges?
d. Did they feel they were well-prepared?
e. What will they do differently tomorrow?
f. Have they asked anyone for help today?
g. How would they like you to help them tomorrow?

### 2. Planning

The guidelines that follow can help with planning and will be beneficial to the mentee.

a. Routinely discuss the daily plan for the next lesson;
b. Talk about the content the mentor will be teaching the mentee;
c. Check the activities the mentee must do;
d. Discuss ideas on how to improve the mentee's practice in the next lesson;
e. Guide mentees to recognise learning experiences that shall be beneficial to learners in the lesson to be taught;
f. Find out how they are going to support learners who find learning difficult;
g. Help the mentees prepare teaching aids, lesson plans, etc.

## How to lead a periodic meeting with mentees

The purpose of this meeting is to look at what mentees have learnt during the week and to discuss plans for the next week.

What are the steps?

1. Before each meeting, the mentor will ask the mentees to bring along exercise books of three learners:

a. One who has struggled to learn
b. One who learnt at a steady pace
c. One who found learning easy
2. The mentor shall ask the mentees to reflect on the week
a. How were the plans successful in improving students' learning?
b. What could have been changed to help more students learn?
3. The mentor should examine the mentee's work with him/her and identify what was done
a. Did he/she complete the work he/she set to do in the week?
b. Did learners do any independent work, or is it all copied off the board?
c. If it is copied off the board, find out from the mentee what opportunity he/she would give to enable learners to do independent work.
d. From your assessment, what support do you think is needed to be given to those learners who are "not learning?"
e. How could that support be part of the mentees' planning for the next week?
4. Discuss the mentee's plan for the week
a. How will they plan to help all three groups of students to learn?
b. How will they involve learners in activities?
c. Go through the content and discuss if there is anything the mentee needs to study.

Note that you may be able to give some advice, but you will not be able to solve all the mentee's difficulties. Supporting a mentee to learn about teaching will be very rewarding if you spend the time to help them develop. You will have the pleasure of seeing the growth of someone who may at first lack confidence and find it difficult to learn, thereby ensuring that every mentee learns to become a confident teacher who is ready to join the profession.

## Qualities of a good Mentor

It shall be the responsibility of the NCE-degree-awarding institution to select deserving mentors in programmes offered in their institutions. However, the following shall be the qualities that mentors should possess. Mentors shall be academic staff:

a. not below Senior Lecturer or its equivalent among non-teaching staff with proven ability, integrity, and experience in identified areas of interest; and

b. recommended by the head of department through the Dean, Director of Mentoring and Professionalisation, and appointed by the Provost;

### c. Directorate of Mentoring and Professionalisation

The Directorate of Mentoring and Professionalisation should exist in all NCE-Degree-Awarding Institutions in Nigeria.

### The functions of the directorate are as follows

i. To coordinate and oversee the mentoring activities of teacher educators for better productivity.
ii. To coordinate and oversee the mentoring of students to enhance learning of pedagogy.
iii. To induct new entrants into the teaching profession.
iv. To collect and document relevant information on mentoring activities in the College.
v. To liaise with quality assurance, guidance and counselling and other relevant units for better service delivery on mentorship in the College.
vi. To ensure better standards in professionalisation in teacher education programmes.
vii. To perform all other functions that will improve mentorship and professionalisation of teachers and students.

### Officers of the Directorate

The directorate shall have the following officers:

### 1. The Director

The Director should be a Chief Lecturer with a Ph. D. in his/her area of specialisation.

### The functions of the Director are

The Director shall:

i. Be answerable to the Provost;
ii. Ensure effective mentoring in the NCE-degree-awarding institution;
iii. Supervise the activities of Deputy Directors in the Directorate;
iv. Recommend mentors to be appointed by the Provost in consultation with relevant Deputy Directors;
v. Coordinate the affairs of the Directorate;
vi. Keep records of all mentoring activities in the college; and

vii. Coordinate the induction of new staff

### 2. Deputy Director teaching staff/professionalisation

The Deputy Directors should not be below the rank of Principal Lecturer.

The functions of the Deputy Director:

a. To be responsible to the Director for mentoring and professionalisation (MP);
b. To collate and recommend mentors from schools and departments to the Director;
c. To perform the duty of the Directorate as it relates to mentorship/professionalisation of teaching staff in the college;
d. To collate data on new entrants into the college;
e. To recommend new entrants to the Director for induction exercise; and
f. To liaise with school coordinators about mentorship and professionalisation of teacher educators.

### 3. Deputy Director Students mentoring

The Deputy Director should not be below the rank of Principal Lecturer.

The functions of the Deputy Director:

a. To be responsible to the Director for mentoring and professionalisation (MP);
b. To perform the duty of the Directorate as it relates to mentorship of students in the college;
c. To collate data on newly admitted students into the college;
d. To recommend newly admitted students to the director for mentorship; and
e. To liaise with school coordinators for teaching practice and micro-teaching with regard to mentorship of students.

### 4. School coordinators, mentorship

The Coordinators of schools' mentoring programmes should not be below the rank of Senior Lecturer.

### Functions of School coordinators, mentorship

The functions of the school mentoring coordinators shall be:

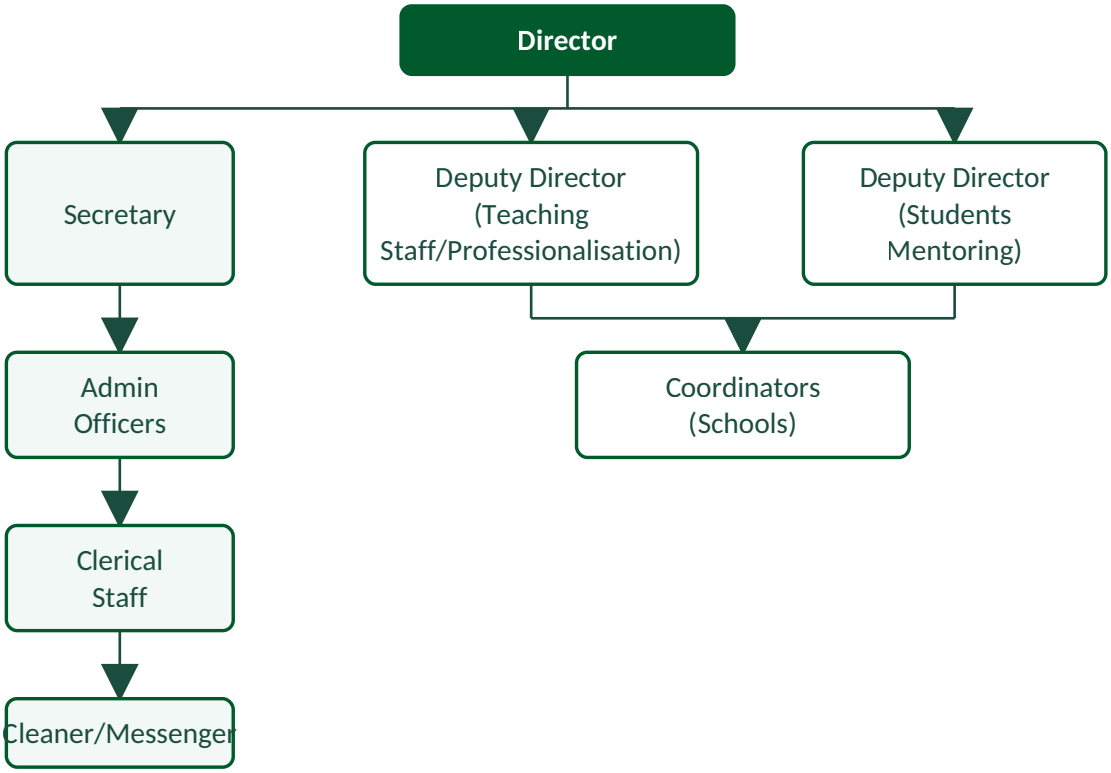
a. To serve as a link between schools and the Directorate;
b. To coordinate mentorship at the school level for both staff and students;

c. To collect and keep data on mentorship at the school level;

d. To organise mentorship meetings at the school level; and

e. To liaise with the Directorate on the professionalisation of teacher educators in the school.

### Organogram of the Directorate of Mentoring and Professionalisation




*Organogram of the Directorate of Mentoring and Professionalisation*

## Learning Opportunities

In line with the shift in focus from 'teaching' to 'learning' in the current educational approach, the NCCE emphasises the importance of Institutions creating effective Learning Opportunities for all student teachers. This is with a view to ensuring that there is an appropriate *teaching input* into the 3-year NCE programmes and a quality *learning output*, i.e. what is taught, how it is taught by teachers and how students learn. How are teachers implementing the new NCE curricula?

Learning Opportunities are all those environmental characteristics (classroom, group, and individual activities; learning resources; assessment processes; etc.) that purposefully enhance learning. Therefore, the focus of 'Learning Opportunities' in NCE-Degree-

Awarding Institutions should be the creation of an enabling environment for quality education in all NCE-Degree-Awarding institutions.

Learning Opportunities in NCE-Degree-Awarding institutions shall encompass:

1. teachers taking the suggested content as laid out in the curriculum implementation guide and designing a Learning Programme that is effective in mastery of knowledge, skills and attitudes;
2. mentoring student-teachers to develop and grow as competent teachers of basic education;
3. providing a variety of learning materials: not simply course books, but genuinely effective and high-quality open-source materials available on the Internet and other improvised materials;
4. student-teachers having the opportunity to practise learned content during and after classes as well as asking questions during classes whenever they need to;
5. student-teachers being given regular group assignments;
6. student teachers being given regular individual assignments;
7. student teachers being engaged in sit-in observation;
8. student teachers being given sufficient opportunities to practise their skills in Micro-Teaching and in Teaching Practice;
9. student teachers being given regular feedback on their performance in achieving the Teacher Standards.
10. student teachers being encouraged to use student-centred pedagogies (think-pair-share, problem-based learning in organised groups, activity-based, discovery method, etc.)

During accreditation and monitoring visits, the NCCE will verify the Institution's compliance with the above to ensure adequate development of knowledge, skills and attitudes in the student teachers. The NCCE will also ensure that all learning is based on best practices in Teacher Education.

## Educational Approach

Teaching is a dynamic profession that requires continuous review to address contemporary issues and challenges. The public is of the view that there is a decline in the quality of education in the country. Part of the reason for the decline could be attributed to the

existing NCE programme that is not tailored enough towards the production of teachers for the Basic Education Programme.

The new educational approach also has implications for the way lecturers in NCE-Degree-Awarding Institutions conduct assessment, provide learning opportunities and undertake teaching practice. This Framework provides some assistance in these areas as well.

There are two main characteristics of the Education Approach underlying the new Teacher Education Programmes:

### 1) The shift from Teaching to Learning:

What is of utmost importance to any education system is what learners can *learn*, and not just what teachers are required to *teach*.

This is an important shift in educational approach which recognises that teaching can be ineffective when it focuses solely on the transmission of curriculum content without considering whether anything is being learnt. In an approach that emphasises teaching input only, it is often assumed that content can be perfectly 'transmitted' to students because all learners will automatically 'receive' the correct content. Research has shown that this is not the case. Learners need to be engaged actively in the learning process and their learning must be supported and monitored explicitly. Learning only becomes meaningful if it is centred on the learner and on the development of the learner's ever-growing and changing understanding and application of professional content knowledge, skills and attitudes.

Therefore, in line with the shift from teaching to learning, it is expected that courses will be offered by the lecturers not through a relatively simple 'Teaching Programme', but rather through a comprehensive 'Learning Programme'. A Learning Programme provides a comprehensive plan to ensure that the required knowledge, skills and attitudes are developed by each student-teacher. Therefore, in the 2026 edition of the NCE-Degree Minimum Standards, each course has a prescribed Learning Programme that describes what resources (learning materials, learning activities, tasks, etc.) will be used, as well as what assessment strategies will be applied to show evidence of achievement of learning goals. Such a Learning Programme also focuses on making sure that effective learning takes place, rather than simply providing a plan to cover course content.

The new approach also requires a redefinition of the lecturers'/teacher educators' role from the transmitter of content to a facilitator of learning. Even if resources to be used are described and outcomes are specified, it may still not be clear as to how lecturers will

change their teaching strategies and focus on what and how students learn. How will the transformation from 'transmitter of content' to 'facilitator of learning' take place through mentoring?

The paradigm shift envisaged is in the methodology employed by lecturers/teacher educators to deliver instruction. There must be a shift from methodology that promotes rote learning and mastery of content to constructivist ones that help learners to construct their knowledge using activity-based, learner-centred approaches. There is therefore a need to carry along the teacher educators for them to fit well into the new arrangement by re-orienting and retraining them for successful implementation of the programme.

### 2) Not only content is learnt, but also skills and attitudes:

The new Teacher Education Programmes aim at producing professional teachers. From this perspective, it is essential that apart from the required content knowledge, student-teachers are also provided with opportunities to acquire the *skills and attitudes* of an effective teacher.

Therefore, the new Teacher Education Programmes use the learning of content (professional knowledge) in such a way that it also relates to and supports the development of professional skills and professional engagement or attitude. The development of appropriate teaching skills will require the provision of adequate opportunities to "practice teaching". It will require not just supervision but a well-organised mentoring system that provides support to the student-teacher and the newly qualified teacher. What this means is that a mentoring component needs to be integrated into the existing teacher preparation exercise, and more time needs to be devoted to practical school experience. Mentoring of both new entrants into the teacher education service and student-teachers shall be complemented by Teaching Practice (TP) supervision that can engender the development of excellent teaching skills; hence the need to re-conceptualise TP and re-organise it as suggested. For instance, in a Mathematics course, it is not enough for student-teachers to learn how to do 'addition'. What is needed as well is that student-teachers learn how to teach 'addition'. That is, the student-teachers themselves need to develop both the content knowledge and the skills to assist their own learners to learn 'addition'.

# Course Credit System and Students' Assessment

## Course Credit System

The National Policy on Education, FGN (2013), stipulates that a credit system which is transferable among Universities and other institutions of higher learning on a reciprocal basis will be initiated. This is to enable a student who may be compelled to change his residence before completing his course to finish it in another institution.

The insistence by the Government on excellence in education led to the establishment of the National Commission for Colleges of Education (NCCE), the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). These three bodies, ministering to the academic needs at their various levels, have agreed that the issue of Minimum Standards cannot be compromised. On its own part, the NCCE under the current dispensation of Dual Mandate is geared towards ensuring that teachers earning NCE and Degree are professionally, intellectually and morally qualified for the task of servicing the Basic and Post Basic Education system. The Dual Mandate Minimum Standards guarantee the acceptability of the NCE and Degree certificates earned from Colleges of Education in Nigeria.

### Definition of Course Credit System

The course credit system is a quantitative system of organising the curriculum in which subject areas are broken into units which are examinable and for which students earn credit (s) if they pass. The courses are arranged in a progressive order or in levels of academic progress, e.g. level 1 or year 1 courses are 100 and level II or year 2 courses are 200 series, etc.

### Advantages of Course Credit System

The adoption of the course credit system for all colleges of education and other NCE-Degree-Awarding institutions has the following merits:

i. allows students within limits to move at their own pace;
ii. allows a thematic structuring of the programmes of study; i.e. ability to break courses into convenient and manageable modules;

iii. allows inter-departmental and inter-disciplinary collaboration in curriculum processes (curriculum planning, development, implementation, evaluation) and minimises duplication of courses;

iv. permits a diagnostic approach to a student's learning as well as a continuous examination of students in each subject area;

v. provides students with greater flexibility in taking elective courses from outside their area of specialisation, thereby broadening their educational horizon;

vi. facilitates inter-institution transfers, thus enhancing student mobility;

vii. enhances comparability, national standard and national unity.

## Credit Unit

Courses are assigned weights called credit units. Credit units consist of a specified number of student-teacher contact hours per week, per semester. Credit units are used in two complementary ways: as a measure of course weighting and as an indicator of student workload.

i) As a measure of course weighting, a course may earn 1, 2, or 3 credit units, etc. 1 credit means 1-hour lecture, plus 1 hour of mentoring and tutorial; 2 credit units mean 2-hour lectures, plus 2 hours of mentoring and tutorial; 3 credit units mean 3-hour lecture, plus 3 hours of mentoring and tutorial per week for 15 weeks of the semester.

ii) For another form of teaching requiring student-teacher contact, the following equivalents may apply:

   a) Two hours of seminar

   b) Three hours of laboratory work, field work, studio work, practicum, stadium supporting activity etc., in addition to lecture hours

iii) **Teaching Practice:** Eighteen (18) and twelve (12) weeks of teaching practice at NCE and Degree levels respectively, to earn 6 credits each.

iv) **Students' Industrial Work Experience Scheme (SIWES):** SIWES for NCE and Degree as prescribed in the dual mandate minimum standards.

v) **Acculturation/Language Immersion:** Minimum of twelve (12) weeks to earn two credits

vi) **Entrepreneurship:** Attachment shall be compulsory for all NCE students in any one of the following key trade areas: **Solar Installation and Maintenance, GSM/ Computer Repairs/Hardware, Cosmetology, Tailoring/Garment Making, Livestock/Poultry and Horticulture.**

vii) Field Work Experience in Adult Education for 8 weeks to earn 2 credit units.

### Staff/Student Workload

i) Every full-time student should be required to register for a minimum of 15 and a maximum of 24 credit units per semester, except for students on field experience, teaching practice or industrial attachment.

ii) A full-time academic staff member shall have a minimum teaching load of 4 credit units per semester.

(a) For Science and TVE-based disciplines, this should mean a minimum of 4 lecture hours and 8-hour laboratory work per week.

(b) For Arts and Social Science-Based disciplines, this should mean a minimum of 4 lecture hours and 8-hour tutorial work per week.

(c) For certain service courses, the size may be very large, and therefore, proportionate contact hours should be used.

## Grade Point Average (GPA)

i. The NCCE is adopting the grading system using both letter (A–F) and figure (5–0) grades. It is more consistent with the degree classification in use in Nigeria and has therefore been adopted by Colleges of Education.

ii. The percentage score, letter grade, Grade Point Average (GPA), and Cumulative Grade Point Average (CGPA), and the status of pass are:

A minimum pass mark of 40% (equivalent to Grade Point of 1) shall apply in every NCE-degree-awarding institution. Similarly, a minimum GPA of 1.00 is required for graduation.

### 1. Definitions of Grade Point, Grade Point Average and Cumulative Grade Point Average:

### i) Grade Point

Grade point derives from the actual percentage raw score for a given course. To obtain the grade point, the raw score is converted into a letter grade and a grade point. How grade point is obtained is detailed in the table below.

**Table 1: Approved Scoring and Grading System**

| I Credit Units | II Percentage Score | III Letter Grade | IV Grade Point (s) (GP) | V Grade Point Average (GPA) | VI Cumulative Grade Point Average (CGPA) | VII Level of Pass in NCE Subjects | VIII Level of Pass in Degree Subjects |
|---|---|---|---|---|---|---|---|
| Varies according to contact hours assigned to each course per week, per semester and according to workload earned by the student. | 70–100 | A | 5 | Derived by multiplying I & IV and dividing by total Credit Units. | 4.50-5.00 | Distinction | First Class |
| | 60–69 | B | 4 | | 3.50-4.49 | Credit | Second Upper |
| | 50–59 | C | 3 | | 2.40-3.49 | Merit | Second Lower |
| | 45–49 | D | 2 | | 1.50-2.39 | Pass | Third Class |
| | 40–44 | E | 1 | | 1.00-1.49 | Low Pass | Pass |
| | 0–39 | F | 0 | | 0.00-0.99 | Fail | Fail |

### ii) Grade Point Average (GPA)

This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point attained in each course by the number of credit unit (s) assigned to that course, and then summing these and dividing by the total number of credit unit (s) taken for the semester.

### iii) Cumulative Grade Point Average (CGPA)

This is the up-to-date mean of the Grade Point (s) earned by the student in a programme of study. It is an indication of the student's overall performance at any point in the training programme.

$$\text{CGPA} = \frac{\text{Sum of Total Grade Points} \times \text{Respective Credit Units for Semester}}{\text{Total Credits for all courses registered by the Student}}$$

# Cumulative Grade Point Average (CGPA) and Related Issues

## Credit Units

These refer to the weight in terms of units given to a course. For instance, EDU 111 is given a credit weighting of 1 and EBN 111 is given 2 credit units. The credit units may consist of hours of lecture/practical/seminar/industrial attachment and so on.

## Grade Point (GP)

This is the point assigned to a range of percentage scores or a letter grade obtained in a given course. These, according to the Dual Mandate Minimum Standards, are as follows.

| No. | Percentage Score | Letter Grade | Grade Points |
|---|---|---|---|
| i | 70–100 | A | 5 |
| ii | 60–69 | B | 4 |
| iii | 50–59 | C | 3 |
| iv | 45–49 | D | 2 |
| v | 40–44 | E | 1 |
| vi | 0–39 | F | 0 |

Thus, a percentage score of 55 is assigned the letter grade C and a grade point of 3. In the same vein, a percentage score of 70 is assigned the letter grade A and the Grade point of 5. A percentage score of 39 and below is assigned the letter grade F and the grade point of 0.

## Grade Point Average (GPA)

This is the average of the grade points earned in all the courses ***taken*** in a semester. This is obtained by multiplying the grade point obtained in each course by the number of credit units assigned to the course. The sum of these is then divided by the total number of credit units ***taken*** in that semester. Consider the example from the first semester (result) of a student (Olu).

**Olu's results: First Semester**

| Subject | Course | Credit | Score | Letter Grade | Grade Point | Total Points |
|---|---|---|---|---|---|---|
| Education | EDU 111 | 1 | 77% | A | 5 | 5 |
| | EDU 112 | 2 | 50% | C | 3 | 6 |

| Subject | Course | Credit | Score | Letter Grade | Grade Point | Total Points |
|---|---|---|---|---|---|---|
| | EDU 113 | 3 | 42% | E | 1 | 3 |
| Social and Citizenship Education | SOS 111 | 2 | 57% | C | 3 | 6 |
| | SOS 112 | 1 | 62% | B | 4 | 4 |
| | SOS 113 | 3 | 72% | A | 5 | 15 |
| English | ENG 111 | 2 | 60% | B | 4 | 8 |
| | ENG 112 | 2 | 38% | F | 0 | 0 |
| | ENG 113 | 2 | 46% | D | 2 | 4 |
| General Studies | GSE 101 | 1 | 69% | B | 4 | 4 |
| | GSE 105 | 2 | 58% | C | 3 | 6 |
| | GSE 109 | 2 | 49% | D | 2 | 4 |
| **Total** | | **23** | | | | **65** |

Total Credit Units (Semester 1) = 23

Total Grade Points (Semester 1) obtained = 65

Grade Point Average (GPA) (Semester 1) = 65/23 = 2.83

## Cumulative Grade Point Average (CGPA)

This is the average of the GPA for a given session. It is used to determine the academic progress of the student. A minimum CGPA of 1.00 is required for graduation. A CGPA of less than 1.00 earns the student probation for one academic session. *Any student who obtained a CGPA of less than 1.00 during probation is required to withdraw from the institution. An example of calculating* CGPA is given. Consider the student's (Olu's) results for semester II as follows:

### Olu's results: Second Semester

| Subject | Course | Credit | Score | Grade Point | Total Points |
|---|---|---|---|---|---|
| Education | EDU 121 | 2 | 60% | 4 | 8 |
| | EDU 122 | 1 | 40% | 1 | 1 |
| | EDU 123 | 2 | 47% | 2 | 4 |
| English | ENG 121 | 2 | 72% | 5 | 10 |

| Subject | Course | Credit | Score | Grade Point | Total Points |
|---|---|---|---|---|---|
| | ENG 122 | 2 | 49% | 2 | 4 |
| | ENG 123 | 2 | 63% | 4 | 8 |
| Social and Citizenship Education | SOS 121 | 2 | 59% | 3 | 6 |
| | SOS 122 | 2 | 44% | 1 | 2 |
| | SOS 123 | 2 | 48% | 2 | 4 |
| | SOS 124 | 2 | 79% | 5 | 10 |
| | SOS 125 | 1 | 61% | 4 | 4 |
| General Studies | GSE 102 | 2 | 55% | 3 | 6 |
| | GSE 103 | 1 | 43% | 1 | 1 |
| | GSE 104 | 1 | 79% | 5 | 5 |
| **Total** | | **24** | | | **73** |

Total Credits (Semester II) = 24

Total Grade Points (Semester II) = 73

Grade Point Average (GPA) (Semester II) = 73/24 = 3.04

Then his Cumulative Grade Point Average (CGPA) for the first year is:

| | Credit | Points |
|---|---|---|
| 1st Semester | 23 | 65 |
| 2nd Semester | 24 | 73 |
| Total Credits | 23 + 24 = 47 | |
| Total Grade Points | 65 + 73 = 138 | |
| **CGPA** | **138/47 = 2.94** | |

## Carrying Failed Courses

Any core or compulsory course failed must be taken at the next opportunity. However, a student must not take, in any semester, a total load of more than 24 credits. Thus, if a student is carrying 6 credit units and the courses are available at the next session, the student should take only a maximum of 18 credit units from the new courses and should take the course he failed – i.e. 6 credit units, making a total of 24 credit units. Of course, the actual credit registered/taken during probation is used in the calculation of the new

GPA and new CGPA. The previous score is, however, reflected in the records of the semester the courses were earlier taken and failed. ***It should be noted that there should be no waiver of attendance of classes during probation.***

## Duration of NCE-Degree (Regular)

The duration for obtaining NCE and Degree certificates is a minimum of three academic sessions for NCE and two for Degree, of two semesters each. A semester must not be less than 15 weeks of teaching, plus 3 weeks for registration and examination, making a total of 18 weeks.

The maximum residency period for an NCE student is five academic sessions, and four academic sessions for Degree. ***This means that only two probationary years are allowed at the NCE and Degree level.***

## Role of Level Adviser

Level advisers shall be appointed by the Dean to guide students. They help students to navigate academic matters such as course selection, registration and solving academic problems. They monitor and counsel students on their academic progress.

## Semester Examinations

With the adoption of the course credit system, examinations come at the end of every semester.

## Continuous Assessment (CA)

The Commission approved the following:

i. A weighting of 40% should be adopted for continuous assessment and 60% for semester examinations by all colleges of education in view of the work input expected from students in the various approved programmes of study;

ii. A weighting of 60% should be adopted for continuous assessment with emphasis on practical and hands-on activities and 40% for semester examinations in the schools of computing, technology and vocational education at both NCE and Degree levels;

iii. Assessment should be in workshops, laboratories, studios, etc., as may apply to respective disciplines;

iv. For effective implementation of the course credit system and the continuous assessment scheme, each college should:

a) Provide essential tools for information storage, retrieval and analysis in the form of microcomputers along with relevant software e.g. course administration programmes, licensed databases and word processors. Such computer applications can facilitate access to analytical tools which can greatly facilitate the grading, analysis and interpretation processes.

b) The standard of teaching/instruction and quality of examinations should be raised through the institutions' use of students' opinion surveys and peer evaluation to assess the quality of teaching in all courses. The lecturers evaluated should be informed about the outcome, which should be discussed with them individually as a basis for improvement.

In addition, short courses on teaching and examination methods should be mounted for staff during the long vacation periods. The National Policy on Education, FGN (2013) recognises the need for the re-training of teachers at all levels of the education system.

### Conditions for Probation and Withdrawal

i. The common denominator for assessing a student's overall performance in a programme of study, regardless of the number of credit units taken, is the Cumulative Grade Point Average (CGPA).

CGPA should be used as a guide for assessing students for probation and withdrawal, considering the minimum CGPA of 1.00 required for progression.

### ii. Probation

Probation is a status of a student whose academic performance falls below an acceptable standard. A student whose Cumulative Grade Point Average (CGPA) is below 1.00 at the end of a year of study earns a period of probation for one academic session. A student on probation will not progress to the next level but will retake all failed courses to enable him or her to meet the 1.00 CGPA requirement.

### iii. Withdrawal

A candidate whose Cumulative Grade Point Average (CGPA) is below 1.0 at the end of a period of probation should be advised to withdraw from the College.

### iv. Repeating Failed Courses

Subject to the conditions for probation and withdrawal, a student may be allowed to repeat the failed courses at the next available opportunity provided that the total number of Credit

Units carried during that semester does not exceed 24, and that the grade earned at all the attempts shall count towards the calculation of the CGPA.

## Moderation

Each Head of Department, through the Dean, shall recommend a list of external examiners to the Academic Board of the College for approval

External Examiners so recommended may either come from sister institutions or Universities outside the geopolitical zones or may be respectable professionals in the field.

External Examiners from Colleges of Education and Polytechnics must not be below the rank of Principal Lecturers, while those from the Universities must be Senior Lecturers and above. Professionals in the field must have not less than fifteen years of post-qualification experience before they can be appointed external examiners in their field of practice.

Such External Examiners shall moderate the questions, the marked answer scripts of 200 and 300 level NCE and 400 and 500 level Degree courses, as well as the projects, and send their written reports to the Academic Board through the Director of Academic Planning. In addition to all the above, the NCCE shall appoint a monitoring team of experts in each discipline to go around Colleges from time to time to vet their academic standards and forward written reports to the Commission.

### Academic Year and Semester

i. For proper computation of contact hours for each course in a programme of study, the Commission approved the following:
    a. Two-semester year (first and second semesters for regular courses) for all colleges of education. A long vacation period should be adopted for vacation courses; and
        b. The first and second semesters should last between 17 and 18 weeks each (including registration, teaching and examination periods) provided that not less than 15 weeks during each semester is devoted to teaching. Programmes of study for the long vacation period should last between 11 and 12 weeks, of which 10 weeks are devoted to teaching.
ii. For maximum utilisation of staff and resources, and to give more opportunity to students to take additional courses under the course credit system, Dual Mandate Colleges of Education should operate programmes of the long vacation period in line with the course credit system.

## Assessment

In line with the desire of the NCCE to foster quality learning among student teachers, assessment, which measures how well learners have attained the learning outcomes (i.e. the Teacher Standards), is considered pivotal in the 2026 Dual Mandate Minimum Standards for Teacher Education Programmes.

Consequently, accreditation and monitoring exercises in NCE-Degree-awarding institutions shall be geared towards evaluating the extent to which assessment is used to enhance the quality of College graduates as exemplified by the Teacher Standards. The new curricula suggest that Teacher educators need to know and use assessment procedures for learning and not just to gauge student-teachers' mastery of content or skills.

It is expected that each institution has an Internal Quality Assurance (IQA) Unit that shall monitor assessment in the Institution. This IQA Unit should collect, collate, analyse, and regularly update all available forms of data on assessment (from schools, departments, examination offices, student notebooks, teachers' Learning Programmes or Course Outline, etc.).

The NCCE shall audit reports from this Unit during its visits and use them to make judgements about the quality of the programmes of the institution.

In line with the overall educational approach, assessment should not only measure whether student teachers have acquired the necessary content knowledge but also provide evidence that student teachers have acquired the necessary professional skills and attitudes.

### Characteristics of Assessment

All NCE-Degree-awarding institutions shall focus on assessments that are:

a. consistent with stipulated Teacher Standards;
b. reliable, valid, credible, and relevant to the learning it measures;
c. held in a suitable and conducive assessment environment;
d. focused on finding out whether students have developed the expected conceptual understanding, as well as problem-solving and practical teaching skills;
e. conducted regularly to enhance and monitor the effectiveness of the learning process; and
f. ensures prompt feedback.

## Time and Kinds of Assessment

NCE-Degree-awarding Institutions shall maintain Semester Examination/Continuous Assessment (CA) as currently practised, based on the prescriptions provided in the Dual Mandate Minimum Academic Standards: 60:40 (examination to continuous assessment) for Arts, Humanities, Languages, Sciences and Social Sciences, while for TVET programmes it shall be 40:60 (examination to continuous assessment) with emphasis on practical and hands-on activities.

In addition, all assessments shall be designed to reflect the kind of learning that it intends to measure, so that learning of practical skills is not measured by a theoretical test. Lecturers shall also ensure that their students get feedback after every assessment to give the students the opportunity for improvement in their learning. At the end of each course, an overall assessment shall be given. This overall assessment shall show evidence of the students' achievement of the overall learning in that course.

## Management of Assessment

The Management of Assessment shall be based on the prescriptions in the Dual Mandate Minimum Standards. In addition, NCCE shall ensure that every institution shall show evidence of effective examination/assessment procedures by:

a. keeping samples of C.A questions/tests that must be made available for monitoring purposes;
b. appointment of qualified external examiners;
c. analysis and action based on comprehensive reports from external examiners;
d. ensuring that student teachers receive results of each CA task or test within 4 weeks, and of final examinations within 8 weeks after assessment;
e. ensuring the use of appropriate examination questions in terms of the Teacher Standards and the coverage of content;
f. ensuring that student teachers' scripts are consistently assessed with quality marking schemes;
g. maintaining an examination system that provides for adequate redress in case of alleged irregularities;
h. ensuring that the entire assessment procedure for a course is investigated by the IQA Unit where the CA results differ significantly from the overall result; and
i. CA results in a course must be submitted to the HOD and captured by the IQA Unit before the examination of that course takes place.

# Review of Assessment Guidelines

One of the mandates of the NCCE as encapsulated in the ACT is the revision of assessment methods and the development of a scheme of National Certification for various products of Colleges of Education. The NCCE has reviewed the methods of assessment in Colleges of Education with a view to harmonising them to ensure parity among these Colleges and ensure consistency with recent developments in education. After due consideration of the responses from Colleges, consideration by the Academic Programmes, Evaluation and Accreditation Committee and the approval by the Boards, the following guidelines were arrived at.

## Guidelines

### i. Types of Question

All NCE-Degree-Awarding institutions shall use essay type questions and/or objective test items. However, equitable weighting shall be given to practical examinations in some specific schools and subjects that are practically oriented.

### ii. Venue of Examination

Examination shall be held in the classrooms or lecture halls arranged for the purpose of examination. However, in some specific schools and subjects, practical examinations shall be conducted on the field or in the laboratory (ies).

iii. Number of Questions

Number of questions shall vary according to the number of Credit Unit (s) as follows:

### Essay Question

| Credit Unit(s) | Maximum No. of Questions Set | No. of Questions to be Answered | Duration |
|---|---|---|---|
| 1 Credit Unit | 3 | 2 | 1 hr 30 mins |
| 2 Credit Units | 5 | 3 | 2 hrs |
| 3 Credit Units | 6 | 4 | 3 hrs |

### Objective Or Multiple-Choice Questions

| Credit Units | Minimum Question Items to be Set | Duration |
|---|---|---|
| 1 Credit Unit | 25 | 45 mins |
| 2 Credit Units | 50 | 1 hr |
| 3 Credit Units | 75 | 1 hr 30 mins |

A question bank should be established and operated from the Deputy Provost's (Academic) office.

### Examination Personnel

The following Officers/Committees should be appointed to handle examinations:

i) Departmental Examination Officer

ii) School Examination Officer

iii) College Examination Committee

### Functions

The College Examination Committee, membership of which shall comprise (i) and (ii) above and chaired by the Deputy Provost (Academic), shall plan college examinations, set the timetable for examinations, arrange rooms and halls for the examination, secure comfortable accommodation for external moderators, among others.

### Collection, Collation and Production of Questions

The Head of the Department shall be responsible for collection, collation and production of questions, and may direct the Departmental Examination Officer to carry out the responsibility on his/her behalf. NCE I Examination Questions shall be internally moderated while NCE II – Degree courses shall be externally moderated before production.

## General Examination Regulations

All Examinations shall be conducted by:

i) Chief Examiner (HODs)

ii) Examiner (Course Lecturers excluding Corps members and Assistant Lecturers)

iii) External Examiner (s)/Moderator (s)

iv) Departmental and School Examination Officers.

***Note:*** *Every department shall have Examination Officers.*

## Functions

### i) Chief Examiner

The Chief Examiner shall:

a. Arrange and supervise departmental Examination (s);

b. Present the results of examinations from the department to the School Board of Examiners and the Academic Board;

c. Ensure that result slips are given out before the commencement of the succeeding semester;

d. Receive examination questions and marking schemes from all course lecturers and course coordinators in the department;

e. Ensure that questions are moderated before final production;

f. Arrange the production and supervision of departmental question papers after External Moderation;

g. Ensure submission of External Moderators' reports to the Director of Academic Planning;

h. Ensure that examination results undergo vetting at a Departmental Meeting;

i. Ensure that results are externally moderated before they go to the College Examination Committee;

j. Present the examination results to the Academic Board Business Committee; and

k. Perform any other examination duties referred to him/her by the Provost.

### ii) Examiner

The examiner shall:

a. Set examination questions as and when due and provide the marking scheme;

b. Invigilate examination (s) as scheduled;

c. Mark scripts and make returns within two weeks after the paper has been written;

d. Collate and compute results; and

e. Perform any other duty assigned to him/her by the Chief Examiner.

### iii) External Moderator

The External Examiner shall:

a) Scrutinise questions and the marking scheme to ensure coverage of the course content.

b) Reject or reframe questions where necessary.

c) Ensure that scripts are treated in line with the set marking scheme.

d) Ensure correctness of mark summation

e) Write a report in which the following are highlighted in detail:

i. Quality of questions and candidates' responses.

ii. Coverage of course content.

iii. Consistency in awarding marks.

iv. General observation (s) and suggestion (s) for future improvement.

f) Shall submit the report to the Director of Academic Planning through the Chief Examination Officer for onward transmission to NCCE.

### iv) Departmental Examination Officer

The Departmental Examination Officer shall:

a. Be a member of the College Timetable Committee;

b. Participate in developing the College examination Timetable, and assign invigilators for all departmental courses to be examined in a semester;

c. Collate examination scores and process examination results in line with the guidelines specified in this curriculum implementation framework; and

d. Perform any examination-related functions as may be referred to him/her from time to time by the Chief Examiner.

### College Timetable Committee

Members of the College Timetable Committee are:

i. Director of Academic Planning (Chairman)

ii. Departmental Examination Officers

iii. Director of Quality Assurance

iv. Academic Secretary (Secretary)

The Timetable Committee shall be responsible for setting the lecture and examination timetables, assigning invigilators and supervisors for all examinations;

## 1. Conduct of Examination (s)

The following guidelines shall apply in the conduct of examinations in NCE-Degree-Awarding institutions:

a. All candidates shall register for College examination by completing appropriate forms to be signed by course Lecturers and HOD(s).

b. To qualify for examination a candidate must have fulfilled all College, School and Departmental requirements including 75% attendance at Lectures in respect of the course (s) to be examined.

c. Knowledge of examination date (s), time (s) and place (s) shall be the responsibility of candidates.

d. A candidate shall arrive at the examination hall and be seated at least 15 minutes before the advertised time on the timetable.

e. Candidates shall not be allowed to leave the examination hall unaccompanied by the invigilator.

f. Candidates shall not be allowed to leave examination hall in the last 15 minutes of the examination.

g. It is compulsory for candidates to display their identity cards on the desk.

h. Candidates must ensure that they sign in and out of examination halls.

i. Answer scripts must be handed over to the invigilator before signing out of the examination hall.

j. Candidates shall not give or receive any form of assistance from any source or anybody during an examination.

k. Candidates shall call the attention of the invigilator only by raising a hand.

l. The use of scrap paper is not permitted. All work must be done on the answer booklets provided by the invigilator. Such paper must be submitted to the invigilator after the examination.

m. Handbags, briefcases and unauthorised calculators are prohibited from the examination hall.

n. Any candidate who violates any of the regulations and those issued from time to time shall be deemed to have displayed indiscipline. Such a candidate shall be treated as appropriate.

o. All electronic devices (handsets, smart rings or watches, smart pen, Bluetooth, smart eyeglasses, etc.) are prohibited in the Examination Hall.

p. Colleges can make additional rules and regulations that will enhance the smooth conduct of examinations.

### 2. Marking of Examination Scripts

Course lecturers shall mark script (s) in respect of course (s) examined by them. Assistant Lecturers or Youth Corpers on National Service shall only mark scripts under the supervision of an officer of higher academic rank.

### 3. Academic Board of the College

Academic Board shall continue to perform all functions as stated in the Colleges of Education Establishment Acts.

### 4. Academic Board Business Committee (ABBC)

There shall be an Academic Board Business Committee (ABBC) that shall comprise the following members:

| Member | Role |
|---|---|
| i. Deputy Provost (Academics) | Chairman |
| ii. Director, Academic Planning | Member |
| iii. Director, Quality Assurance | Member |
| iv. Dean, Students' Affairs | Member |
| v. Deans of Schools (may come with the HODs to present results/memos) | Members |
| vi. Deputy Registrar, Academic Affairs | Secretary |

### Functions

The Committee shall be responsible for

i. Vetting students' results,

ii. Scrutinising memos from schools and presenting them to the Academic Board.

iii. Preparing memos to the Academic Board for consideration and approval

iv. Any other assignment given by the Academic Board

v. Any other matter referred to it by the Provost.

## 5. Handling of Examination and Result Complaints

Examination Complaints Committee is an Academic Board Committee that shall be set up at the beginning of each academic session to ensure neutrality in the consideration of examination and result complaints affecting students. The Committee shall be chaired by an Academic Staff member not below the rank of Chief Lecturer/Professor. Membership shall comprise representatives of each School in the College and the Secretary shall be provided by the Academic Office. The reports and recommendations of the Committee shall be considered and disposed of by the Academic Board of the NCE-Degree awarding institutions.

## 6. Minimum Credits Required for Graduation

i. **NCE component:** A student must earn a total minimum of 80 credits for NCE

ii. **Degree component:** A student must earn a total minimum of 70 credits, excluding 30% local content.

iii. For NCE, institutions may have additional courses to the minimum, which shall not exceed 10 credit units (making a maximum of 90 credit units) and shall be peculiar to the individual institution's local content.

## 7. Attendance

A registered student must attain 75% attendance, which includes both physical and virtual lectures, before he/she may write the end-of-semester examination.

## 8. Record Keeping

All NCE-Degree-Awarding institutions shall have an 'Examinations and Records' Section in the Registry of the institution. The Section shall be responsible for:

a. Keeping all examination records;

b. Issuance of transcripts;

c. Processing and issuance of results, and final certificates as approved by the Academic Board.

d. And any other responsibility that may be assigned by the College Management

## 9. Transcripts and Grading

The grading systems shall conform with the NCCE Standards clearly stated in the summary of Dual Mandate Minimum Academic Standards. Students are to be issued with transcripts of their performance either on request by the students or by any recognised

institutions for purpose of admission, job placement or transfer from/to a college. The format (sample) for transcripts is attached and marked Appendix 1.

## 10. Certificate

All Certificates to be issued to graduates of NCE-Degree-Awarding institutions shall be according to the NCCE specifications and guidelines.

The Security Certificate has:

i) Name and Logo of the Institution

ii) Name of the Recipient

iii) Name of the Certificate

iv) Subjects

v) Date of approval by the Academic Board of the institution

vi) Signature of Provost & Registrar

vii) Signature of Executive Secretary of NCCE (State and Private COEs)

viii) The statement “The above programme is accredited by the NCCE” shall also be on the certificate

## Note

a. A sample of the type of certificate is attached and marked Appendix II.

b. Students who graduate from unaccredited programmes shall not be certified.

# Quality Assurance

NCCE shall carefully monitor curriculum implementation in NCE-Degree-Awarding Institutions to ensure effectiveness. It shall be the focus of the implementation of the curriculum to attain the desired output (professional teachers). To achieve this, the NCCE shall enhance its Quality Assurance system. The Quality Assurance system shall continue to monitor Institutional curriculum inputs, processes and products to determine whether the intended target (the creation of a body of professional teachers) is achieved.

In the case of the new Programmes to be implemented in NCE-Degree-Awarding Institutions QA system will:

1) assess the quality of leadership and support services and their impact on the quality of administration and the quality of graduate output;
2) assess the quality of staff and student welfare in NCE–awarding Institutions in Nigeria;
3) ascertain the conditions and status of equipment, learning materials and facilities in NCE-Degree-Awarding Institutions in Nigeria;
4) encourage innovation and re-orientation toward the changing needs of the target beneficiaries;
5) encourage and facilitate a variety of learning methods within the Institution's Schools, Departments, etc., that is conducted in a consultative and consensus building fashion [mentoring process];
6) ensure the choice of appropriate and credible student assessment methods relevant to the chosen learning methods;
7) be concerned with good outcomes of the curriculum content;
8) ensure there are adequate resources to deliver the curriculum and
9) ensure the quality of input, process, and output variables that provide information on learning outcomes and their improvement for the purpose of decision making and decision taking.

To enhance its effectiveness, Quality Assurance shall be conducted at two levels, namely:

- Internal Quality Assurance (by the institution offering the NCE programme).
- External Quality Assurance (by the NCCE);

In the case of External Quality Assurance, the NCCE shall continue to carry out Accreditation of institutions and Academic Programmes, Resource Visits, (establishment of new

NCE-Degree-Awarding Institutions and mounting of new programmes), and the Monitoring and Evaluation of Academic Standards in NCE-Degree-Awarding institutions.

The NCCE shall also continue with its responsibility of monitoring institutions' level of compliance with the implementation of Teacher Standards, such as, monitoring of the Teaching Practice, monitoring of Assessment procedures, monitoring of Acculturation/ Language Immersion Programmes and the aspects of Professional Practice.

In the case of Internal Quality Assurance, all NCE-Degree-Awarding institutions must establish an Internal Quality Assurance Directorate to ensure that the guidelines provided in this Implementation Framework are followed. The Directorate should be headed by an experienced and accomplished lecturer not below the rank of a Chief Lecturer/Professor. The Director will head the Directorate for a tenure of 2 years which is also renewable for another two years. There should also be a Deputy Director who should also be an accomplished academic staff not below the rank of Principal Lecturer/Associate Professor. The Directorate should have not less than four support staff which should include a clerk, an administrative staff, a data analyst and an Office Assistant.

Below is the organogram of the Quality Assurance Directorate:

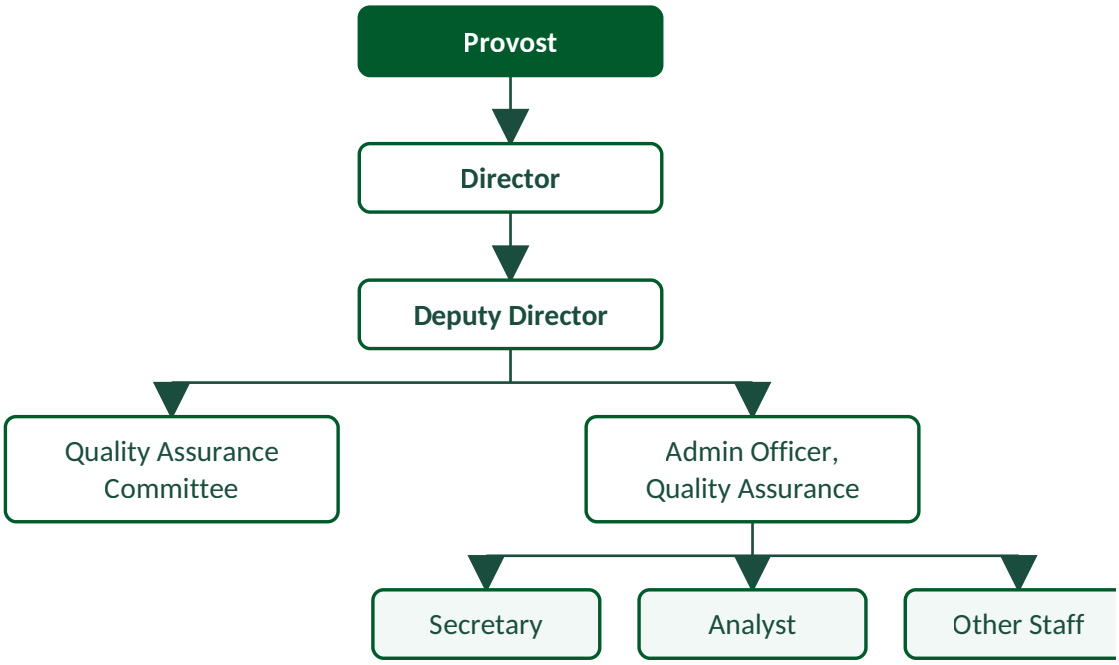



*Fig. 1. Structure of the Quality Assurance Directorate (Organogram)*

The roles of the Directorate will include the following:

I. Generates formative data that can be used to improve the quality of the management and delivery of the NCE and Degree courses;

II. Provides information to the public and other interested partners about quality and standards;

III. Authenticates and keeps samples of students' journals;

IV. Ensures that quality and standards are maintained in the schools and the college in general;

V. Collates, analyses and provides self-assessment records of the institution and

VI. Reports to the Management on a monthly basis or as the need arises.

VII. Monitors Teaching and learning

VIII. Reports of the external examiner shall be made available to the Directorate.

IX. Periodic internal accreditation is carried out.

The Directorate needs some degree of autonomy and full support from the College Management if it is to achieve its goals.

Internal quality assurance processes and procedures shall be carried out at three levels; input, process and output.

| INPUT | PROCESS | OUTPUT |
|---|---|---|
| • Entry requirements used to admit candidates<br>• Qualification of students admitted and conformity to entry requirements<br>• Number registered versus carrying capacity<br>• Facilities and equipment (quality and adequacy)<br>• Curriculum availability and content adequacy and relevance<br>• Environment (academic, social, welfare, safety, gender-sensitive) | • Orientation of students and staff<br>• Adequacy of teachers (qualification, experience, number)<br>• Number of lectures and early commencement<br>• Attendance of lectures by students<br>• Adequacy of practical/SIWES/TP<br>• Extent of coverage of curriculum (moderators' report); TP report from schools<br>• Diversity of questions<br>• Standard of examination questions and marking schemes (moderators' report)<br>• Implementation of external examiners' reports<br>• Teacher–student relations<br>• Evaluation of teachers by students | • Distribution of class of degree/certificates<br>• Employers' evaluation<br>• Adaptability of product to open market<br>• Comparative assessment by visiting lecturers; report from collaborators<br>• SIWES report from industries/institutions |

To carry out internal accreditation, the Quality Assurance Directorate shall use the Accreditation Toolkits. To get full accreditation of the institution and academic programmes, the institution should score a minimum of 'satisfactory' in key area A and the programme should score a minimum of 'satisfactory' in key area B as contained in the Accreditation Toolkits.

Feedback mechanisms shall be obtained from the following sources among others:

- Teachers assessment by their students
- CA scores and marked scripts (these should get back to students at least two weeks before the examinations).
- Report of internal moderation of Examination questions.
- Feedback from employers
- Report of course experience questionnaire on students
- External moderators report.
- Feedback from products that are self-employed, particularly in some areas like Technical and Vocational Education and Theatre Arts, etc.

### Uses of the Feedback

Data from the feedback shall be used by the Institution for decision-making towards improvement in the system.

Students shall also use feedback available to them to improve on their performance and overall conduct in the College.

To enable the Directorate to generate data to monitor input, process and output, instruments shall be developed for each expected task. Samples of the instruments are presented as Appendixes I-III. It is hoped that more shall be developed and validated by the Quality Assurance Directorates of Colleges.

# Teaching Practice Unit

## Functions

a) Develop, apply and periodically review the Teaching Practice Assessment Booklet; Student Reflective Journal, Training Manual for Mentors, etc.;

b) Plan, organise and coordinate the entire Teaching Practice Programme;

c) Assess and ensure that all schools to be used for TP are learner-friendly and appropriate for the TP exercise;

d) Disseminate information on various quality parameters of Teaching Practice;

e) Organise inter- and intra-institutional workshops and seminars on the effective implementation of Teaching Practice guidelines;

f) Document the various programmes/activities of Teaching Practice;

g) Work closely with academic departments, the Cooperating Schools, relevant stake-holders (e.g. NCCE, NUC, TETFund, SUBEB, etc.) and the Directorate of ICT for the purpose of maintaining /enhancing quality of Teaching Practice exercise;

h) Promote and help sustain the culture of quality in the Teaching Profession;

i) Prepare and submit the Report/result of the Teaching Practice Exercise annually to the Academic Board through the Chairman of the Teaching Practice Committee.

j) Coordinate logistics during external assessment.

### Appointment of the Head of Teaching Practice

- The Dean, School of Education, shall be the Chairman of Teaching Practice. The Head of the Department of Curriculum and Instruction is the coordinator of the Teaching Practice and shall be answerable to the Dean of Education, while the Dean is answerable to the Provost and the Academic Board.

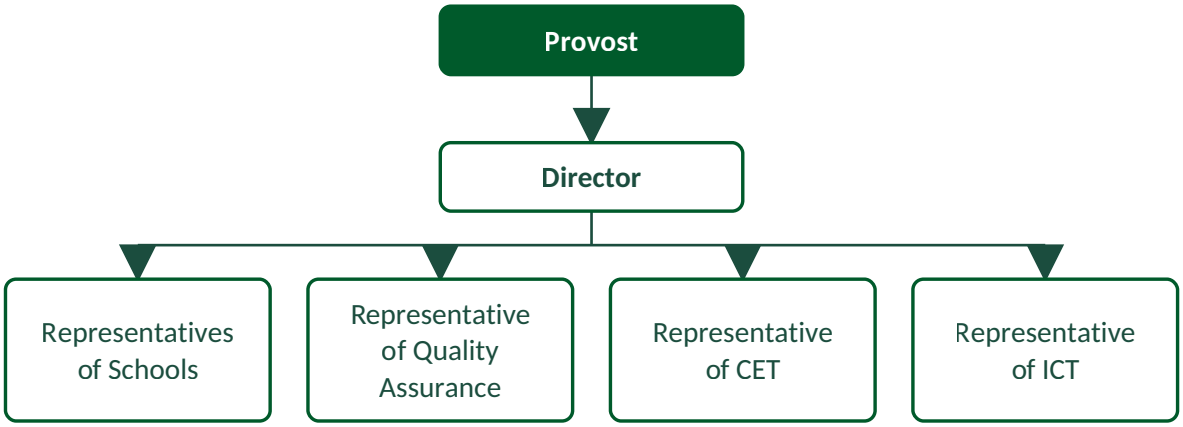
### Membership of the Teaching Practice Committee

The members of the Committee shall include:

- The Dean, School of Education (Chairman)
- Director, Academic Planning
- Director of Quality Assurance
- Director of ICT
- Deans of Schools

- Representative of Centre of Educational Technology (CET)
- Coordinator (HOD Curriculum and Instruction) of Teaching Practice (Secretary)

## Organogram of the Teaching Practice Directorate




*Organogram of the Teaching Practice Directorate*

## Teaching Practice Guidelines

Teaching Practice (TP) is a crucial aspect of Teacher Education. Teaching Practice provides student teachers with an opportunity for the acquisition of necessary professional skills through practical experience. This will prepare them for effective professional practice after graduation.

The Dual Mandate Academic Minimum Standards lay great emphasis on Teaching Practice. The new Minimum Standards specify that Teaching Practice should be done in the first semester of the third year for a minimum period of 18 weeks. Teachers must be assigned to student-teachers for mentoring. Teachers with not less than 5 years' experience should be appointed and trained by colleges as school-based mentors, using the Mentoring Training Manual. The appointed officers shall mentor the practising teachers in the Cooperating Schools. NCE-Degree-Awarding institutions shall take responsibility for the training of student-teachers on TP. In addition, micro-teaching shall be elevated to continuously support teacher trainees before teaching practice and before they graduate. Evaluative comments on the progress of the students should form part of their Reflective Journals. Colleges must also provide adequate support in the form of orientation for the trainees.

NCE-Degree-Awarding Institutions must assign specialised supervisors to student teachers in their specific areas of study such as ECCE and Special Needs Education to ensure that such supervision is focused, well-informed and based on the supervisors' practical/ professional skills and knowledge.

A prerequisite to Teaching Practice is a pass in Micro-Teaching which should span through the entire duration of the penultimate year. Students must pass Micro-Teaching Practicum (EDU 224) and all first semester courses before proceeding on Teaching Practice. Therefore, it is essential that NCE-Degree-Awarding institutions ensure that methodology courses and their related content are planned to complement Micro-Teaching opportunities. Students shall also take advantage of the Centre for Educational Technology (CET) in acquiring skills in improvisation and teaching aids preparation long before they begin teaching practice.

Consequently, NCE-Degree-Awarding institutions shall ensure that teacher educators design and coordinate a comprehensive Teaching Practice Preparation Programme for student teachers. Such a Preparation Programme shall present student teachers with a gradual building up of TP preparation assignments. These assignments shall require student teachers to design lesson plans, learning materials, and assessment tasks which they can use when they are in a school during Teaching Practice. Micro-Teaching and classroom observation activities are also to be done.

Classroom observation shall begin with teacher trainees taking turns to visit demonstration or relevant schools to observe how teaching and learning take place in the relevant methodology courses. Students shall render relevant reports about their experiences. Such reports shall be reviewed and thoroughly discussed during class sessions with a view to driving home needed experiences for successful Teaching Practice and teaching roles. All students shall undergo a two-week classroom observation towards Teaching Practice preparation and should be carried out in the various College Demonstration Schools. This shall be captured in the Dual Mandate Minimum Standards for General Education curriculum. In this way, student teachers shall be prepared in a consistent and effective manner for a Teaching Practice experience that adds value and allows student teachers to develop and apply professional skills.

Student teachers shall keep extensive Students Reflective Journals as the build-up towards Teaching Practice and during Teaching Practice itself. Such Journals shall be regularly reviewed by mentors in the presence of practising teachers to reinforce desirable skills. In addition, cooperating teachers shall study the Journal and provide comments to aid student teachers to identify strengths and weaknesses in their professional skills. During TP

supervision, Supervisors shall take into account documented records of practising teachers in their assessment and correction of teacher trainees.

NCE-Degree-Awarding Institutions are also expected to design and operate School-based Teachers Professional Development Programmes (SBTD) that assist teachers in these schools to enhance their profession and also to become effective mentors. Meetings of various Departments within a School must be held at least three times in a semester to share ideas on Teaching Practice and provide peer-support for teachers.

NCCE shall carry out a regular quality assurance exercise to ensure that NCE-Degree-Awarding institutions comply with the Teaching Practice guidelines. NCE-Degree-Awarding Institutions shall be required to provide reports outlining the quality of the outcomes of Teaching Practice to NCCE. These reports will include samples of Students Reflective Journals.

Generally, NCE-Degree-Awarding institutions shall provide evidence on how they have assessed students on Teaching Practice in line with the Teacher Standards.

In summary, it is expected that:

1. NCE-Degree-Awarding institutions shall provide a comprehensive Preparation Programme (Classroom observation, scouting/contact/survey, orientation for staff and students, mentorship, etc. shall be carried out by the College) for Teaching Practice, by effectively coordinating content and method courses and linking these meaningfully with Micro-Teaching opportunities;

NCE-Degree-Awarding institutions shall conduct Teaching Practice Orientation that shall address:

a) Student teachers' expectations
b) Ethical and professional issues in Teaching Practice;
c) Areas for Student Teachers to focus on during Teaching Practice;
d) Practical activities: mentoring, improvisation of instructional materials;
e) Relationship between supervisors, mentors and Student Teachers;
f) The importance of feedback; and
g) Different aspects of pedagogy that the students will be trying out in the classroom

## Teaching Practice Code of Conduct

**E**very NCE-Degree-Awarding institution shall provide Code of Conduct for students during Teaching Practice. In general, all Student Teachers are expected to:

a) Have a positive attitude towards teaching
b) Attend school every day
c) Arrive on time
d) Dress smartly and appropriately
e) Build appropriate relationships with pupils and teachers, parents and the school community
f) Plan and prepare lessons in advance
g) Teach classes using a variety of appropriate techniques
h) Manage behaviour of pupils positively without using physical or emotional punishment
i) Meet regularly with the school-based mentor
j) Attend professional development meetings
k) Complete a journal about their experiences
l) Learn from classroom observation by observing different teachers, learning from what they observe and putting new ideas into practice
m) Take part in all the activities in the school (curricular and co-curricular)

2. Micro-Teaching shall be coordinated by the School of Education and the Department of Curriculum & Instruction in collaboration with the Centre for Educational Technology.
3. Teaching Practice shall take place in the appropriate school.
4. Student teachers must go to their practising schools with samples of prepared lesson plans, lesson notes, learning materials, and assessment tasks;
5. Student teachers shall participate in all activities of the school when on Teaching Practice;
6. Each student teacher shall be assessed at least **ten** times during the Teaching Practice period (six assessments by the College (60%), the host institution (20%) and the Reflective Journal (20%)).
7. NCCE is to ensure that NCE-Degree-Awarding Institutions comply strictly with the use of Teaching Practice Assessment Form.
8. Supervision of Teaching Practice exercise shall be carried out by both the internal and external Supervisors/Monitoring Team/ Cooperating Schools.
9. Student teachers shall keep a Student Reflective Journal as part of the Teaching Practice assessment.

# Appendices: Official Instruments, Forms and Samples

## Teaching Practice Assessment Form

**TEACHING PRACTICE ASSESSMENT FORM**

NAME OF STUDENT: .....

MATRIC NO: .....

SUBJECT: .....

TOPIC: .....

CLASS TAUGHT: .....

TIME: .....

DATE: .....

TEACHING PRACTICE SCHOOL: .....

DATE: .....

| | | MAXIMUM | MARK AWARDED | COMMENT |
|---|---|---|---|---|
| 1 | **PREPARATION (12 Marks)** | | | |
| | (a) Statement of objectives: Stated in behavioural terms | 5 | | |
| | (b) Content: Logical, properly sequenced… | 2 | | |
| | (c) Adequacy/Comprehensive (as reflecting facts/knowledge, values/attitude & skills). | 3 | | |
| | (d) Conformity of topic with scheme of work/ Weekly Diary | 2 | | |

| | | MAXIMUM | MARK AWARDED | COMMENT |
|---|---|---|---|---|
| **2.** | **PRESENTATION (52 Marks)** | | | |
| | (a) Introduction (Relevance) to the topic | 5 | | |
| | (b) Development of Lesson | 5 | | |
| | (c) Mastery of subject matter | 10 | | |
| | (d) Skilful use of chalkboard | 3 | | |
| | (e) Time Management skills | 3 | | |
| | (f) Questioning Skills | 5 | | |
| | (g) Competence in use of instructional materials:<br>– Relevance (2) Appropriate timing (2)<br>– Adequacy (2) Variety (2) | 8 | | |
| | (h) Competence in Enhancing Class participation | 8 | | |
| | (i) Capacity for Effective Conclusion. | 5 | | |
| **3.** | **SKILLS OF CLASS MANAGEMENT** | | | |
| | (a) Class Control | 5 | | |
| | (b) Class Arrangement | 2 | | |
| | (c) Reaction of pupils to reinforcement of pupils' responses | 2 | | |
| **4.** | **COMMUNICATION SKILLS (7 Marks)** | | | |
| | (a) Clarity of Voice/Audibility | 2 | | |
| | (b) Appropriate use of language | 5 | | |
| **5** | **EVALUATION SKILLS (10 Marks)** | | | |
| | (a) Suitability of assessment tool | 4 | | |
| | (b) Comprehensiveness of the assessment | 3 | | |
| | (c) Attainment of stated objectives. | 3 | | |

| | | MAXIMUM | MARK AWARDED | COMMENT |
|---|---|---|---|---|
| **6.** | **TEACHER'S PERSONALITY/PROFESSIONAL ATTITUDE AND VALUES (10 Marks)** | | | |
| | (a) Neatness & Appropriate Dressing | 3 | | |
| | (b) Readiness/Diligence/Adaptability | 2 | | |
| | (c) Learner-friendliness | 2 | | |
| | (d) Comportment | 3 | | |
| | **TOTAL SCORE** | **100** | | |
| **Additional Comments** | | | | |
| ……. | | | | |
| Name and Signature of Supervisor: …… Date: …… | | | | |

# Teaching Practice Monitoring Form A

## INSTITUTIONAL MONITORING

| | | |
|---|---|---|
| **1.** | Name of Institution: | ..... |
| **2.** | State: | ..... |
| **3.** | Programme: | ..... |
| **4.** | Session: | ..... |
| **5.** | Duration of Teaching Practice: | ..... |
| **6.** | | ..... |
| **a.** | Availability of Teaching Practice Committee: | ..... |
| **b.** | Structure of Teaching Practice Committee: | ..... |
| **7.** | Availability of Code of Conduct for Student-Teachers: | ..... |
| **8.** | Organisation of Orientation/Induction Workshop for Supervisors: | ..... |
| **9.** | Organisation of Orientation/Induction Workshop for Student-Teachers: | ..... |
| **10.** | No. of Supervisors per student: | ..... |
| **11.** | Average No. of Visits per student: | ..... |
| **12.** | Documentation of Cooperating Schools and Teachers | ..... |
| **13.** | Ratio of Assessment by College and Cooperating Schools | ..... |
| **14.** | Particulars of External Moderators | ..... |
| **i.** | Name: | ..... |
| **ii.** | Address: | ..... |
| **iii.** | Qualification: | ..... |
| **iv.** | Rank: | ..... |
| **15.** | Adequacy of Funds: | ..... |
| **i.** | Provision of Transport Allowance | ..... |
| **ii.** | Provision of Night Allowance | ..... |
| **iii.** | Honorarium | ..... |
| **iv.** | Provision of Teaching Practice Materials | ..... |
| **16.** | Availability of a vehicle for Teaching Practice | ..... |

# Instrument for Analysis of Examination Question Papers

**Department** .....

**Session/Semester** .....

**Course Code** .....

**Course Title** .....

## Checklist

| No. | Item | Yes | No |
|---|---|---|---|
| **1.** | **Is the question paper well titled?** | | |
| | (i) Does it have the name of the College? | ☐ Yes | ☐ No |
| | (ii) Does it have the name of the School? | ☐ Yes | ☐ No |
| | (iii) Does it have the name of the Department? | ☐ Yes | ☐ No |
| | (iv) Is the session indicated? | ☐ Yes | ☐ No |
| | (v) Is the semester indicated? | ☐ Yes | ☐ No |
| | (vi) Is the course code indicated? | ☐ Yes | ☐ No |
| | (vii) Is the course title indicated? | ☐ Yes | ☐ No |
| | (viii) Is the credit unit indicated? | ☐ Yes | ☐ No |
| **2.** | Are there clear instructions on the question paper? | ☐ Yes | ☐ No |
| **3.** | Is the duration given on the question paper? | ☐ Yes | ☐ No |
| **4.** | Is it in conformity with the credit load? | ☐ Yes | ☐ No |
| **5.** | Is the print on the question paper legible? | ☐ Yes | ☐ No |
| **6.** | Is the language appropriate? | ☐ Yes | ☐ No |
| **7.** | Is the language free from error? | ☐ Yes | ☐ No |
| | *If no, state the error:* | | |
| **8.** | Are the questions benchmarked? | ☐ Yes | ☐ No |
| **9.** | Do the questions adequately cover the course content? | ☐ Yes | ☐ No |
| **10.** | Are formulae, equations and diagrams well written (where applicable)? | ☐ Yes | ☐ No |
| | *If no, state the problem:* | | |

| No. | Item | Yes | No |
|---|---|---|---|
| **11.** | Does the number of questions comply with the NCCE guideline? | ☐ Yes | ☐ No |

### Essay Questions

| Credit Unit(s) | Number of Questions Set | No. of Questions to be Answered |
|---|---|---|
| 1 | 3 | 2 |
| 2 | 5 | 3 |
| 3 | 6 | 4 |

### Objective or Multiple-Choice Questions

| Credit Unit(s) | Minimum Number of Questions Set |
|---|---|
| 1 | 25 |
| 2 | 50 |
| 3 | 75 |

| No. | Item | Yes | No |
|---|---|---|---|
| **12.** | **Do the questions reflect Bloom's Taxonomy?** | | |
| | (i) Knowledge (Remembering) | ☐ Yes | ☐ No |
| | (ii) Comprehension (Understanding) | ☐ Yes | ☐ No |
| | (iii) Application (Applying) | ☐ Yes | ☐ No |
| | (iv) Analysis (Analysing) | ☐ Yes | ☐ No |
| | (v) Synthesis (Evaluating) | ☐ Yes | ☐ No |
| | (vi) Evaluation (Creating) | ☐ Yes | ☐ No |
| **13.** | What suggestion(s) would you like to make for further improvement? | | |

# Instrument for Monitoring Students' Hostel Accommodation

Using the scale below, please evaluate to the best of your ability the following:

Strongly Agree (A = 4); Agree (B = 3); Disagree (C = 2); Strongly Disagree (D = 1)

**Put a circle wherever appropriate**

| | | | | | |
|---|---|---|---|---|---|
| 1 | Hostel rooms are maintained clean always | 4 | 3 | 2 | 1 |
| 2 | Hostel toilets/bathrooms are kept clean and disinfected | 4 | 3 | 2 | 1 |
| 3 | Hostel environment is grassed and kept clean | 4 | 3 | 2 | 1 |
| 4 | Regular water supply is provided | 4 | 3 | 2 | 1 |
| 5 | Electricity is regularly provided | 4 | 3 | 2 | 1 |
| 6 | Bed spaces are adequate | 4 | 3 | 2 | 1 |
| 7 | Wardrobes are available in the hostel | 4 | 3 | 2 | 1 |
| 8 | Reading tables and chairs are available | 4 | 3 | 2 | 1 |
| 9 | Hostel rules and regulations are enforced | 4 | 3 | 2 | 1 |
| 10 | There is fairness and transparency in room allocation | 4 | 3 | 2 | 1 |
| 11 | There is quick/prompt response to genuine problems in the hostel | 4 | 3 | 2 | 1 |
| 12 | Security in the hostel is adequate | 4 | 3 | 2 | 1 |
| 13 | Availability of functional common rooms/relaxation centres | 4 | 3 | 2 | 1 |
| 14 | Overall I am happy with my accommodation | 4 | 3 | 2 | 1 |

# Sample Mentoring Observation Instrument

## Purpose

The ***sample mentoring Observation Instrument*** is designed primarily to elicit feedback aimed at improving teaching processes and programme effectiveness in colleges of education. Summative data collected using this instrument will inform the development of quality assurance measures to improve programme efficiency and effectiveness. It will also be used to develop systemic structures for ongoing teacher professional development training during mentoring.

To be successful in its purpose, the use of this instrument is to be **non-judgemental and embedded in mutual respect and trust between mentors and mentees observed**.

The goals of successful mentoring are to:

- Support teacher reflective practice.
- Provide constructive feedback to enhance professional practice.
- Improve the teaching and learning environment.
- Provide a framework for mentor support of less experienced teachers.
- Increase programme effectiveness and efficiency through development and implementation of systemic strategies directly linked to identified areas of need
- Attain best practices in higher education
- Support effective experiences and learning outcomes for higher education students
- Ultimately promote increased effectiveness and capacity of programme graduates to meet required competency in the field

### Note

- **Information collected from peer-peer use of this instrument is NOT to be used for determination of promotion or professional benefits.**

Who Should Use this Observation Instrument?

- Peer groups made up of teachers of colleges of education
- Quality Assurance officers in Institution of higher learning
- Mentors assigned mentees in on-going School-based Teacher Development (SBTD)
- Relevant departments of educational organisations

### How to Use This Classroom Observation Instrument

### Pre-Observation

- Get familiar with the observation instrument
- Meet with the teacher at least 48 hours before the class to be observed.
- During the meeting, explain the goal of the observation i.e. to improve teaching and learning processes by identifying aspects of classroom processes that are working well and aspects that need to be improved/supported.
- Contact the teacher to be observed at least 48 hours before the observation date, to complete sections 1 and 2 of the observation form. The teacher may be contacted via email or other alternative means and the sections provided, allowing time for the teacher to think through and provide answers. This section is crucial to lay the foundation for reflective practice and to engage the teacher as a partner in the observation process.

- Facilitate a positive, friendly meeting. Remember your role is a peer/mentor and researcher. Bear in mind that the goal of the observation is to collect data to strengthen teaching and learning processes within programme departments. The teacher is a volunteer and partner, enabling the process.

### Observation

- Arrive before the class starts and preferably before most students should typically arrive.
- Remind the teacher to introduce you to the students and ask the teacher to direct you to sit where you would not obstruct the teaching-learning process.
- Pay attention to student behaviours, reactions, interactions, engagement and participation during the lesson.
- Do NOT participate in classroom activities.
- Take separate notes as the class progresses to assist with your reflections, completion of the instrument and constructive feedback.
- Write specific examples related to each component as specified in the instrument. These examples are critical to grounding feedback and developing relevant professional development strategies. Remain after the class ends to give immediate overall feedback regarding observed strengths/weakness to the teacher.
- Mentors of non-teaching staff should give specific examples of components of assigned duties given to mentees. These examples are critical to grounding feedback and developing relevant professional development strategies.

### Post-Observation

- Develop detailed feedback within 48 hours from observation date.
- Use “I” rather than “you” statements to give constructive feedback e.g. instead of saying “you only used one example throughout” say “I found your example about … was very helpful. I think using more of such examples may be powerful to help students connect”.
- Give feedback on areas to be strengthened by using starting phrases such as “what do you think about…”, “I wonder how students would respond if ….”
- Provide copies of the completed observation form and any additional writing to:
    - The teacher.
    - College quality assurance unit.

## Note

- Other relevant agencies such as NCCE, FME, NERDC, UBEC etc. may utilise this instrument to gather information for quality assurance purposes.

## Observation Instrument

| **Section 1: General Information**<br>**Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date** | **Observation Date:** |
|---|---|
| **Observer/mentee Data** | |
| Name: Rank: | |
| Phone: | |
| Years of teaching experience in higher education: Years of teaching the programme: | |
| Trainings attended in the last three years:<br>1 ☐ 2 ☐ 3 ☐ 4 and above ☐<br>Purpose of observation is Monitoring and Mentoring ☐<br>Others (please specify):_____ | |
| **Teacher/mentor Data** | |
| Name: Rank: | |
| Years of teaching experience in the college of education: Years of teaching the course: | |
| Phone: email: | |
| Trainings attended:<br>number of in-service trainings 1☐ 2☐ 3☐ 4 and above☐<br>Any previous Monitoring and Mentoring experience Yes ☐ No ☐<br>Others (please specify):_____ | |
| **Section 2: Pre-Observation** | |

| **Section 1: General Information**<br>**Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date** | **Observation Date:** |
|---|---|
| Course Code: Course Title: | **Semester:** |
| Lesson Topic: | |
| Lesson start time: Lesson end time: | |
| Course objectives: | |
| **Teacher Goals** | |
| Teacher's Lesson Goals: Two key concepts/learning I expect my students to gain from this lesson | |
| 1 | |
| 2 | |
| List of instructional materials/aids I (teacher) plan to use for the lesson: | |
| Specific Feedback: Two areas of my teaching I would like to be observed and receive feedback on | |
| 1 | |
| 2 | |
| **CLASSROOM OBSERVATION**<br>**Reminders:**<br>• **Do NOT participate in classroom activities.**<br>• **Ask the teacher to introduce you to the class and to direct you to sit in a place where you will not obstruct the teaching-learning process.** | |
| **Section 3: Teaching Method** | |
| **Please tick all boxes that apply and fill in all observation report boxes** | |

| **Section 1: General Information**<br>**Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date** | **Observation Date:** |
|---|---|
| 1 | Lesson started on time: Yes ☐ No ☐ |
| 2 | Lesson included: Small group activities ☐ Student Presentation (s) ☐ Game (s) ☐ Small gr discussions ☐ None of the above ☐ |
| 3 | Strategies used to support student critical thinking included:<br>Open-ended questions ☐ Inviting evaluation/challenge of theoretical ideas ☐ Inviting student interpretation/examples from the field ☐ Others (please specify):<br>_____<br>None ☐ |
| 4 | Lesson included content related multimedia in the form of: Presentation slides ☐<br>Video ☐ Online Resources/Websites ☐ Photos ☐ Animation ☐ Others (please specify):<br>_____<br>None ☐ |
| 5 | Lesson consisted primarily of: Note taking ☐ Teacher lecture ☐<br>Participatory approaches ☐ |
| 6 | All students were encouraged to participate in activities: Yes ☐ No ☐ |
| 7 | Students appeared interested and engaged:<br>Most of the time ☐ Half of the time ☐ Not much of the time () Not at all ☐ |
| 8 | At what point of the lesson (if any) did the attention of students begin to drift?<br>Near the beginning ☐ Near the middle ☐ Near the end ☐ Not applicable ☐ |
| 9 | Based on your observation, list factors that might have caused students' attentions to drift (if applicable) |
| 10 | What did the teacher do to recapture student's attention (if applicable)? |
| 11 | All students were treated respectfully: Yes ☐ No ☐<br>Give example from observation: |

| Section 1: General Information<br>Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date | Observation Date: |
|---|---|
| 12 | There was a general atmosphere of respect regardless of gender, culture or age: Yes ☐ No ☐<br>Give example from observation: |
| 13 | A general positive and comfortable atmosphere was maintained regardless of gender, culture or age: Yes ☐ No ☐<br>Give example from observation: |
| 14 | Male and female students had equal access to:<br>• Materials Yes ☐ No ☐<br>• Make presentations Yes ☐ No ☐<br>• Answer questions Yes ☐ No ☐<br>• Participate in classroom discussion: Yes ☐ No ☐<br>Give example from observation: |
| 15 | Student questions were answered clearly: Yes ☐ No ☐<br>Give example from observation: |
| 16 | Students were redirected to research the answers to questions for themselves, for discussion at the next class: Yes ☐ No ☐<br>Give example from observation: |
| 17 | Students were mostly addressed by their names: Yes ☐ No ☐ |
| 18 | Professional ethics was the standard in the classroom: Yes ☐ No ☐<br>Give example from observation: |
| **Section 4: Curriculum content** | |
| 19 | Lesson was clearly introduced? Yes ☐ No ☐<br>One specific example from lesson: |
| 20 | Lesson objectives/goals were well clarified: Yes ☐ No ☐<br>One specific example from lesson: |

| **Section 1: General Information**<br>**Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date** | **Observation Date:** |
|---|---|
| 21 | Learning concepts were linked to practical real life examples: Yes ☐ No ☐<br>One specific example from lesson: |
| 22 | Clear linkage was made between the previous and current lesson: Yes ☐ No ☐<br>One specific example from lesson: |
| 23 | Lesson content related directly to expected learning outcomes: Yes ☐ No ☐<br>One specific example from lesson: |
| 24 | The following professional practice components were integrated in the lesson:<br>1. Field work/Community involvement practice Yes ☐ No ☐<br>2. Development of play-based activities for children's learning Yes ☐ No ☐<br>3. Child observation Yes ☐ No ☐<br>One specific example from lesson: |
| 25 | Delivery of curriculum content was organised to simulate child learning environment wher applicable:<br>One specific example from lesson: |
| 26 | Formative evaluation opportunities were used to assess student learning during the lesson Yes ☐ No ☐<br>One specific example from lesson: |
| 27 | Summative evaluation opportunities were used at the end of the lesson to assess student overall attainment of lesson objectives: Yes ☐ No ☐<br>One specific example from lesson: |
| 28 | List all instructional materials used by the teacher: |
| **Section 5: Physical Environment** | |
| 29 | Total number of students in the class: _____ |

| **Section 1: General Information**<br>**Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date** | **Observation Date:** |
|---|---|
| 30 | Seating consisted of:<br>Movable chairs ☐ Movable desks ☐ Fixed desks: ☐ Fixed chairs: ☐<br>Others (please specify): _____ |
| 31 | There were enough seats for all students to work comfortably Yes ☐ No ☐ |
| 32 | Seating arrangements would support small group collaboration when necessary Yes ☐ No ☐ |
| 33 | Physical space for the number of students was:<br>Cramped ☐ Just adequate ☐ Very large ☐ |
| 34 | Lighting consisted of:<br>Adequate natural lighting ☐ Adequate electrical lighting ☐<br>Not enough lighting ☐ |
| 35 | Functioning technology in the classroom included:<br>Video Cassette Recorder (VCR) ☐ Projector ☐<br>Linked computer with internet access ☐<br>Others (please specify): _____ None ☐ |
| 36 | Location of classroom had:<br>No noise intrusion from outside ☐ Disruptive noise from outside ☐<br>Source of outside noise (if noisy) _____ |
| 37 | List all teaching/learning resources available in the classroom |
| **Section 6: Suggestions for Improvement (based on post observation reflection)**<br>**Please clearly identify the following:** | |
| 38 | What worked well to support lesson goals (based on the teacher's identified lesson goals in section 2) |

| Section 1: General Information<br>Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date | Observation Date: |
|---|---|
| 39 | What did not work well (in relation to achieving the teacher's identified lesson goals in section 2) |
| 40 | Provide practical and constructive suggestions for the teacher regarding methods (other/n ideas to further enhance achievement of teacher's identified lesson goals) |
| 41 | Provide practical suggestions for management regarding professional development needs the teacher (one to two areas where the teacher will benefit from additional support to further enhance their teaching. Must be clearly linked to identified areas that did NOT wo well in lesson delivery/classroom management) |
| 42 | Provide practical suggestions for management regarding facilities (physical facilities of the classroom that need improvement to increase lesson delivery/comfort/student collaborati etc.) |
| 43 | Provide specific effective strategies observed that may be shared to support peer development (list successful strategies used by the teacher that contributed to effective student learning and engagement) |

| |
|---|
| Other comments: |
| **Section 7: Comments of the mentee** |
| The mentee's signature in this section is to signify that the mentee has reviewed the completed observation. It does not denote agreement with the mentor's comments. |
| I have reviewed the content of the observation<br>Yes ☐ No ☐ |
| Other comments: |
| Signature: Date: |

# Instrument for Students' Evaluation of Lecturers

**(The student should not write his/her name on this form)**

Please be honest in your response to the following statements about each of the lecturers of this course. All information supplied shall be treated with utmost confidentiality

A) I. Is the lesson taught by a team of lecturers Yes () No ()

ii. Lecturers' Name……

iii. Lecturers' School…….

iv. Lecturers' Department ……

v. Course Code and Title ……..

vi. Semester ……..

vii. Date …….

viii. Number of Students in the class ……

B) Please tick () in the column that best expresses your opinion with respect to each statement about the lecturer of this course. (5=excellent; 4=very good; 3=good; 2=fair; 1=poor).

| S/N | STATEMENT | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | Lecturer's punctuality for lectures | | | | | |
| 2 | Lecturer's regularity at lectures | | | | | |
| 3 | Provision of course outline to the students | | | | | |
| 4 | Coverage of course content | | | | | |
| 5 | Explanation of the course content to the under-standing of the students | | | | | |
| 6 | Avoids scheduling lectures at obscure or odd hours | | | | | |
| 7 | Lecturer's voice clear and audible | | | | | |
| 8 | Lecturer communicates well | | | | | |

| S/N | STATEMENT | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 9 | Lecturer simplifies the course content to the understanding of the students | | | | | |
| 10 | Practices team teaching | | | | | |
| 11 | Lecturer's use of teaching resources/aids | | | | | |
| 12 | Regular attendance taken | | | | | |
| 13 | Student's participation and involvement in the lesson | | | | | |
| 14 | Effective time management | | | | | |
| 15 | Recommendation of relevant and useful textbooks | | | | | |
| 16 | Attaches score to purchase of textbooks/ learning materials | | | | | |
| 17 | Accessibility to students | | | | | |
| 18 | Readiness to answer students questions | | | | | |
| 19 | Lecturer conducts continuous assessment regularly | | | | | |
| 20 | Attaches gifts to the award of grades | | | | | |
| 21 | Lecturer's moral conduct | | | | | |
| 22 | Dresses decently | | | | | |
| 23 | Lecturer's comportment | | | | | |
| 24 | Does not condone academic dishonesty among students | | | | | |

| S/N | STATEMENT | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 25 | Discourages indiscipline among students | | | | | |
| 26 | Maintains fairness to all students | | | | | |

(C) Mention two things you like best about the lecturer
……
……

(D) Mention two things you dislike about the lecturer
……
……

For official use only

| | |
|---|---|
| Excellent | |
| Very good | |
| Good | |
| Fair | |
| Poor | |

## Sample NCE Transcript

**Name of College**

**College Logo**

**Official Transcript**

(Any erasure invalidates this transcript)

| | | | |
|---|---|---|---|
| **(A) Name** | …… | **Matriculation Number** | …… |
| **Date of Birth** | …… | **Sex** | …… |
| **Programme** | …… | **Year of Admission** | …… |

**Year of Graduation** .....

| Course Code(s) | Course Title(s) | Course Status | Course Unit(s) | Course Score % | Letter/ Grade Point(s) | Remarks |
|---|---|---|---|---|---|---|
| **NCE I 2000/2001: 1st Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |
| **NCE I 2000/2001: 2nd Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |
| **NCE II 2000/2001: 1st Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |
| **NCE II 2000/2001: 2nd Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |
| **NCE III 2000/2001: 1st Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |
| **NCE III 2000/2001: 2nd Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |

**MUNG** ..... **CNUT** ..... **CNUP** ..... **CGPA** .....

**Certificate Obtained and Class** .....

**HOD's Comment** .....

.....

**Signature/Date** .....

_____

**Signature of Registrar**

### Note

| | |
|---|---|
| **MUNG** | Minimum Number of Units for Graduation |
| **CNUT** | Cumulative Number of Units Taken (Registered) |
| **CNUP** | Cumulative Number of Units Passed (Earned) |
| **CGPA** | Cumulative Grade Point Average |

## Sample Degree Transcript

**Name of College**

**College Logo**

**Official Transcript**

(Any erasure invalidates this transcript)

**(B) Name** ..... **Matriculation Number** .....

**Date of Birth** ..... **Sex** .....

**Programme** ..... **Year of Admission** .....

**Year of Graduation** .....

| Course Code(s) | Course Title(s) | Course Status | Course Unit(s) | Course Score % | Letter/ Grade Point(s) | Remarks |
|---|---|---|---|---|---|---|
| **400 Level (year): 1st Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |
| **400 Level (year): 2nd Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |
| **500 Level (year): 1st Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |
| **500 Level (year): 2nd Semester** | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |

**MUNG** ..... **CNUT** ..... **CNUP** ..... **CGPA** .....

**Certificate Obtained and Class** .....

**HOD's Comment** .....

.....

**Signature/Date** .....

_____

**Signature of Registrar**

## Note

| | |
|---|---|
| **MUNG** | Minimum Number of Units for Graduation |
| **CNUT** | Cumulative Number of Units Taken (Registered) |
| **CNUP** | Cumulative Number of Units Passed (Earned) |
| **CGPA** | Cumulative Grade Point Average |

# Sample NCE Certificate

Certificate No. ……

**THE INSTITUTIONAL LOGO**

This is to certify that

_____

having completed an approved course of study, passed the examinations and fulfilled all the requirements prescribed by the College, has this day …… under the authority of the Academic Board been awarded the

**NIGERIA CERTIFICATE IN EDUCATION (NCE) ……**

in

…….

**Registrar**

……. …….

**Date** **Provost/Rector**

The above programme is accredited by the National Commission for Colleges of Education (NCCE).

NCCE Seal

**Executive Secretary**
**National Commission for Colleges of Education**

Date ……

# Sample Degree Certificate

**INSTITUTIONAL LOGO**

**CERTIFICATE OF AWARD**

This is to certify that

**FULL NAME OF GRADUATE**

having satisfied the requirements prescribed by the University

has been duly awarded the degree of

**NAME OF DEGREE**

CLASSIFICATION / SPECIALISATION, WHERE APPLICABLE

in recognition of the successful completion of the approved programme of study.

| Faculty/School | Department | Date of Award | Certificate No. |
|---|---|---|---|
| FACULTY | DEPARTMENT | DATE | [REFERENCE NUMBER] |

_____ _____ _____

**REGISTRAR** **VICE-CHANCELLOR** **DATE**

## Certification

At the end of the training, all NCE-degree-awarding institutions shall award Certificates in the approved programmes.

# Graduate Employability Tracking Framework for Dual Mandate Curriculum Implementation

## Introduction and Rationale

The Dual Mandate allows Colleges of Education to award degrees in education alongside the Nigeria Certificate in Education (NCE). A new curriculum is only as good as the graduates it produces, and the clearest test of that is whether they find work that uses their training.

At present, the colleges of education have no routine way of knowing what happens to graduates after graduation. Accreditation looks mainly at inputs and processes such as staffing, facilities and curriculum delivery. It says little about outcomes beyond employers' rating. Yet, employers continue to report gaps in graduates' teamwork, problem-solving, communication, digital and classroom skills. Without outcome data, colleges cannot tell which programmes are working, and NCCE cannot tell whether the dual mandate is achieving its purpose.

This framework closes that gap. It makes graduate employability tracking a standing part of the curriculum, so that every cohort's outcomes are measured and used to improve the next one.

## Purpose and Objectives

The purpose of the framework is to give the NCCE and every college a reliable, comparable measure of how employable their graduates are, and to use it to improve teaching and the curriculum.

The objectives are to:

1. Establish a standard set of employability indicators for NCE and degree graduates across all colleges.
2. Track every graduating cohort at fixed points after graduation, using common instruments.
3. Capture employers' views of graduates' skills and the skills they need.
4. Identify skill gaps at student, programme, college and national level.
5. Feed findings into curriculum review, accreditation and student support.

6. Publish an annual national report on graduate employability in the Colleges of Education sector.

## Scope and Coverage

The framework applies to every College of Education approved to run the dual mandate curriculum, whether federal, state or private.

| Area | Covered |
|---|---|
| Graduates | All NCE and Bachelor's Degree Graduates of each cohort, full-time and part-time |
| Cohorts | Every graduating cohort from the first dual mandate graduates onward; existing NCE cohorts from the last three sessions as a baseline |
| Programmes | All NCE and degree programmes, reported separately by school and subject combination |
| Employers | Public and private schools, State Universal Basic Education Boards (SUBEBs), and non-teaching employers of graduates |
| Students | Final-year students, through the exit survey and employability portfolio |

Degree graduates are tracked from the end of their National Youth Service Corps (NYSC) year. NCE graduates, who do not serve, are tracked from graduation.

## Definition of Key Terms

| Term | Meaning in this framework |
|---|---|
| Cohort | All graduates who complete the same programme in the same academic session |
| | |
| Dual mandate | The arrangement under which colleges of education award both the NCE and Bachelor's Degrees in education |
| Employability portfolio | A record, kept by each student, of skills, Teaching Practice reports, projects and certificates |
| Graduate employability | A graduate's capacity to gain and keep work that uses their training, or to sustain self-employment |
| Graduate Employability Unit (GEU) | The office in each college responsible for running this framework |

| Term | Meaning in this framework |
|---|---|
| Graduate-level employment | Paid work, including teaching, for which the graduate's qualification is required or clearly relevant |
| Self-employment | Running one's own business or practice, including private tutoring and school ownership, as the main occupation |
| Skill gap | The difference between the skills employers require and the skills graduates show |
| Tracer survey | The standard questionnaire used to collect each graduate's employment status at a tracking point |
| Tracking point | A fixed time after graduation (or after NYSC) at which a cohort is surveyed |

## Guiding Principles

(i) **Comparability:** All colleges use the same indicators, definitions, instruments and tracking points, so results can be compared across colleges and over time.

(ii) **Whole-cohort coverage:** Every graduate is followed, not a convenient sample. Response rates are reported with every result.

(iii) **Both sides of the market:** Graduates' outcomes are read alongside employers' views of the skills they need.

(iv) **Use, not just collection.** Every indicator must lead to a decision in curriculum review, accreditation or student support.

(v) **Protection of graduates' data:** Personal data are collected with consent and handled in line with the Nigeria Data Protection Act 2023.

(vi) **Fairness:** Results are used to improve programmes and support students, never to penalise individual graduates.

(vii) **Proportionate effort:** Data collection is digital, short and built into existing college processes.

## Employability Indicators and How They Are Computed

The headline measure is the **Graduate Employability Rate (GER)** at 12 months: the share of graduates available for work who are in graduate-level employment or self-employment.

$$\text{GER} = \frac{\text{graduates in graduate-level employment + graduates in self-employment}}{\text{respondents} - \text{those in full-time further study} - \text{those not seeking work}} \times 100$$

Graduates in full-time further study, and those not seeking work, are left out of the denominator so that colleges are not penalised for graduates who choose to keep studying. Every indicator below is reported separately for NCE and degree graduates, by programme, sex and college.

| No. | Indicator | How it is computed | Tracking point |
|---|---|---|---|
| 1 | Graduate Employability Rate (headline) | As above, × 100 | 12 and 36 months |
| 2 | Teaching Placement Rate | Graduates employed as teachers ÷ graduates available for work × 100 | 12 and 36 months |
| 3 | Relevant Employment Rate | Employed graduates whose job uses their field of study ÷ all employed graduates × 100 | 12 and 36 months |
| 4 | Self-Employment Rate | Self-employed graduates ÷ graduates available for work × 100 | 12 and 36 months |
| 5 | Graduate Unemployment Rate | Graduates seeking work without a job ÷ graduates available for work × 100 | 12 and 36 months |
| 6 | Further Study Rate | Graduates in full-time further study ÷ all respondents × 100 | 12 months |
| 7 | Time to First Employment | Median months from graduation (or end of NYSC) to first graduate-level job | 12 and 36 months |
| 8 | Informal Employment Share | Employed graduates without a written contract or pension cover ÷ all employed graduates × 100 | 12 and 36 months |
| 9 | TRCN Registration Rate | Graduates registered with the Teachers Registration Council of Nigeria ÷ all respondents × 100 | 12 months |
| 10 | Employer Satisfaction Index | Mean employer rating of graduates across the standard skills list, on a 1–5 scale | Yearly |
| 11 | Skill Gap Score (per skill) | Mean importance employers attach to the skill minus mean rating of graduates on it, both 1–5 | Yearly |
| 12 | Tracer Response Rate | Completed tracer surveys ÷ graduates in the cohort × 100 | Every tracking point |

A result is published only when the response rate for that cohort and programme is at least 50%, or is flagged as indicative when it is lower.

## Sample of How to Determine and Interpret Employability Indicators

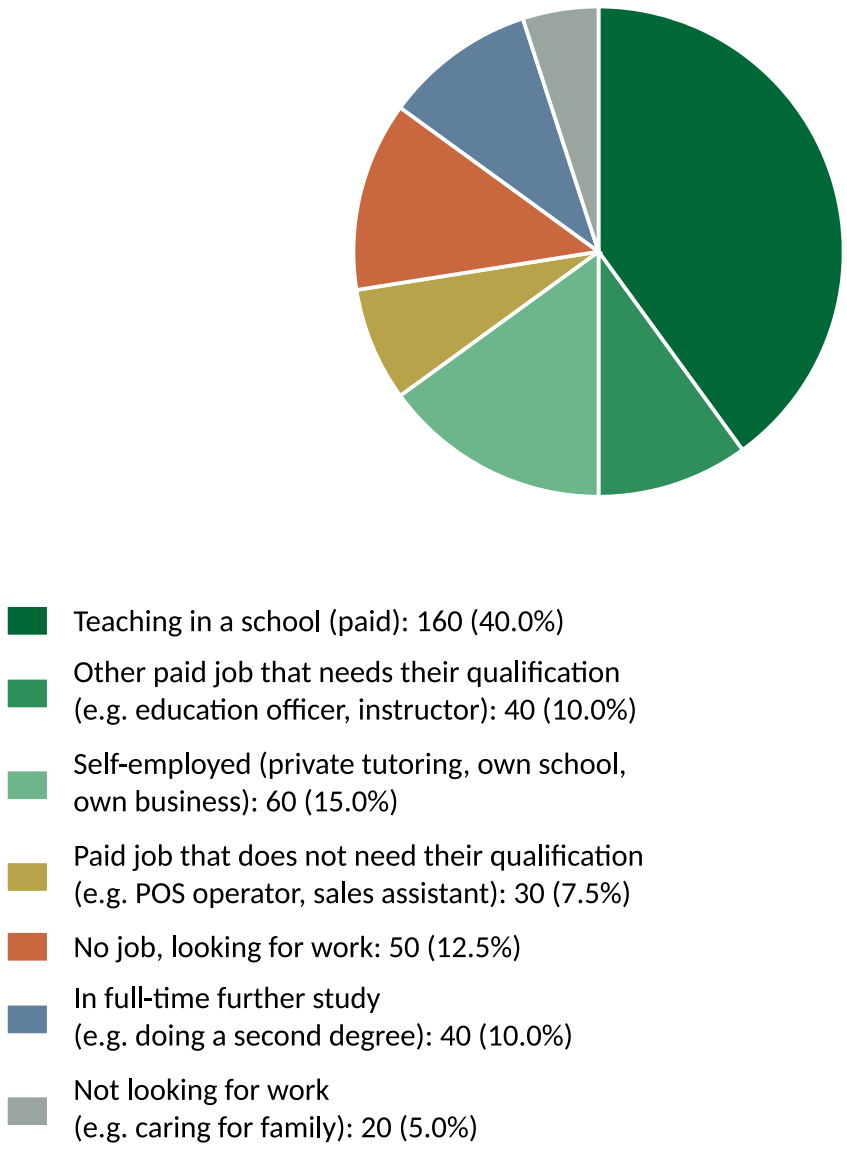
The data presented below are for illustrative purposes only.

Federal College of Education (Technical), Gombe, had **500 NCE/DEGREE graduates** in 2025. Twelve months later, **400 of them completed the tracer survey**. These 400 are the **respondents**. Their answers:

### Table 1: Sample Data

| What the graduate is doing | Number |
|---|---|
| Teaching in a school (paid) | 160 |
| Other paid job that needs their qualification (e.g. education officer, instructor) | 40 |
| Self-employed (private tutoring, own school, own business) | 60 |
| Paid job that does **not** need their qualification (e.g. POS operator, sales attendant) | 30 |
| No job, looking for work | 50 |
| In full-time further study (e.g. doing a 2$^{nd}$ degree) | 40 |
| Not looking for work (e.g. caring for family) | 20 |
| **Total respondents** | **400** |

**Distribution of graduates (n = 400 respondents)**




*Distribution of graduates in the sample data (Table 1)*

**Step 1: Get the "graduates available for work".** Most of the formulas divide by this number, so it is better to get it first.

**Graduates Available for work** = Respondents (400) − Further study (40) − Not seeking work (20) = 400 − 40 − 20 = **340**

**Step 2: Next, get the "graduate-level employment".** These are the people whose paid job requires their qualification: teachers (160) + other relevant paid jobs (40) = **200**.

## The headline formula: GER

$$\text{GER} = \frac{\text{graduates in graduate-level employment + graduates in self-employment}}{\text{respondents} - \text{those in full-time further study} - \text{those not seeking work}} \times 100$$

$$\text{GER} = \frac{200 + 60}{400 - 40 - 20} \times 100$$

$$\text{GER} = \frac{260}{340} \times 100$$

$$\text{GER} = 0.7647 \times 100$$

$$\textbf{GER = 76.5\%}$$

This means that about 3 in every 4 graduates who wanted work found good work or created their own. The 30 graduates in jobs that do not require their qualifications are counted as available for work, but not as successes.

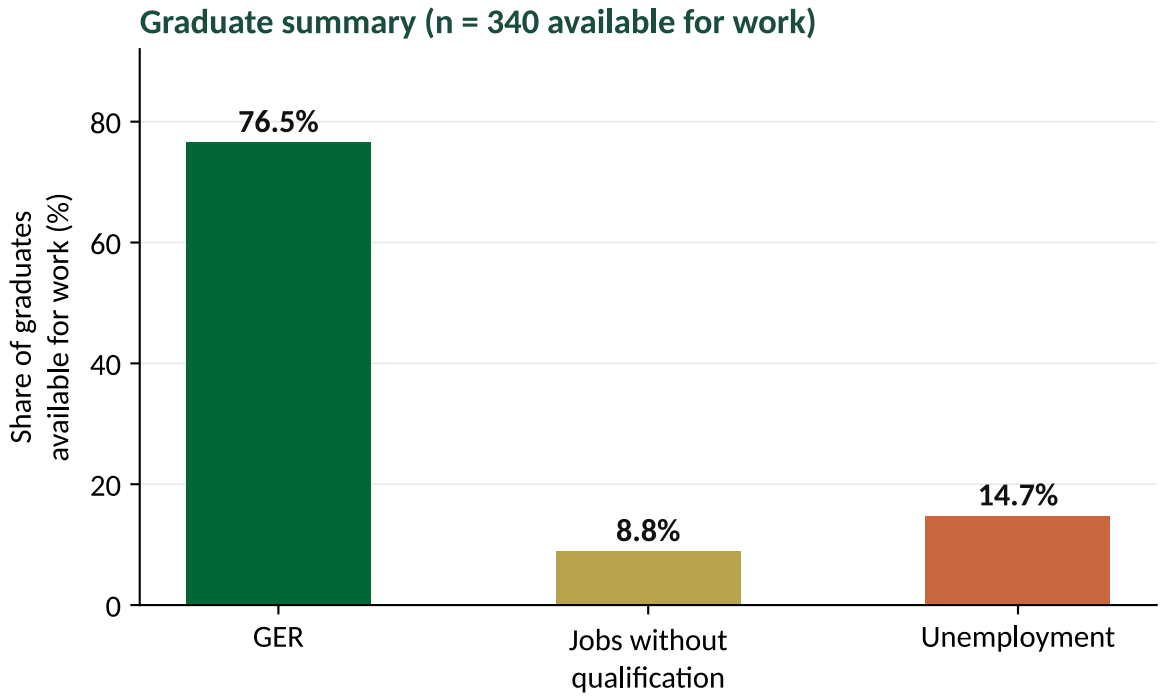
## Table 2: Further Calculations

## For these other indicators, use the same college and Table 1

| No. | Indicator | Working | Result |
|---|---|---|---|
| 2 | Teaching Placement Rate | Teachers ÷ available = 160 ÷ 340 × 100 | **47.1%** |
| 3 | Relevant Employment Rate | All employed = 200 + 60 + 30 = 290. Of these, say 215 use their field (160 teachers + 30 out of 40 of the other paid jobs with their qualification + 25 private tutors). So, 215 ÷ 290 × 100<br>**Note: "say 215" or "say 25" will be the actual data from the survey** | **74.1%** |
| 4 | Self-Employment Rate | 60 ÷ 340 × 100 | **17.6%** |
| 5 | Graduate Unemployment Rate | 50 ÷ 340 × 100 | **14.7%** |
| 6 | Further Study Rate | 40 ÷ **400** × 100 (all respondents, not 340) | **10%** |
| 8 | Informal Employment Share | Say 116 of the 290 employed have no written contract or pension. 116 ÷ 290 × 100<br>**Note: "say 116" will be the actual data from the survey** | **40%** |

| No. | Indicator | Working | Result |
|---|---|---|---|
| 9 | TRCN Registration Rate | Say 180 are registered. 180 ÷ 400 × 100 | **45%** |
| 11 | Skill Gap Score (per skill) | Mean importance employers attach to the skill minus mean rating of graduates on it, both 1–5<br>**Go to 10 and 11 below** | Yearly |
| 12 | Tracer Response Rate | 400 completed ÷ 500 in the cohort × 100 | **80%** |

**Justification:** GER (76.5%) + people in jobs that do not need their qualification (30 ÷ 340 = 8.8%) + unemployment (14.7%) = **100%**.




*Graduate summary: GER, jobs without qualification and unemployment*

## The calculations below are not percentages

7. **Time to First Employment (the median).** From the survey, get the number of months it took each graduate to get their first graduate-level job, from smallest to largest, then take the middle value.

## Example

- 7 graduates took 3, 5, 6, **8**, 9, 12 and 14 months. The middle (4th) value is **8 months**.

- With an even number, take the two middle values and average them. For 3, 5, 6, 8, 9 and 12 months, the median is (6 + 8) ÷ 2 = **7 months**.

The median is used instead of the average because one graduate who took 40 months would pull the average higher.

10. **Employer Satisfaction Index.** Three employers each rate graduates on 4 skills, on a 1–5 scale (1 means the lowest rating while 5 means a high rating):

- Employer A: skill1: 4, skill2: 3, skill3: 5, skill4: 4 (total 16 in 4 skills)
- Employer B: skill1: 3, skill2: 3, skill3: 4, skill4: 2 (total 12 in 4 skills)
- Employer C: skill1: 5, skill2: 4, skill3: 4, skill4: 3 (total 16 in 4 skills)

$$\text{Index} = \frac{\text{sum of ratings}}{\text{number of ratings}}$$

$$\text{Index} = \frac{44}{12}$$

**Index = 3.67 out of 5**

11. **Skill Gap Score (one skill at a time).** Gap = average importance employers give the skill − average rating employers give the graduates on it.

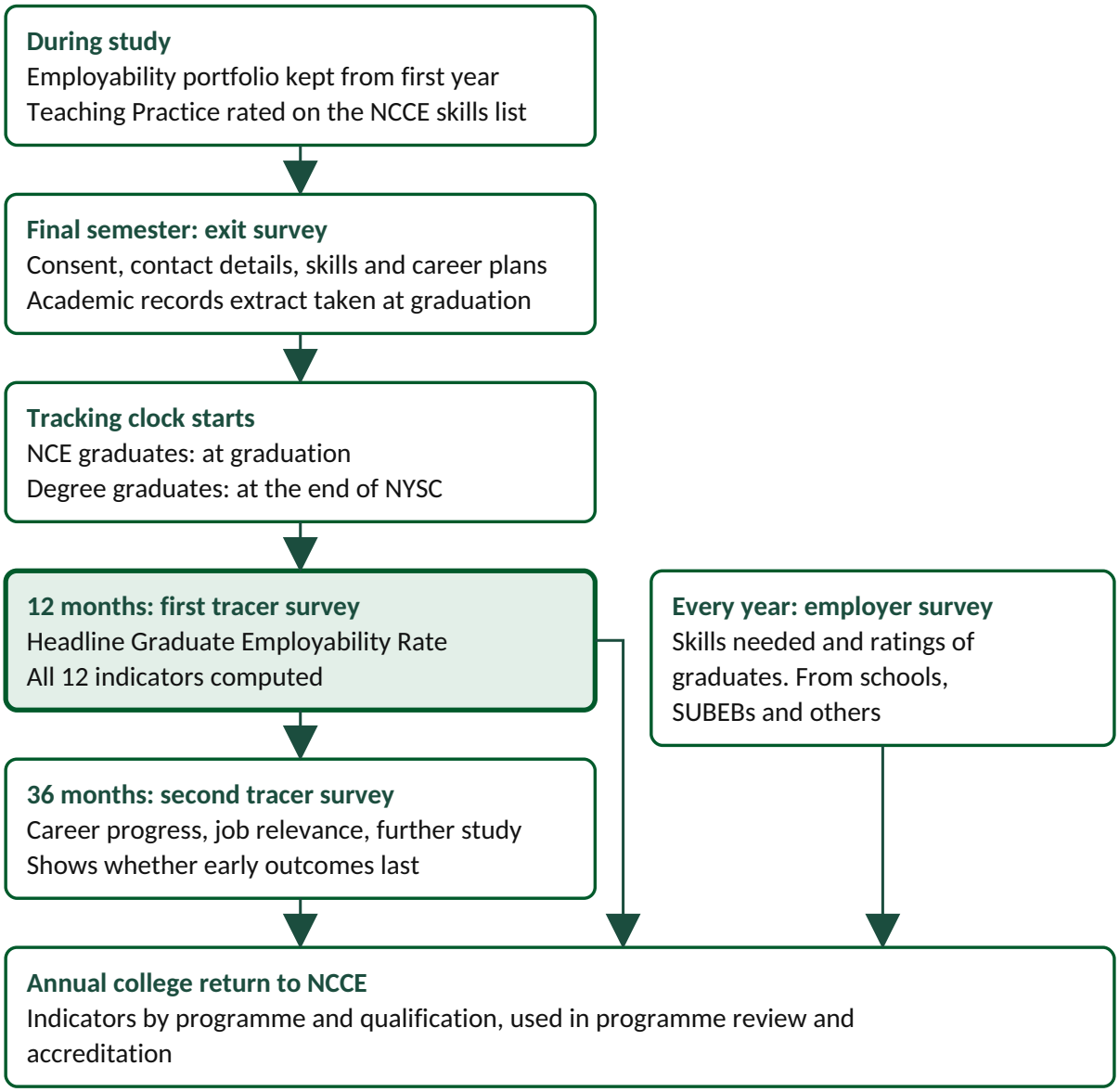
| Skill | Importance (3 employers) | Graduates' rating | Gap |
|---|---|---|---|
| Digital skills | 5, 5, 4 → average 4.67 | 3, 2, 3 → average 2.67 | **2.00** |
| Classroom management | 5, 4, 5 → average 4.67 | 4, 4, 5 → average 4.33 | **0.33** |

***Note:*** *The bigger the gap, the more the curriculum needs to work on that skill. Here, digital skills are the urgent one. A gap near zero means graduates already meet what employers need.*

## The Tracking Mechanism

Each graduate is followed at fixed points from study to 36 months after graduation, and every college reports the results to NCCE once a year.

The 12-month tracer survey gives the headline rate; the 36-month survey shows whether early outcomes last. Every survey round runs in the same months nationally, so results are comparable across colleges.




Each tracer round follows the same steps:

a. The GEU sends the online survey to every graduate in the cohort due for tracking.

b. Non-respondents receive SMS and phone reminders over six weeks.

c. The GEU cleans the data and uploads it to the NCCE database.

d. NCCE checks quality, computes the indicators and returns results to the college.

## Data Sources and Collection Instruments

Five standard instruments, issued by NCCE and used unchanged by every college, supply the data.

| Instrument | Who completes it | When | What it collects |
|---|---|---|---|
| Exit survey | Every final-year student | Final semester, before results are released | Contact details and consent, programme, Teaching Practice and other work experience, self-rated skills, career plans |
| Graduate tracer survey | Every graduate | 12 and 36 months after graduation (degree: after NYSC) | Employment status, employer type, job title, relevance to training, contract type, time to first job, TRCN registration, further study |
| Employer feedback survey | Schools, SUBEBs and other employers of graduates | Once a year | Skills required and their importance, rating of graduates on the standard skills list, hiring intentions |
| Academic records extract | College registry | At graduation | CGPA, class of NCE pass or degree class, Teaching Practice grade, programme and subject combination |
| Job vacancy scan | College GEU, with NCCE | Once a year | Skills and qualifications requested in teaching and other vacancies relevant to graduates |

Surveys are completed online, with SMS and phone follow-up for non-respondents. Phone numbers and e-mail addresses given at exit, plus alumni associations and social media, are used to reach graduates.

The minimum data items for each instrument are listed in the annexes.

## Institutional Structures, Roles and Responsibilities

NCCE sets the standard and holds the national data; each college runs the tracking through a dedicated Graduate Employability Unit (GEU).

| Actor | Responsibilities |
|---|---|
| NCCE | Issue indicators, instruments and guidelines; host the national graduate tracking database and dashboard; check data quality; publish the annual national report; use results in accreditation and curriculum review |
| College management (Provost) | Establish and fund the GEU; appoint a GEU coordinator; approve and submit the college's annual employability return |

| Actor | Responsibilities |
|---|---|
| Graduate Employability Unit (GEU) | Run the exit, tracer and employer surveys; maintain graduate contact records; analyse results; prepare the college report; run career guidance and employability activities |
| Schools and departments | Appoint an employability focal person; review programme results each year; propose curriculum and teaching changes |
| Academic Board | Approve changes to programmes arising from employability results |
| Students and graduates | Complete the exit survey and keep an employability portfolio; respond to tracer surveys; update contact details |
| Alumni association | Help locate graduates and encourage responses |
| Employers and SUBEBs | Complete the employer survey; host Teaching Practice and placements; sit on an Employer Advisory Panel |
| Employer Advisory Panel | Advise the college each year on skills in demand and on programme relevance |

## Embedding Employability in the Curriculum

Tracking measures employability; the curriculum must also build it. Every dual mandate programme should include the following.

(i) **Employability skills mapping:** Each course lists the employability skills it develops, drawn from a standard NCCE skills list covering teaching, digital, communication, problem-solving, teamwork, leadership and entrepreneurial skills.

(ii) **Career guidance:** Structured career guidance in every year of study, led by the GEU, including CV writing, interview preparation and job search.

(iii) **Digital skills:** Practical training in productivity tools, digital teaching tools and online professional presence.

(iv) **Employability portfolio:** Each student keeps a portfolio from first year, reviewed at exit and linked to the exit survey.

(v) **TRCN readiness:** Final-year preparation for TRCN registration and the professional qualifying examination.

## Data Management, Privacy and Ethics

Graduates' personal data are collected only with their consent and handled in line with the Nigeria Data Protection Act 2023.

a. **Consent:** Students give informed consent to be contacted for tracking in the exit survey, and may withdraw at any time.

b. **Minimum data:** Only the data items listed in the annexes are collected.

c. **One national database:** Colleges upload data to a secure NCCE database using a standard template. Each record carries a unique graduate identifier, not a name, for analysis.

d. **Access:** Colleges see their own graduates' records. NCCE sees all records. Published results contain no information that identifies an individual.

e. **Small groups:** Results for any group of fewer than 10 graduates are not published separately.

f. **Retention:** Personal contact details are kept for five years after graduation, then deleted. Anonymized records are kept for trend analysis.

g. **Data quality:** NCCE checks each upload for completeness and consistency and returns errors to the college within 30 days.

## Analysis, Reporting and Use of Results

Results are reported at four levels and each level has a named user who must act on them.

| Report | Prepared by | Goes to | Used for |
|---|---|---|---|
| Student employability feedback | GEU | Each final-year student | Personal skill gaps and suggested training before graduation |
| Programme report | GEU, with the department | Department, school and Academic Board | Changes to course content, teaching methods and placements |
| College annual employability return | GEU, approved by the Provost | NCCE | Accreditation evidence and college improvement plan |
| National graduate employability report | NCCE | Colleges, Federal Ministry of Education, the public | Curriculum review, policy and sector planning |

NCCE maintains an online dashboard showing each indicator by College, programme, qualification and year. Colleges see their own results against the national average.

Where data allow, analytics such as predictive models may be used to identify students at risk of poor outcomes early, so that the GEU can support them. Any such tool must explain its results and must not be used to make decisions against an individual student.

## Link to Accreditation and Performance Benchmarks

Graduate employability becomes an accreditation criterion for dual mandate programmes, phased in so that colleges first build their data before being judged on results.

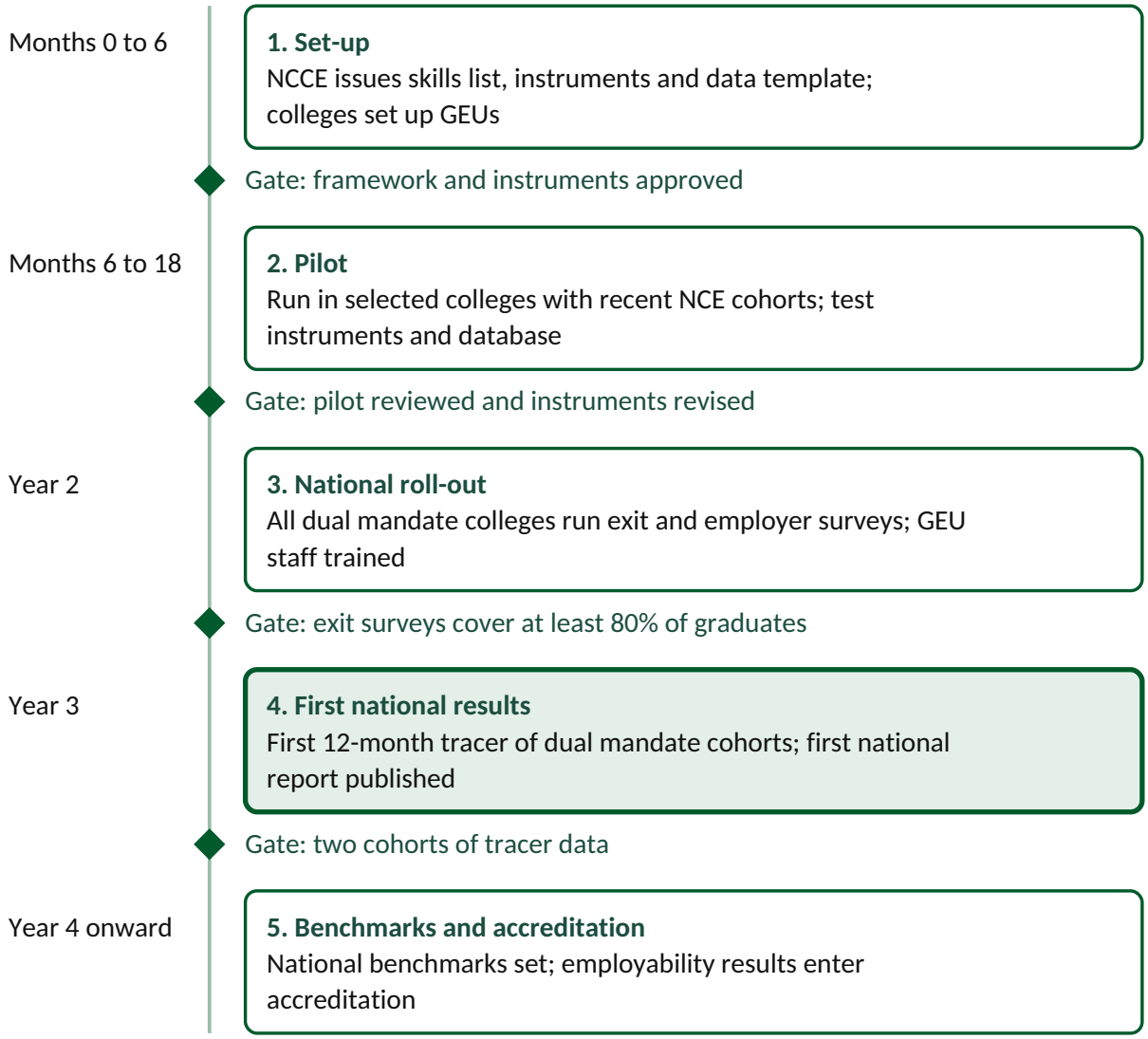
| Phase | What accreditation checks |
|---|---|
| Phase 1 (first two graduating cohorts) | A functioning GEU; exit surveys completed for at least 80% of graduates; tracer survey run on schedule |
| Phase 2 (from the third cohort) | Tracer response rate of at least 50%; annual return submitted on time; evidence that results were used in programme review |
| Phase 3 (once national baselines exist) | Programme results compared with the national benchmark for the same qualification; an improvement plan for programmes below it |

NCCE sets the national benchmarks for each indicator after two full cohorts of data, rather than in advance. A programme below benchmark is not penalised automatically; it must show a credible improvement plan and progress at the next review.

## Implementation Roadmap

The framework is introduced in five phases over about four years, counted from NCCE's approval, with a gate to pass before each next phase.

**Employability results enter accreditation only after two cohorts of data**




The pilot uses recent NCE cohorts, so that instruments and the database are proven before the first dual mandate graduates leave.

## Monitoring and Review of the Framework

NCCE reviews this framework every three years, or sooner if the curriculum changes significantly.

(i) Each year, NCCE reports on how many colleges submitted returns, response rates, and data quality.

(ii) The review checks whether the indicators are still the right ones, whether instruments need updating, and whether results are being used.

(iii) Colleges, employers, SUBEBs, TRCN and graduates are consulted during each review.

(iv) Changes to indicators are introduced at the start of a new cohort, so that each cohort is measured the same way throughout.

## Annex A: Minimum Data Items for Exit and Tracer Surveys

| Section | Exit survey | Tracer survey (12 and 36 months) |
|---|---|---|
| Identification | Graduate ID, college, programme, qualification (NCE or degree), year of graduation | Graduate ID |
| Background | Sex, age, state of origin | (none) |
| Contact and consent | Phone, e-mail, alternative contact, consent to be tracked | Updated contact details |
| Experience | Teaching Practice school type and rating, other work experience, placements | (none) |
| Skills | Self-rating (1–5) on the standard NCCE skills list | Self-rating on the same list |
| Career plans | Intended occupation, intention to study further | (none) |
| Status | (none) | Employed, self-employed, unemployed and seeking work, further study, not seeking work |
| Job details | (none) | Job title, employer type (public school, private school, SUBEB, other public, other private, own business), state, relevance to training (1–5), contract type, monthly pay band |
| Job search | (none) | Months to first graduate-level job, main job-search channels |
| Professional status | (none) | TRCN registration, further qualifications |
| Feedback | Rating of the programme's preparation for work | Skills most needed in current job and not taught |

## Annex B: Employer Feedback Items

(i) Employer type, sector, state and number of graduates employed from colleges of education.

(ii) For each skill on the standard list: importance to the job (1–5) and rating of recent graduates (1–5).

(iii) Overall satisfaction with recent graduates (1–5).

(iv) Skills hardest to find in graduates.

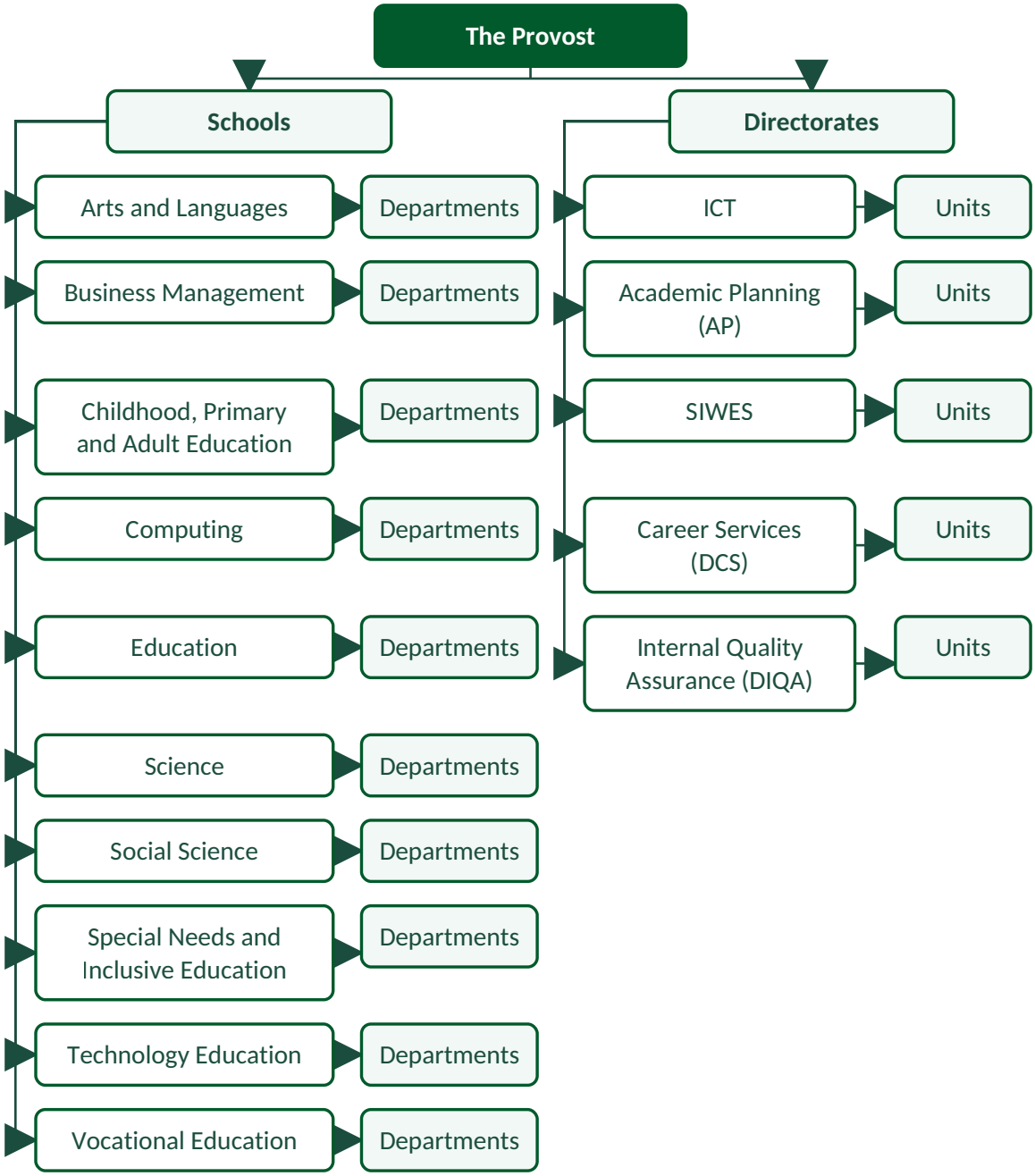
(v) Expected hiring of NCE and degree graduates in the next year.

(vi) Willingness to host Teaching Practice students or join the Employer Advisory Panel.

## Annex C: Outline of the College Annual Employability Return

1. College profile and GEU staffing.
2. Cohorts tracked and response rates by programme and qualification.
3. Results for the 12 indicators, with the previous year and national averages.
4. Employer feedback and the five largest skill gaps.
5. Actions taken on last year’s results and their effect.
6. Planned curriculum, teaching and student-support changes for the coming year.

# Proposed Organogram for Academic Schools and Directorates




*Proposed organogram for academic Schools and Directorates*

** Colleges running degree programmes could create a directorate for an undergraduate programme, or such a programme should come under the Directorate of Academic Planning.*