

PRELIMINARY

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

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

- Early Childhood Care and Education (ECCE);
- Primary Education;
- Junior Secondary School (JSS);
- Adult and Non-formal education;
- Special Education.

In view of the fundamental change in Teacher Education that the above new Programmes represent, the NCCE realizes that it is imperative to produce an Implementation Framework to guide NCE-awarding Institutions in mounting effectively these new Teacher Education Programmes in their institutions.

In particular, the necessity of this Implementation Framework is predicated on the following:

- There is always a ‘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-awarding Institutions are likely to adopt different approaches, and this might run counter to best practice in Teacher Education and thus result in undesired outcomes.
- This Framework sets standards for curriculum practice. It provides the background that has informed the development of the new Teacher Education Programmes and also gives practical guidelines as to 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 awarding institutions.

- The National Commission for Colleges of Education will check that NCE-awarding Institutions implement these Standards for curriculum practice in the same way that it will check implementation of the curriculum content. It is expected that NCE-awarding Institutions adhere strictly to this Implementation Framework so that best practice in Teacher Education can be realized.
- Guidelines in the Framework are to be seen as standards for NCE-awarding Institutions to produce specific and measurable curriculum outputs. Therefore the attainment of these standards will form part of the normal Quality Assurance System the NCCE applies. Firstly, NCE-awarding Institutions can use the Framework to evaluate themselves by assessing all the inputs, processes and outputs involved in their implementation of the curriculum. Secondly, the NCCE will also use this Framework to determine how well a NCE-awarding Institution is performing.
- The new NCE Teacher Education Programmes (the new Minimum Standards) now also incorporate newly formulated 'Teacher Standards.' These Teacher 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 NCE Teacher Education, it is necessary for NCE-awarding Institutions to comply with these new Teacher Standards, and the assessment of student teachers should be guided by the Teachers Standards. Assessment, henceforth, 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 kind of teacher the nation requires.
- The implementation Framework contains Ten (10) sections as follows: Educational Approach, Teacher Standards, Learning Opportunities, Assessment, Teaching Practice and Quality Assurance System. General Requirement for NCE Programmes and the concept of course credit system the New Institution Structure.

EDUCATIONAL APPROACH

Teaching is a dynamic profession that requires continuous review in order to address contemporary issues and challenges. The general public is of the view that there is a decline in the general quality of education in the country. The reason for the decline lies to some extent in the fact that the existing NCE programme is not well-tailored towards the production of teachers for the Basic Education Programme.

Therefore, in order to produce effective career-focused teachers in line with current best practice, the NCCE has restructured its existing programmes, and now pays more attention, for instance, to creating teachers for ECCE and Primary Education.

The new Teacher Education Programmes under this reform will also require a restructuring of the NCE-awarding Institutions into Schools that will now reflect the identified specialized professional teaching areas and programmes: Early Childhood Care and Education (ECCE), Primary Education (PED), Junior Secondary Education (JSE), Adult and Non Formal Education (ANFE), and Special Needs Education (SPED).

It is important to point out that the new educational approach has fully incorporated the new Teacher Standards that has been developed in recent years. The Teacher Standards are seen as the embodiment of attributes of an effective teacher. Section 3 provides more information in this regard.

The new educational approach also has implications for the way lecturers at NCE-awarding Institutions conducted 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 are able to *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 emphasizes 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 centered 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 and measure that the required knowledge, skills and attitudes are developed by each student teacher. Therefore, a Learning Programme for any course, should describe what resources (learning materials, learning activities, tasks etc.) will be used, as well as what assessment strategies will be applied to show evidence of successful achievement of learning goals (i.e. the Teacher Standards). 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 re-definition 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?"

The paradigm shift envisaged is on the methodology employed by lecturers/teacher educators to deliver instruction. There must be a shift from methodology that promote 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, the 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 organized 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 TP exercise and more time needs to be devoted to practical school experience. Supervising a student-teacher twice during TP is not the kind of support that can engender the development of excellent teaching skills, hence the need to re-conceptualize TP and re-organize 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’.

The following table provides a schematic overview of the changes in Teacher Education Programmes:

Shift in Teacher Education Programmes

| Old NCE Programme | New NCE Programmes |
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| <p>Aimed at creating a 'generalist' teacher able to teach a subject or two at any level in Basic Education</p> <p>Curriculum focuses on transmitting content of school subjects</p> <p>It is believed that providing appropriate teaching input (of content) will result in developing effective teachers</p> | <p>Focused on creating teachers for specific areas in Basic Education (ECCE, PES, JSE, Adult and Non Formal and Special Education)</p> <p>Curriculum merges subject content with the achievement of skills and attitudes as described in the Teacher Standards</p> <p>It is believed that providing appropriate learning opportunities (related to knowledge, skills and attitudes) will result in developing effective teachers</p> |

Shift from content to competency – based learning

| | Classic Programme Input Driven | Competency-Based Programme Output Driven |
|---------------------------|---|--|
| Education Courses | Separation into sub-courses in sociology, history, philosophy, psychology of education, etc. to transmit theoretical knowledge structure of academic framework. | Integration , around education context-based issues, of different academic education sub-fields to create an applied understanding of education theory, relevant to Nigerian schools. |
| Learning Materials | Where used, one type of written format that reflects sequenced theoretical content structure to be assimilated by learners | Varied formats (written, internet, digital, video, etc.) organising varied learning tasks and experiences designed to assist students teachers in developing an effective classroom practice and modelling learning materials they themselves might use/develop in their own teaching. |
| Teaching | Lecturing based on a sequencing of | Creation of purposefully |

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| Method | content into appropriate fragments based on behaviourist view of knowledge transmission. | designed and varied learning experiences through lecturing, group work, self-learning, self- and peer-assessment, etc. aimed at constructing conceptual knowledge, skills and attitudes directly related to professional competencies and demonstrated concretely and practically. |
| Teaching Practice | Student-teachers apply their learning of how to transmit clearly defined school-based theoretical knowledge to school-students | Student-teachers further develop their learning of how to design their own learning programmes that aim to create applicable and context-relevant conceptual understanding, skills and attitudes in their own school-students. |
| Method Course | Student-teachers learn how to sequence knowledge and how to drill students in standard forms of solving problems, pieces of writing, structured analysis. | Student-Teachers learn how to provide open-ended learning experiences, to their own school students that effectively promote conceptual understanding and the development of practical skills and positive attitudes, rather than rote-learnt theoretical facts. |
| Assessment | Structured and closed question (in written form, and as standard laboratory or fieldwork exercises) require students to re-state curriculum content knowledge they possess. | Various practical as well as written forms provide students with the opportunity to showcase their conceptual understanding, skills and attitudes, as described in the list of professional competencies, in context-rich and open-ended problem situations. |

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 ultimate goal of the curriculum of an NCE-awarding Institution.

The NCCE has developed Teacher Standards to ensure that, amongst others:

- Teachers exhibit professional knowledge and competency regarding how learners learn and how to teach effectively;
- Teachers have professional skills to plan for and assess effective learning;
- Teachers provide 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-awarding Institutions and the NCCE should therefore ensure that:

- 1) Curriculum implementation of all NCE courses should focus on student teachers achieving successfully all the Teacher Standards;
- 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 assessment, Teaching Practice reports, etc.

It is the expectation of the NCCE that the products of NCE awarding institutions should be able to exhibit professional knowledge, professional practice in their professional engagement as outlined in the Teacher Standards below.

TEACHER STANDARDS

1. Professional Knowledge

- a. Teachers know how learners learn and how to facilitate learning effectively.
- b. Teachers know and understand the content of the curriculum.
- c. Teachers should know their learners.

2. Professional Practice

- a. Teachers plan and assess for effective learning.
- b. Teachers create and maintain safe and challenging learning environments.
- c. Teachers use a range of learning techniques and resources to engage learners in effective learning.

3. Professional Engagement

- a. Teachers reflect on, evaluate and improve their professional knowledge and practice.
- b. Teachers are active members of their profession.

The table below provides details about the Teacher Standards. For each individual Teacher Standard, a set of characteristics is given, together with the descriptors of observable evidence for the attainment of the Teacher Standards. This table should be used by all teacher training institutions and lecturers: 1) to design Learning Programmes that seek to provide student teachers with opportunities to attain the Teacher Standards; and 2) to design assessment that provides evidence that student teachers have attained the Teacher Standards.

| 1. | Professional Knowledge | Characteristics | Evidence |
|-----|---|--|--|
| 1.1 | Teachers know how learners learn and how to facilitate learning effectively | <ul style="list-style-type: none">• Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.• Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group | <ul style="list-style-type: none">• Teachers reinforce good responses to create active and participatory learning• Teachers appreciate the previous knowledge of the learners in the lesson and build on it appropriately |

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| | | <p>interaction and reflection in the learning process.</p> <ul style="list-style-type: none"> • Teachers know how to engage learners in active learning. • Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning. | <ul style="list-style-type: none"> • Teachers ensure appropriate learning environment, provision and use of suitable instructional materials with a well – designed schemes of work and lesson plans. • Classroom arrangement, timetable and duration of lessons, use of instructional materials including presence of improvised teaching materials in the classroom, sequencing of lessons and learning activities, schemes of work, lesson plans, etc. |
| 1.2 | Teachers know and understand the contents of the curriculum. | <ul style="list-style-type: none"> • Teachers have a sound, critical understanding of the content, processes and skills the learner should acquire. • Teachers can articulate the key features and relevance of their contents to their learners and others, and can demonstrate how it is applied. • Teachers know the methodologies which support learning of the contents, processes and skills they facilitate. • Teachers are familiar with curriculum statements, policies, materials and | <ul style="list-style-type: none"> • Teachers are creative in the knowledge of the subject matter, effective in the use of curriculum guides and always in the quest for new ideas. • Ability to facilitate learning through participatory approach. • Teachers use diverse methods (i.e. role plays, games, discussion, etc.) teaching aids, use of ICT, etc. • Possession and adequate utilization of relevant policy documents and materials. |

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| | | programmes associated with the contents. | |
| 1.3 | Teachers know their learners | <ul style="list-style-type: none"> • Teachers know the learning strengths and weaknesses of their learners and are aware of the factors that influence their learning. • Teachers are aware of the social, cultural, and religious backgrounds of their learners and treat them equitably. • Teachers develop an understanding and respect for learners as individuals, and are sensitive to their social needs and the way they interact with others. • Teachers know the importance of working with and communicating regularly with learners' families to support their learning. | <ul style="list-style-type: none"> • Teachers exhibit understanding of learners' individual differences through the use of individualized and group learning process. • Teachers know the learners by their names and keep written records of their profiles. • Teachers appreciate and respond positively to learners' background (Social, Cultural & Religious) Teachers assist learners to respect one another's social religious etc. Teachers provide opportunities for group and classroom debates for learners to share their opinions and feelings. • Teachers strengthen relationship with learners' families and communities through active participation in Parents Teachers Association (PTA) and other extra – Curricular activities. |
| 2. | PROFESSIONAL PRACTICE | CHARACTERISTICS | EVIDENCE |
| 2.1 | Teachers plan and assess for effective learning | <ul style="list-style-type: none"> • Teachers use their knowledge of learners, content and pedagogy to establish clear and achievable learning goals for their learners. | <ul style="list-style-type: none"> • Teachers set learning outcomes that take cognisance of learners' abilities |

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| | | <ul style="list-style-type: none"> • Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all learners. • Teachers monitor learners' engagement in learning and maintain records of their learning progress. • Teachers select assessment strategies to evaluate learners' learning ability, provide feedback to learners and their parents/guardians and inform them of further strategies for improvement. | <ul style="list-style-type: none"> • Teachers provide evidence of co-curricular & curricular activities, good lesson plans & variety of learning materials. Teachers keep learners' profiles such as progress charts, dossiers on each learner, etc • Teachers use variety of formative evaluation/assessment which include written or oral, scheduled or impromptu & evidence of feedback (i.e. report cards, grade sheets, etc). • Teachers use variety of summative evaluation/assessment by showing evidence of report cards, grade sheets, folios, continuous assessment files, etc. |
| 2.2 | Teachers create and maintain safe and challenging learning environments | <ul style="list-style-type: none"> • Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus. • Teachers provide a learning environment that engages and challenges their learners and encourages them to take responsibility for their own | <ul style="list-style-type: none"> • Evidence of learners' participation, freedom to express opinions, activities which enable the learners to discover who they are (their potentials) and respect for one another. • Evidence of learners' initiating certain learning processes such as asking questions, suggesting ideas and bringing in sources of information. |

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| | | <p>learning.</p> <ul style="list-style-type: none"> • Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning. • Teachers establish and maintain clear and consistent expectations for learners and their behaviours. | <ul style="list-style-type: none"> • Evidence of classroom management, such as use of group work, use of variety of learning/ resource materials, chalkboard organization, exhibition of project and learners' work. • Evidence of good learner-teacher rapport. Evidence of mutual trust between teacher and learners and between learners and learners themselves. |
| 2.3 | Teachers use a range of learning techniques and resources to engage learners effectively | <ul style="list-style-type: none"> • Teachers communicate effectively with learners to make learning programmes and outcomes explicit, to build rapport, and to support their learning. • Teachers provide and manage opportunities for learners to explore ideas and develop knowledge and skills, through discussion and group activities. • Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources. • Teachers provide meaningful feedback to learners and their parents/guardians about their developing knowledge and skills. | <ul style="list-style-type: none"> • Evidence of simple language and learners' awareness of programmes and outcomes. • Group work/Techniques/ Management, learners – centred activities such as debates, excursions, field trips, etc.. • Evidence of group work, group techniques, learners-centred activities which will include debates, excursions, field trips, etc. • Evidence of feedback to learners on their performances by returning marked scripts and learners making corrections. Evidence |

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| | | | of feedback to parents, open-day, Parent Teachers Association (PTA) through report cards, etc. |
| 3 | PROFESSIONAL ENGAGEMENT | CHARACTERISTICS | EVIDENCE |
| 3.1 | Teachers reflect on, evaluate and improve their professional knowledge and practice. | <ul style="list-style-type: none"> Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their facilitating. Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice. Teachers identify their own professional learning needs and plan for and engage in professional development activities. Teachers develop organizational and administrative skills to manage their non-teaching duties | <ul style="list-style-type: none"> Results of opinion survey of learners about the teacher. Results of learners' performance, comments & assessment by peers and superior officers. Level of participation in professional organizations and activities such as teacher associations and professional publications. Attendance to conferences and workshops. Results of teachers' self needs assessment. Evidence of collaboration with other teachers and peers e.g. sharing examples of good practice, team teaching and team research. Evidence of participation and successful completion of professional development. Level of participation (membership, patronage, financing, advisory, etc) in extra-curricular activities in the school. Attendance and |

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| | | effectively. | certification of some requisite courses in administration as prescribed by the Teachers Registration Council of Nigeria (TRCN). |
| 3.2 | Teachers are active members of their profession | <ul style="list-style-type: none"> • Teachers contribute to the development of the school communities and support the learning and well being of both learners and fellow teachers. • Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning. • Teachers promote learning, the value of education and the profession of teaching in the community. • Teachers understand and fulfil their legal responsibilities and share responsibilities for the integrity of the profession | <ul style="list-style-type: none"> • Participation in the Social & Civic life in the school; PTA in particular and community services on collective or individual basis. • Teachers engage other professionals and community members as resource persons for learning. • Teachers serve as role models and possess certain virtues such as honesty, discipline, etc. • Non-involvement in criminal activities, proper registration and licensing with regulatory and supervisory authorities, participation in civic responsibilities such as voters registration, population census, etc. |

LEARNING OPPORTUNITIES

In line with the shift in focus from 'teaching' to 'learning' in the current educational approach, the NCCE emphasizes 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 also 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. Learning Opportunities should thus create an enabling environment for quality education in all NCE-awarding institutions.

Learning Opportunities include:

- teachers planning effectively for each course by designing a Learning Programme that aims at learning (not just 'teaching');
- providing a variety of learning materials: not simply course books, but genuinely effective and high-quality texts;
- student teachers asking questions during lessons/classes whenever they need to;
- student teachers being given regular group assignments;
- student teachers being given regular individual assignments;
- student teachers being given sufficient opportunities to practice their skills in Micro-Teaching and in Teaching Practice;
- student teachers being given regular feedback on their performance in achieving the Teacher Standards.

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 practice in Teacher Education.

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 new Teacher Education Programmes.

Consequently, accreditation and monitoring exercises of the NCCE will 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 will 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 judgments 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

The following are the expected characteristics of the type of assessment NCE awarding Institutions should implement:

- consistent with the Teacher Standards;
- reliable, valid, credible, and relevant as regards the learning it measures;
- held in a suitable and conducive assessment environment;
- focused on finding out whether students have developed the expected conceptual understanding, as well as problem solving and practical teaching skills;
- conducted regularly to enhance and monitor the effectiveness of the learning process.

Assessment

NCE-awarding Institutions shall maintain examination/Continuous Assessment as currently practised, based on the prescriptions provided in the Minimum Standards (60:40) **Examination**.

However, emphasis at this time will be put on evaluating student-centered learning that focuses on measuring successful development of the attitudes, skills and knowledge expected of an accomplished teacher.

It is expected that for every course there shall be regular assessment – at least once a month. The overall CA of the course should consist of at least two tasks (one group, one individual) and two tests (one written, one practical).

In addition, the NCCE emphasises that the assessment must 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 should also ensure that their student teachers get feedback after every assessment in order to give the student teachers the opportunity for improvement in their learning.

By the end of a course, an overall assessment will be given. This overall assessment should show evidence of the student teacher's achievement of the overall learning in that course.

Management of Assessment

The Management of Assessment shall be based on the prescriptions in the Minimum Standards (60:40).

In addition, NCCE emphasizes that every Institution should be able to show evidence of effective examination/assessment procedures by:

- keeping samples of C.A questions/tests that must be made available for monitoring purposes;
- appointment of qualified external examiners;
- analysis and action based on comprehensive reports from external examiners;
- student teachers should be given results of each CA task or test within 4 weeks, and of final examinations within 8 weeks;
- ensuring the use of appropriate examination questions in terms of the Teacher Standards and the coverage of content;

- student teachers' scripts being assessed with consistent marking schemes;
- maintaining an examination system that provides for adequate redress in case of alleged irregularities;
- ensuring that the entire assessment procedure for a course is investigated by the IQA Unit where the CA results differ significantly from the overall results.
- 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.

TEACHING PRACTICE

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 an effective professional practice after graduation.

The current NCE Teacher Education reforms lay great emphasis on Teaching Practice. The new NCE Minimum Standards spell out that Teaching Practice should be done in the first semester of the third year for a period of three months. Teachers must be assigned to student-teachers for mentoring before the micro-teaching for continuous support till the students graduate. Evaluative comments on the progress of the student should form part of the students' journal. The colleges must provide adequate support such as orientation for the trainees

The Minimum Standards lay further emphasis on supervision of Teaching Practice. Therefore, NCE-awarding Institutions must assign supervisors to student teachers based on their areas of specialization such as ECCE, PES, etc., to ensure that such supervision is focused, well-informed and based on the supervisors' practical professional skills and knowledge.

A pre-requisite to Teaching Practice is a pass in Micro-Teaching. Students who fail Micro-Teaching shall not proceed on Teaching Practice. It is essential, therefore, that NCE-awarding Institutions ensure that method courses and their related content courses are planned together with Micro-Teaching opportunities, and that they are fully covered before Teaching Practice. The Centre for Educational Technology (CET) should play a major role in this respect.

Consequently, NCE-awarding Institutions should ensure that teachers design and coordinate a comprehensive Teaching Practice Preparation Programme for student teachers. Such a Preparation Programme should present student teachers with a gradual building up of TP preparation assignments. These assignments should 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. In this way student teachers are prepared through their various courses 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 should keep extensive Students Reflective Journals during the build-up towards Teaching Practice and during Teaching Practice itself. Such Journals should be regularly handed in to teachers. Teachers must provide comments to aid student teachers to identify strengths and weaknesses in their professional skills.

NCE-awarding Institutions are also expected to design and operate School-based Teachers Professional Development Programmes 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 twice in a semester to share ideas and provide peer-support for teachers.

NCCE shall carry out a regular quality assurance exercise to ensure that NCE-awarding Institutions comply with the Teaching Practice guidelines. NCE-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 Student Reflective Journals.

Generally, NCE-awarding Institutions shall be required to provide evidence on how they have assessed students on Teaching Practice in line with the Teacher Standards.

In summary, it is expected that:

- NCE-awarding Institutions provide a comprehensive Preparation Programme for Teaching Practice, by effectively coordinating content and method courses and linking these meaningfully with Micro-Teaching opportunities;
- Micro-Teaching is coordinated by the School/ Department of Education in collaboration with relevant departments;
- Teaching Practice shall take place in the appropriate school content area for example ECCE, Primary 1-3, 4-6 and JSS 1-3;
- student teachers must go to their practicing schools with a set of prepared lesson plans, learning materials and samples of assessment tasks;
- student teachers shall participate in all activities of the school when on Teaching Practice;
- each student teacher shall be assessed at least **ten** times during the Teaching Practice period (6 assessments from the College and 4 assessments from the hosting Institution);
- NCCE is to ensure that NCE-awarding Institutions comply strictly with the use of Teaching Practice Assessment Form;
- supervision of Teaching Practice exercise will be carried out by both the internal and external Supervisors/Heads of Schools;
- student teachers shall keep a Student Reflective Journal as part of the Teaching Practice assessment.

The table below presents a guide for the implementation of the various activities related to Teaching Practice:

| Programme | Year 1 | Year 2 | Year 3 |
|---|---|--|--|
| ECCE, PES, JSE (non-vocational) Adult and Non-formal, and Special Needs Education | 2 weeks of Prepared School Observation in 2 nd semester 12 Weeks Acculturation/Language Immersion Programmes (Arabic, French and Nigerian Languages) during long vacation after 2 nd semester and before year II | 2-3 Micro-Teaching lessons per student | 18 weeks TP (first semester) |
| JSS vocational subjects | 2 weeks of Prepared School Observation in 2 nd semester | 2-3 Micro-Teaching lessons by a student per semester 8 weeks SIWES (long vacation before starting year 2) | 18 weeks TP (first semester) 8 weeks SIWES (long vacation before starting year 3) |

Note: Read NCCE Teaching Practice Manual

QUALITY ASSURANCE

Managing curriculum implementation in NCE-awarding Institutions requires careful monitoring to ensure effectiveness. In particular, it is important to determine whether the implementation of the curriculum results in the desired output: professional teachers.

The National Commission for Colleges of Education has a responsibility for the quality of the academic programmes in these Institutions. Therefore, in order to enhance quality of NCE products, the NCCE is involved in enhancing its Quality Assurance system. The NCCE Quality Assurance system shall continue to monitor an Institution's 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 NCE Programmes to be implemented at NCE-awarding Institutions this means that a 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-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 and not detailed specifications of curriculum content;
- 8) ensure there are adequate resources to deliver the curriculum and
- 9) Determine 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.

In order 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 Academic Programmes, Resource Visits, (establishment of new NCE-awarding Institutions and mounting of new programmes), and the Monitoring and Evaluation of Academic Standards in NCE-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-awarding institutions must establish an Internal Quality Assurance Unit to ensure that the guidelines provided in this Implementation Framework are followed. The unit should be headed by an experienced lecturer not below the rank of a Chief Lecturer and must have at least Master Degree in Education Measurement and Evaluation, Curriculum Studies or other related disciplines. He will head the unit for a tenure of 2 years which is also renewable. The unit should have appropriate number of supporting staff. The roles of the unit will include the following:

- I. Generates formative data that can be used to improve the quality of the management and delivery of the NCE courses;
- II. Provides information to the public and other interested partners about quality and standards;
- III. Authenticates and keep samples of students journals;
- IV. Ensures that quality and standards are maintained in the schools and the college in general;
- V. Collates, analyze and provide self assessment records of the institution and
- VI. Reports to the Management on Monthly basis or as the need arises.
- VII. Monitoring Teaching
- VIII. Reports of the external examiner should be made available to the centre, unit or department.

The IQAUs need some degree of autonomy and full support from the college Management if it is to achieve its goals.

In particular, Institutions shall ensure that:

- curriculum implementation in the institution focuses on student teachers achieving successfully the Teacher Standards;
- Learning Opportunities are provided to student teachers through the design and use of effective learning materials, group and individual assignments, regular formative assessment, self-study, lectures, field trips, etc.;
- assessment is based on adequate knowledge of the necessary techniques and domains for the measurement and evaluation of different types of learning outcomes;
- lecturers engage in activities that would enhance their professional knowledge and practice through professional engagement (monitoring of attendance at conferences, seminars and workshops in relevant areas); and
- Teaching Practice and Acculturation/Language Immersion Programmes are closely monitored and carried out as stipulated in the Minimum Standards and this Implementation Framework.

GENERAL REQUIREMENTS

1. INTRODUCTION

- i) Although the NCE, as a qualification, is common to all the graduates of the programme, each subject has its own unique features and, demands. These unique features and demands are properly articulated in the introductory pages to each subject in the relevant booklets and requirements that are common to all the subjects are set out hereunder

2. GENERAL ADMISSION REQUIREMENTS

- i) A senior secondary school certificate (SSC) WAEC, NECO or GCE 'O' Level, NABTEB and any other equivalent with Four (4) Credits at one or two sittings. Two of the credits must be relevant to the course the candidates wishes to offer. Credits in English and/or Mathematics may be required in some courses to meet departmental requirement.
- ii) A Grade II Teacher's Certificate (TC II) with credit or merit in five subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and/or Mathematics may be a requirement in some courses.
- iii) For candidates wishing to offer courses in Vocational and Technical Education, R.S.A. or City and guilds/intermediate Certificate or the Federal Craft training Certificate in Nigeria or abroad, is also an acceptable qualifications.
- iv) Successful candidates in the Pre-NCE final examinations who in addition to taking and succeeding in a selection examination organized by an accredited matriculation examination body would also be qualified for admission.
- v) All candidates wishing to be considered for admission must enroll for, write and pass the selection examination organized by an accredited body such as JAMB at a satisfactory level.
- vi) It should be noted that some colleges may, in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

3. COURSE REQUIREMENTS

- i) The General education Courses for each of Specialist Areas of the programme is compulsory for all registered students.
- ii) All registered students must submit a supervised project before graduation. The project may be written in General Education or any of the student's special area. (This is without prejudice to long essays or seminar papers that may be required by some departments or in some special areas). Three copies of such projects, typed double-spaced and bound (hard cover) must be submitted by each student before graduation. The credits earned shall be recorded under EDU 323.
- iii) Teaching Practice is compulsory for all students and it must last for a minimum of eighteen (18) weeks. Colleges are free to make their own arrangements for Teaching Practice. The credits earned shall be recorded under EDU 311.
- iv) All registered students must enroll for and pass General Studies Courses recommended for each Specialist areas before graduation.
- v) Industrial Attachment or SIWES is compulsory for all students registered for courses in Vocational, Technical and Computer Education. This is for a minimum of 16 weeks attached with 2 credit units.
- vi) 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.

4. MINIMUM CREDITS REQUIRED FOR GRADUATION

- i) a student must earn a total minimum 118 to 126 credits to graduate, covering: all the components of the programme as indicated in the course outline.

5. EVALUATION AND ASSESSMENT METHODS

- i) Continuous Assessment (C.A) 40%
- ii) End of Semester Examination 60%

6. ATTENDANCE

A registered student for the NCE programme must attain a 75% attendance before he/she allowed to write the end of Semester Examination. This is very important and all students must comply with this policy.

7. QUALIFICATIONS OF ACADEMIC STAFF

- i) Every academic staff should be a professionally qualified teacher (a minimum of NCE or PGDE) or any other TRCN recognized qualification.
- ii) A good bachelor's degree (not less than a Second Class Lower Division) in the relevant discipline is the minimum qualification for appointment as Assistant Lecturer.
- iii) H.N.D. holders, with a minimum of a merit shall qualify to be appointed as Instructors.
- iv) Higher Degrees or additional professional qualifications in the relevant disciplines are added advantages.

GUIDELINES FOR THE APPOINTMENT OF DEANS AND HEADS OF DEPARTMENT

a) Deans of Schools

i) Eligibility

The Dean of a School shall normally be elected. To be eligible for this election, the officer shall not be below the rank of principal lecturer.

ii) Tenureship

The Dean shall hold office for 2 years from the date of his election or until he resigns, but shall be eligible for re-election for a second and final term. He should leave office for at least two years before he can re-contest for the position.

b) Heads of Department

i) Eligibility

The HOD shall normally be appointed. To be eligible for appointment, the officer shall not be below the rank of senior lecturer. Where there are no qualified staff for this position, the most senior academic staff can be appointed in an Action capacity until a qualified person is available.

ii) Tenureship

The HOD shall hold office for 2 years from the date of his appointment or until he resigns, but shall be eligible for re-appointment for a second term and then some eligible ones be considered. In the event that there is no other one eligible, the incumbent HOD shall hold office in an Acting capacity until a substantive HOD is appointed.

COURSE CREDIT SYSTEM

1. INTRODUCTION

The educational revolution generated by the National Policy on Education (as amended 2004) and the consequent 1-6-3-3-4 structure, Nigeria has no choice but to embrace the course credit system and Grade Point Average Phenomenon. The National Policy on Education (2004), especially stipulates that:

A credit system which is transferable among Universities and the 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 Universities Commission (NUC), the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE). These three bodies ministering the academic needs at their various levels, have agreed that the issue of Minimum Standards cannot be compromised.

On its own part the Commission is geared towards ensuring that teachers earning the Nigeria Certificate in Education (NCE) are professionally and intellectually qualified for the task of servicing the 1-6-3 Basic Educational system, they shall be employed. Acceptable Minimum Standards guarantee the acceptability of certificates earned from similar institutions. Also acceptable levels of proficiency on the job will be expected of certified holders of the NCE Certificate.

2. DEFINITION OF COURSE CREDIT SYSTEM

The course credit system is a quantitative system of organizing the curriculum in which subject areas are broken into units which are examinable and for which students earn credit(s) if passed. 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.

3. ADVANTAGES OF COURSE CREDIT SYSTEM

The adoption of the course credit system for all Colleges of Education and other NCE awarding institutions has the following merits; it

- 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 minimizes 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 specialization, thereby broaden their educational horizon;
- vi) facilitates inter-institution transfers, thus enhancing student mobility;
- vii) enhances comparability, national standard and national unity.

4. CREDIT UNIT

Courses are assigned weights called credit units. Credit units consist of 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 work load.

- i) As a measure of course weighting, a course may earn 1 credits units, or 2 unit, or 3 credits unit, etc. 1 credit means 2 hour lecture plus 1 hour of tutorial, 2 credit units mean 3 hour lectures plus 1 hour tutorial, 3 credits units mean 4 hour lecture plus 1 hour tutorial per week for 15 weeks of the semester.
- ii) For another forms 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 hour
- iii) Teaching Practice: Eighteen weeks of teaching to earn 6 credits.
- iv) Students' Industrial Work Experience Scheme (SIWES): Sixteen weeks of student attachment to earn two credits.
- v) Acculturation/Language Immersion Programmes for minimum of twelve (12) weeks to earn two credits

5. STAFF/STUDENT WORK LOAD

- i) Every full-time student should be required to register for a minimum of 18 and a maximum of 24 credit units per semester except for students on field experience, teaching practice or industrial attachment
- ii) A full-time staff should have a minimum teaching load of 8 credit units per semester.
 - (a) For Science-based disciplines, this should mean a minimum of 9 lecture hours and two 3 – hours laboratory work per week.
 - (b) For Art-Based disciplines, this should mean a minimum of 9 lecture hours and two 3-hours tutorial work per week
 - (c) For certain service courses, the size may be very large, and therefore, proportionate contact hours should be used.

6. GRADE POINT AVERAGE (GPA)

- i) The Commission is adopting the grading system using both letter (A-F) and figure (0-5) grades. It is more consistent with the degree classification in use in Nigeria, and has therefore been adopted by the Colleges of Education.

Thus, the grading system for the NCE will be similar to what is in use in the Universities.

- 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) has been adopted by all Colleges. Also a minimum GPA of 1.00 is required for graduation.

7. DEFINITIONS OF GRADE POINT, GRADE POINT AVERAGE AND CUMULATIVE GRADE POINT AVERAGE:

- i) Grade Point: The grade point derives from the actual percentage raw score for a given course: the raw score is converted into a letter grade and a grade point. See table 1:

Table1: Approved Scoring and Grading System

| Credit Units I | Percentage Score II | Letter Grade III | Grade Points Average (GP) IV | Grade Points Average (GPA) | Cumulative Grade Point Average (CGPA) V | Level of Pass in Subjects VI |
|---|----------------------------|-------------------------|-------------------------------------|---|--|-------------------------------------|
| Vary according to contact hours assigned to each course per week per semester and according to work load earned by student. | 70-100 | A | 5 | Derived by multiplying I & IV and dividing by total Credit Units. | 4.50-5.00 | Distinction |
| | 60-69 | B | 4 | | 3.50-4.49 | Credit |
| | 50-59 | C | 3 | | 2.40-3.3.49 | Merit |
| | 45-49 | D | 2 | | 2/50-2.39 | Pass |
| | 40-44 | E | 1 | | 1/00-1.49 | Low Pass |
| | 0-39 | F | 0 | | 0.99 | Fail |

- ii) Grade Point Average (GPA): This is the average of weighted grade points earned in the courses taken during the semester. The Grade Points average is obtained by multiplying the Grade Point attained in each course by the number of credit units assigned to that course, and then summing these and divided by the total number of credit units taken for the semester.
- iii) Cumulative Grade Point Average (CGPA): This is the up-to-date mean of the Grade Points 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.

$$\text{CGPA} = \frac{\text{Sum of Total Grade Points X Respective Credit units for Semester}}{\text{Total Credits for all courses registered by the Student}}$$

CUMULATIVE GRADE POINT AVERAGE (CGPA) AND RELATED ISSUES

CREDIT UNITS

These refer to the weight in terms of units given to a particular course. For instance EDU III. History of Education is given a credit weighting of I (One) EBN III is given 2 units etc. 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 score or a letter grade obtained in a given course. These, according to the Minimum Standards are as follows.

| No | Percentage Score | Letter Grade | Grade Points |
|-----------|-------------------------|---------------------|---------------------|
| I | 70 – 100 | A | 5 |
| li | 60 – 69 | B | 4 |
| lii | 50 – 59 | C | 3 |
| lv | 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 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 POINTS AVERAGE (GPA)

This is the average of the Grade point 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 first semester (result) of a student (Olu).

| EDUCATION | COURSE | CREDIT | SCORE | LETTER GRADE | GRADE POINT | TOTAL POINTS |
|-----------------|---------|-----------|-------|--------------|-------------|--------------|
| Education | EDU 111 | 1 | 77% | A | 5 | 5 |
| | EDU 112 | 2 | 50% | B | 3 | 6 |
| | EDU 113 | 3 | 42% | E | 1 | 3 |
| Social Studies | 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 | 4 | 58% | C | 3 | 12 |
| | GSE 109 | 2 | 49% | D | 2 | 4 |
| TOTAL | | 23 | | | | 71 |

Total Credit Units (Semester 1) = 23
 Total Grade Point (Semester 1) = 71
 Grade Point Average (GPA) (Semester 1) = $71/23 = 3.09$

CUMULATIVE GRADE POINT AVERAGE (CGPA)

This is the average of 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 student probation of one academic session. Any student that 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:

| EDUCATION | 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 |
| | ENG 122 | 2 | 49% | 2 | 4 |
| | ENG 123 | 2 | 63% | 4 | 8 |
| Social Studies | 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 Credit (Semester II) = 24
 Total Grade Points (Semester II) = 73
 Grade Point Average (GPA) (Semester II) = $76/24 = 3.41 = 3.17$

Then his Cumulative Grade Point Average (CGPA) for the first year is:

| | Credit | Points |
|--------------------------|-----------------|---------------|
| 1 st Semester | 23 | 71 |
| 2 nd Semester | 24 | 73 |
| Total Credits | = 23 + 24 | = 47 |
| Total Grade Points | = 71 + 73 | = 144 |
| C.G.P.A. | = 144/47 | = 3.06 |

Thus although he has got a C.G.P.A. of 3.06, he has failed ENG 112. This means he has to take it at the next opportunity and his credit units earned during the year (session) is $(47-2) = 45$.

CARRYING FAILED COURSES

Any core or compulsory course failed must be taken at the next available opportunity. However, a student must not take, in any semester, a total load of more than 24 credits.

Thus a student that is carrying 6 credit units and the courses are available at the next semester, 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 total of 24 credit units. Of course the actual credit registered/taken during probation is used in the calculation of 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 (REGULAR)

The duration for obtaining NCE is a minimum of three academic sessions (3 years) of two semesters each. (A semester must not be less than 15 weeks of teaching and a total of 2 weeks for registration and examination, making a total of 17 weeks) and a maximum of five academic session (5 years). *This means that the only two probationary years are allowed and these should not be back to back i.e. probation after probation.*

8. SEMESTER EXAMINATIONS

With the adoption of the course credit system, examinations come at the end of every semester.

9. CONTINUOUS ASSESSMENT (CA)

The Commission approves the following

- i) Weighting of 40% should be adopted for continuous assessment and 60% for semester examinations by all the Colleges of Education in view of the work input expected from students in the various approved programmes of study;
- ii) Continuous assessment of students should be by means of formal and informal tests with the former given greater weight. Assessment should normally be in workshops, laboratories studios, etc. as may be applicable to respective disciplines;
- iii) For effective implementation of the course credit system and the continuous assessment scheme.
 - a) Each college should provide essential tools for information storage, retrieval and analysis in the form of microcomputers along with relevant software e.g. courses administration programmes, data bases and word processors.

Such computer application can facilitates access to analytical tools which can greatly facilitates the grading, analytical and interpretation processes;

- b) The standard of teaching/instruction and quality of examinations should be raised through the institutions' use of students opinion survey 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 NPE (2004) recognizes the need for the re-training of teachers at all levels of the educational system.

10. RESIT EXAMINATIONS

- i) Resit examinations are abolished in the Colleges of Education.
- ii) Students who repeat courses for any reasons should be credited with the actual marks so earned but previous marks should also be recorded. This is in keeping with the objectives of the course system.

11. CONDITIONS FOR PROBATION AND WITHDRAWAL

- i) the common denomination 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, taking into account the minimum CGPA of 1.00 required for graduation.

- ii) Probation: Probation is a status of a student whose academic performance falls below an acceptable standard. A student whose Cumulative Grade Point Average is below 1.00 at the end of a particular year of study, earns a period of probation for one academic session.
- iii) Withdrawal: a candidate whose Cumulative Grade Point Average is below 1.0 at the end of a particular period of probation should be required to withdraw from the College.

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 numbers of Credit Units carried during that semester do not exceed 24, and that the grade earned at all the attempts shall count towards the calculation of the CGPA

12. MODERATION

- i) Each Head of Department, through the Dean, shall recommend a list of external examiners to the Academic Board of the College for approval
- ii) External Examiners so recommended may either come from sister institutions or Universities outside the geopolitical zones or may be respectable professionals in the field.
- iii) 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 ten years post-qualification experience before they can be appointed external examiners in their field of practice.
- iv) Such External Examiners shall moderate the questions, the marked answer scripts of 200 and 300 level courses, as well as the projects, and send their written reports to the Academic Board.
- v) In addition to all of the above, the NCCE shall appoint a monitoring team of experts in each discipline to go round the Colleges from time to time to vet their academic standards and forward written reports to the Commission.

13. ACADEMIC YEAR AND SEMESTER

- i) for proper computation of contact hours for each course in a programme of study, the Commission approves the following:
 - a) 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.
 - b) The first and Second semester 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 11-12 weeks, of which 10 weeks are devoted to teaching.

- ii) For maximum utilization of staff and resources, and to give more opportunity to students to take additional courses under the course credit system, Colleges of Education should operate programmes of the long vacation period in line with the course credit system.

GUIDELINES FOR EXAMINATIONS AT NCE INSTITUTIONS

1.0 PREAMBLE

One of the mandates of the NCCE according to Decree No 3 Section 5 (k) of 1989 is the revision of assessment methods and the development of a scheme of National Certification for various products of Colleges of Education.

- 1.2 The NCCE has reviewed the methods of assessment in the Colleges of Education with a view to harmonizing them to ensure parity among these Colleges, and also 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.

2.0 GUIDELINES

2.1 Types of Question

Essay type question and objective test items. Equitable weighting should however, be given to practical examinations in some specific schools and subject that are practically oriented.

2.2 Venue of Examination

Examination should be held in the classrooms or lecture halls arranged for purpose of examination. However, in some specific schools and subjects, practical examinations could be conducted on the field or laboratory.

2.3 Continuous Assessment

Continuous Assessment should be 40% of student total assessment for any course examined. A set of score (10 each) should be obtained from 2 tests and 2 take-home assignments in course unit.

2.4 Number of Question

Number of question should vary according to the number of Credit Unit(s) as follow

ESSAY QUESTION

| Credit Unit(s) | Max. of No. of Question Set | No. of Question to be Answered |
|----------------|-----------------------------|--------------------------------|
| 1 Credit Unit | 3 | 2 |
| 2 Credit Unit | 5 | 3 |
| 3 Credit Unit | 6 | 4 |

OBJECTIVE OR MULTIPLE CHOICE QUESTIONS

| Credit Units | Minimum Question Items to be set |
|--------------|----------------------------------|
| 1 C | 25 |
| 2C | 50 |
| 3C | 75 |

A question bank should be established and operated from the Deputy Provost/Rector (Academic's) office.

2.5 Examination Personnel

The following Officers/Committee should be appointed to handle the above function.

- i) Department 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/Rector (Academic), shall plan college examinations, set time table for examinations, arrange rooms and halls for the purposes of the examination, secure comfortable accommodation for external moderators among others.

2.6 Collection, Collation and Production Questions

The Departmental Examination Officer should be responsible for collection, collation and production of question under the strict supervision of the Head of Department. Question papers should be externally moderated before production.

2.7 **General Examination Regulations**

All Examinations shall be conducted by:-

- i) Chief Examiner (Dean of School)
- ii) Assistant Chief Examiner (HODs)
- iii) Examiner (Course Lecturers excluding NYSC and Assistant Lecturers)
- iv) External Examiner(s) Moderators(s) (As stated in xi)
- v) Department and School Examination Officers.

Functions

Chief Examiner

- i) Arranging and Supervising School Examination(s)
- ii) Forwarding of results to the Academic Board
- iii) Ensuring that result slips are given out before the commencement of the succeeding semester, carrying out any examination assignments referred to him/her by the Deputy Provost/Rector.

Assistant Chief Examiner

- i) Arranging the production of question papers after External Moderation and Supervisor of examination in the Department.
- ii) Ensuring that examination results undergo vetting at a Departmental Meeting.
- iii) Ensuring that questions are moderated before final production.
- iv) Ensuring that results are externally moderated before they go to the College Examination Committee.

- v) Performing any other examination duties referred to him/her by the Chief Examiner.

Examiner

- i) Shall set examination question as at when due and provide the marking scheme.
- ii) Shall invigilate examination(s) as scheduled.
- iii) Shall mark scripts and make returns within two weeks after the paper has been written.
- iv) Shall collate and compute results.

External Moderator

- i) Shall scrutinize questions and the marking scheme to ensure coverage of the course content.
- ii) Shall reject or reframe questions where necessary.
- iii) Shall ensure that scripts are treated in line with set marking schemes.
- iv) Shall ensure correctness of marks summation
- v) Shall write a report in which the following are highlighted in detail:
 - a) Quality of questions and candidates' reports.
 - b) Coverage of course content.
 - c) Consistency in awarding marks.
 - d) General observation(s) and suggestion(s) for future improvement.
 - e) Shall after submitting the report to the College, send a copy direct to NCCE.

Department Examination Officer

- i) Shall on behalf of the HOD call for two sets of questions and marking schemes from course Lecturers.
- ii) Shall in collaboration with other members of the College Examination Committee set time-table and assign invigilator accordingly.
- iii) Collation of marks and treatment of results.

- iv) Shall perform all examination-related functions as referred to him as they arise.

Conduct of Examination(s)

- i) All candidates shall register for College examination by completing appropriate forms to be signed by course Lecturers and HOD(s).
- ii) 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.
- iii) Knowledge of examination date(s) time(s) and place(s) shall be the responsibility of candidates.
- iv) A candidate shall arrive the examination Hall and be seated at least 15 minutes before the advertised time on the time-table.
- v) Candidates shall not be allowed to leave the examination Hall unaccompanied by the invigilator.
- vi) Candidates shall not be allowed to leave examination Hall in the last 15 minutes of the examination.
- vii) It is compulsory for candidates to display their identity cards on the desk.
- viii) Candidates must ensure that they sign in and out of examination Halls.
- ix) Answer scripts must be handed over to the invigilator before signing out of the examination Hall.
- x) Candidates shall not give or receive any form of assistance from any source or and anybody during the course of an examination.
- xi) Candidates shall call the attention of invigilator only by a raise of the hand.

- xii) The use of scrap 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.
- xiii) Handbags, briefcases and unauthorized calculators are prohibited for the examination Hall.
- xiv) Any candidate who violates any of the regulations and those issues from time to time shall be deemed to have displayed indiscipline. Such a candidate shall be treated as appropriate.
- xv) Colleges are allowed to make additional rules and regulations that will enhance the smooth conduct of examinations.

2.8 **Marking of Examination Scripts**

Course lecturers should mark script(s) in respect of course(s) examined by them. Assistant Lecturers or Youth Corpers on National Service should mark under the supervision of an officer of higher academic grade.

2.9 **Collation and Treatment of Results**

Each department should collate and treat the result of their students. The results should be tabled for consideration at the school level before it is presented to the Academic Board of the College for consideration and ratification. It is compulsory to externally moderate results of NCE II and III students

2.10 **External Moderation**

All examination in respect of NCE II and III must be moderated externally by an Academic staff of not less than a Senior Lecturer in the Faculty of Education in the University or a Principal Lecturer in a College of Education. In respect of School of Vocational and Technical Education, the External Moderator may not necessarily come from Faculty of Education, External Examinations are to send copies of their reports directly to NCCE.

2.11 Moderation shall normally be in site: in which case the moderator shall accordingly draw the prevailing kilometer and per diem allowances.

2.12 **Academic Boards of the Colleges**

Academic Boards should continue to perform all functions as stated in the College's Handbook/Decrees/Edicts.

2.13 The NCCE Desk Officer of and NCE-awarding Institution shall attend the Academic Board meeting for the rectification of results.

2.14 **Handing of Examination Complaints**

Examination Complaints Committee should be set up on Ad-hoc basis so that nobody enjoys permanent membership. The Committee should at any time be chaired by an Academic Staff not below the rank of Principal Lecturer. Membership should comprise representatives of each School in the College and Secretary should be provided by the Academic Office. The reports and recommendations of the Committee should be tabled at the Academic Board for ratification.

2.15 **Record Keeping**

All Colleges of Education shall have an 'Examinations and Records' Section in the office of the Registrar. The Section shall be responsible for compilation of examination scores issuance of transcripts and process collection of final certificates.

2.16 **Transcripts and Grading**

The grading systems shall conform with the NCCE Standards clearly stated in the summary of Minimum Standards for NCE Teachers. Students are to be issued with a transcripts of their performance either on request by the students or by any recognised institutions for purpose of admission, job placement or transfer form/to a College. The format (sample) for transcripts is attached and marked appendix 1.

2.17 **Certificate**

All Certificates to be issued to graduates of NCE awarding institutions should carry the seal of the Commission and the signature of the Executive Secretary of NCCE. In order to effectively control this, NCCE shall undertake the production of Certificates for each College of Education and surcharge accordingly. The Security Certificate has:

- i) Name and Logo of the Institution
- ii) Seal of NCCE
- iii) Name of the Recipient
- iv) Name of the Certificate
- v) Subjects
- vi) Date

- vii) Signature of Provost/Registrar and Executive Secretary of NCCE
- viii) This programme is accredited by the National Commission for Colleges of Education (NCCE). A sample of the type of certificate is attached and marked Appendix II.
- ix) Students who graduate from unaccredited programmes shall not be certified as shown in 2.7 above.

SAMPLE OF TRANSCRIPT
Name of College
College Logo
Official Transcript

(Any erasure invalidated this transcript)

(A) NAME(S).....
 AGE..... SEX..... NATIONALITY..... STATE OF ORIGIN.....
 PROGRAMME..... YEAR OF ADMISSION..... YEAR OF GRAD.....
 SPONSOR.....
 RESIDENTIAL ADDRESS.....

No Post Office Box or P.M.B. Please

POSTAL ADDRESS.....

| Course Code(s) | Course Title(s) | Course Status | Course Unit(s) | Course Score % | Letter/Grade Point(s) | Remarks |
|--|-----------------|---------------|----------------|----------------|-----------------------|---------|
| NCE 1 2000/2001 1 st Semester i) ii) iii) | | | | | | |
| NCE 1 2000/2001 2 nd Semester i) ii) iii) | | | | | | |
| NCE II 2000/2001 1 st Semester i) ii) iii) | | | | | | |
| NCE II 2000/2001 2 nd Semester i) ii) iii) | | | | | | |
| NCE III 2000/2001 1 st Semester i) ii) iii) | | | | | | |
| NCE III 2000/2001 | | | | | | |

| | | | | | | |
|--------------------------|--|--|--|--|--|--|
| 2 nd Semester | | | | | | |
| i) | | | | | | |
| ii) | | | | | | |
| iii) | | | | | | |

MUNG..... CNUT..... CNUP..... CGPA.....

Certificate Obtained and Class.....

HOD's Comment.....

And.....

Signature/Date.....

SIGNATURE OF REGISTRAR

NOTE

- MUNG - Minimum No. of Units for Graduation
- CNUT - Cumulative Number of Units Taken (Registered)
- CNUP - Cumulative Number of Units Passed (Earned)
- CGPA - Cumulative Grade Point Average

SAMPLE OF CERTIFICATE

NO.....

THE COLLEGE/POLYTECHNIC 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 THE FOLLOWING SUBJECTS

in

MAJOR SUBJECTS

- 1. Education
- 2. Teaching Practice
- 3.
- 4.
- 5.
- 6.

GENERAL STUDIES

- 1. General English
- 2. General Mathematics
- 3.
- 4.
- 5.
- 6.

.....
Registrar

.....
Provost/Rector

.....
Date

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.....

THE NEW INSTITUTIONAL STRUCTURE

Teaching is a dynamic profession that requires continuous review in order to address contemporary issues and challenges. The general public is of the view that there is a decline in the quality of education in the country. The reason for the decline lies, to some extent on the fact that the existing NCE programme is not tailored towards the production of teachers for the Basic Education level (including specialised teachers for primary education, early childhood education, adult and non-formal and education of people with special needs).

In order to produce effective career-focused teachers for these levels of education, the NCCE has restructured its existing programmes to pay attention to producing teachers for Early Childhood Care and Education, Primary Education, Secondary Education, Adult and Non-formal Education and Special Needs Education.

The new Teacher Education programmes under this reform will require a merger where necessary and an expansion of Schools, Directorates 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 three categories of NCE –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 Basic Education.

The restructured NCE-awarding Institutions shall have one or more of the following Schools and Departments. Each NCE-awarding Institution is expected to identify and establish the Schools it will have based on the programmes and facilities available.

CATEGORY A: PROPOSED SCHOOLS AND DEPARTMENTS IN CONVENTIONAL COLLEGES OF EDUCATION

Note:

- **Each School is to be headed by a Dean**
- **Each Programme is to be supervised by the HOD**

1. SCHOOL OF ARTS and SOCIAL SCIENCES

- i. Department of History
- ii. Department of Geography
- iii. Department of Economics
- iv. Department of Political Science/Government
- v. Department of Islamic Studies
- vi. Department of Christian Religious Studies
- vii. Department Social Studies
- viii. Department of Music
- ix. Department of Cultural and Creative Arts (CCA)
- x. Department of Theatre Arts
- xi. Department of Ecumenics
- xii. Department of Arabic Medium

Or the School of Arts and Social Sciences should collapse and house not more than three (3) Departments, namely; Department of Social Sciences, Department of Arts and Department Moral and Religious Studies.

Approved Subject Combinations for School of Arts and Social Sciences (Conventional)

- (a) Social Studies (Double Major)
- (b) Music (Double Major)
- (c) Music/Nigerian Languages
- (d) Cultural and Creative Arts (Double Major)
- (e) CRS/Social Studies
- (f) CRS/Music
- (g) CRS/English
- (h) CRS/Hausa
- (i) CRS/Fulfude
- (j) CRS/Igbo
- (k) CRS/Geography
- (l) CRS/Political Science
- (m) CRS/Economics
- (n) CRS/History
- (o) Economics/Geography
- (p) Geography/History

- (q) History/English
- (r) History/Social Studies
- (s) History Islamic Studies
- (t) History/Nigerian Languages
- (u) History/French
- (v) History/Cultural and Creative Arts
- (w) Islamic Studies/Social Studies
- (x) Islamic Studies/English
- (y) Islamic Studies/Arabic
- (z) Islamic Studies/Hausa
- (aa) Islamic Studies/Fulfude
- (bb) Islamic Studies/History
- (cc) Islamic Studies/Geography
- (dd) Islamic Studies/Economics
- (ee) Islamic Studies/Political Science
- (ff) Islamic Studies/Kanuri
- (gg) Political Science/Economics
- (hh) Social Studies/Yoruba
- (ii) Social Studies/Hausa
- (jj) Social Studies/Fulfulde
- (kk) Social Studies/Igbo
- (ll) Social Studies/Theatre Arts
- (mm) Social Studies/Arabic
- (nn) Social Studies/Geography
- (oo) Social Studies/Economics
- (pp) Social Studies/Political Science
- (qq) Social Studies/Kanuri
- (rr) Cultural and Creative Arts/Theatre Arts
- (ss) Cultural and Creative Arts/English
- (tt) Cultural and Creative Arts/Music
- (uu) Cultural and Creative Arts/Arabic
- (vv) Arabic Medium

2. SCHOOL OF LANGUAGES

- i. Department of Arabic
- ii. Department of English
- iii. Department of French
- iv. Department of Hausa
- v. Department of Igbo
- vi. Department of Yoruba
- vii. Other Nigerians Languages

Or the school of languages should merge into two (2) Departments i.e. Department of Modern Languages and Nigerian Languages.

Approved Subjects Combinations for School of Languages (Conventional)

- (a) English Double Major
- (b) French Double Major
- (c) English/Arabic
- (d) English/French
- (e) English/Hausa
- (f) English/Igbo
- (g) English/Yoruba
- (h) English/Fulfude
- (i) English/Efik
- (j) English/Kanuri
- (k) English/Nupe
- (l)** English/Tiv
- (m) English/Economics
- (n) English/Political Science
- (o) English/Theatre Arts
- (p) English/Music
- (q) English/Geography
- (r) English/Social Studies
- (s) Nigerian languages/Political Science
- (t) Hausa/Arabic

Note: Apart from the English Combinations, any two of the language programmes can be combined i.e. Yoruba/Hausa, Tiv/Kanuri etc.

3. SCHOOL OF SCIENCES

- i. Department of Physics
- ii. Department of Chemistry
- iii. Department of Biology
- iv. Department of Integrated Science
- v. Department of Mathematics
- vi. Department of Physical and Health Education
- vii. Department of Computer Education

Or the school of Science should merge in three (3) Departments i.e. Natural Science, Mathematics/Computer Sciences and Physical and Health Education.

Approved Subject Combinations for School of Sciences (Conventional)

- (a) Integrated Science/Computer Education
- (b) Integrated Science/Chemistry
- (c) Integrated Science/Physics
- (d) Integrated Science/Mathematics
- (e) Integrated Science/Biology
- (f) Integrated Science (Double Major)
- (g) Physical and Health Education (Double Major)
- (h) Biology/Physics
- (i) Chemistry/Physics
- (j) Chemistry/Biology
- (k) Chemistry/Geography
- (l) Computer Education /Chemistry
- (m) Computer Education /Biology
- (n) Computer Education /Physics
- (o) Computer Education /Mathematics
- (p) Mathematics/ Chemistry
- (q) Mathematics/ Physics
- (r) Mathematics/ Biology
- (s) Mathematics/Geography
- (t) Physics/Geography

4. SCHOOL OF VOCATIONAL AND TECHNICAL EDUCATION

- i. Department of Agricultural Education
- ii. Department of Home Economics
- iii. Department of Fine/Applied Arts
- iv. Department of Business Education
- v. Department of Technical Education

Or the School of Vocational and Technical Education should house two (2) Departments i.e. Department of Vocational Education and Department of Technical Education.

Approved Subject Combinations for School of Vocational and Technical Education (Conventional and Technical Colleges)

- a) Agricultural Education
- b) Business Education
- c) Home Economics
- d) Fine and Applied Arts
- e) Technical Education

(* **Note**; All the Programmes under this School are Double Major except at F.C.E(Special) Oyo (where they are single major because they are combined with subjects in special areas).

5. SCHOOL OF EARLY CHILDHOOD CARE AND PRIMARY EDUCATION

- i. Department of Early Childhood Care and Education
- ii. Department of Primary Education

APPROVED SUBJECT COMBINATIONS FOR SCHOOL OF EARLY CHILDHOOD CARE, PRIMARY, ADULT AND NON-FORMAL EDUCATION

Note: All the programmes under these Schools exist as Double Major Except for F.C.E. (Special) Oyo

6. SCHOOL OF SPECIAL, ADULT AND NON-FORMAL EDUCATION

- i. Department of Adult and Non-formal Education
- ii. Department of Special Needs Education
- iii. Centre for literacy and Continuing Education

APPROVED SUBJECT COMBINATIONS FOR SCHOOL OF ADULT, NON-FORMAL AND SPECIAL EDUCATION

Note: All the programmes under these Schools exist as Double Major Except for F.C.E. (Special) Oyo

7. SCHOOL OF GENERAL EDUCATION

- (a) Department of Educational Foundation
- (b) Department of Educational Psychology and Counseling
- (c) Department of Curriculum and Instruction
- (d) Teaching Practice Unit
- (e) Centre for Educational Technology
- (f) Department of General Studies

Or the School of General should house two (2) Departments i.e. Department of Education and Department of General Studies while the existing Departments of Educational Foundation, psychology and counseling, curriculum and Instructions and Teaching Practice are treated as units, in the department of Education.

8. DIRECTORATE

It is being proposed that College should have the following Directories:

- a) Directorate of Academic Planning.
- b) Directorate of Internal Quality Assurance Unit.
- c) Directorate of Education Support Services.
- d) Directorate of Consultancy Services
- e) Directorate of Management and Information System

Note:

- a) School of General Education shall continue to serve all other schools. The Education and General Studies Courses relevant to each Specialist areas have been identified in the Minimum Standards for each School. However, the above Schools, Departments and Directorate are hereby proposed depend on the need of each Institutions
- b) Colleges offering **Arabic Medium** deserving colleges should use Arabic as a language of curriculum and instructional delivery (**i. e. Arabic Medium**).
- c) Directorate to be headed by Chief or Principal lecturer and report to the Provost

CATEGORY B: COLLEGE OF EDUCATION (TECHNICAL)

1. SCHOOL OF GENERAL EDUCATION

Departments as in conventional College

2. DIRECTORATES

As in conventional College

3. SCHOOL OF VOCATIONAL EDUCATION

- i. Department of Agricultural Education
- ii. Department of Home Economics
- iii. Department of Fine & Applied Arts

Approved Subject Combinations as in Conventional Colleges of Education

4. SCHOOL OF BUSINESS EDUCATION

- i. Department of Accounting
- ii. Department of Secretarial Education

Approved Subject Combinations as in Conventional Colleges of Education

5. SCHOOL OF TECHNICAL EDUCATION

- i. Department of Automobile Technology
- ii. Department of Building Technology
- iii. Department of Electrical/Electronics
- iv. Department of Metalwork Technology
- v. Department of Woodwork Technology

Approved Subject Combinations as in Conventional Colleges of Education

5. SCHOOL OF SCIENCE EDUCATION

- i. Department of Biology
- ii. Department of Chemistry
- iii. Department of Physics
- iv. Department of Mathematics
- v. Department of Computer
- vi. Department of Integrated Science

Approved Subject Combinations as in Conventional Colleges of Education

6. SCHOOL OF EARLY CHILDHOOD CARE AND PRIMARY EDUCATION

- i. Department of Early Childhood Care and Education
- ii. Department of Primary Education

Approved Subject Combinations as in Conventional Colleges of Education

7. SCHOOL OF ADULT, NON-FORMAL AND SPECIAL EDUCATION

- i. Department of Adult and Non-formal Education
- ii. Department of Special Education

Approved Subject Combinations as in Conventional Colleges of Education

CATEGORY C: COLLEGE OF EDUCATION (SPECIAL)

1. SCHOOL OF ARTS AND SOCIAL SCIENCES

Departments and subject combinations as in Conventional College

2. SCHOOL OF GENERAL EDUCATION

Departments as in Conventional College

3. DIRECTORATES

As in Conventional College

4. SCHOOL OF LANGUAGES

Departments and subject combinations as in Conventional College

5. SCHOOL OF SCIENCES

Departments and subject combinations as in Conventional College

6. SCHOOL OF VOCATIONAL AND TECHNICAL EDUCATION

Departments and subject combinations as in Conventional College

7. SCHOOL OF SPECIAL EDUCATION

Departments of:

- i. Education for the Hearing Impaired
- ii. Education for the Mental Retarded
- iii. Education for the Learning Disabled
- iv. Education for the Gifted and Talented
- v. Education for the Visually Impaired
- vi. Education for the Physical and Health Impaired
- vii. Rehabilitation Education

Approve Subject Combinations for School of Special Education (FCE, OYO only)

- (a) Special Education/Adult and Non formal Education.
- (b) Special Education/Agricultural Education
- (c) Special Education/Arabic
- (d) Special Education/Biology
- (e) Special Education/Business Education
- (f) Special Education/Chemistry
- (g) Special Education/Computer Education
- (h) Special Education/CRS
- (i) Special Education/Cultural and Creative Arts
- (j) Special Education/Early Childhood Care Education.
- (k) Special Education/Economics
- (l) Special Education/English
- (m) Special Education/Fine and Applied Arts
- (n) Special Education/French
- (o) Special Education/Geography
- (p) Special Education/Home Economics
- (q) Special Education/Integrated Science
- (r) Special Education/ISS
- (s) Special Education/Mathematics
- (t) Special Education/Music
- (u) Special Education/Nigerian Languages
- (v) Special Education/Physics
- (w) Special Education/Political Science
- (x) Special Education/Primary Education
- (y) Special Education/Social Studies
- (z) Special Education/Technical Education
- (aa) Special Education/Theatre Arts
- (bb) Special Education/Yoruba
- (cc) Special/PHE

8. SCHOOL OF EARLY CHILDHOOD CARE, PRIMARY, ADULT AND NON-FORMAL EDUCATION

- i. Department of Early Childhood Care and Education
- ii. Department of Primary Education
- iii. Department of Adult and Non-formal Education

NOTE:

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

CERTIFICATION

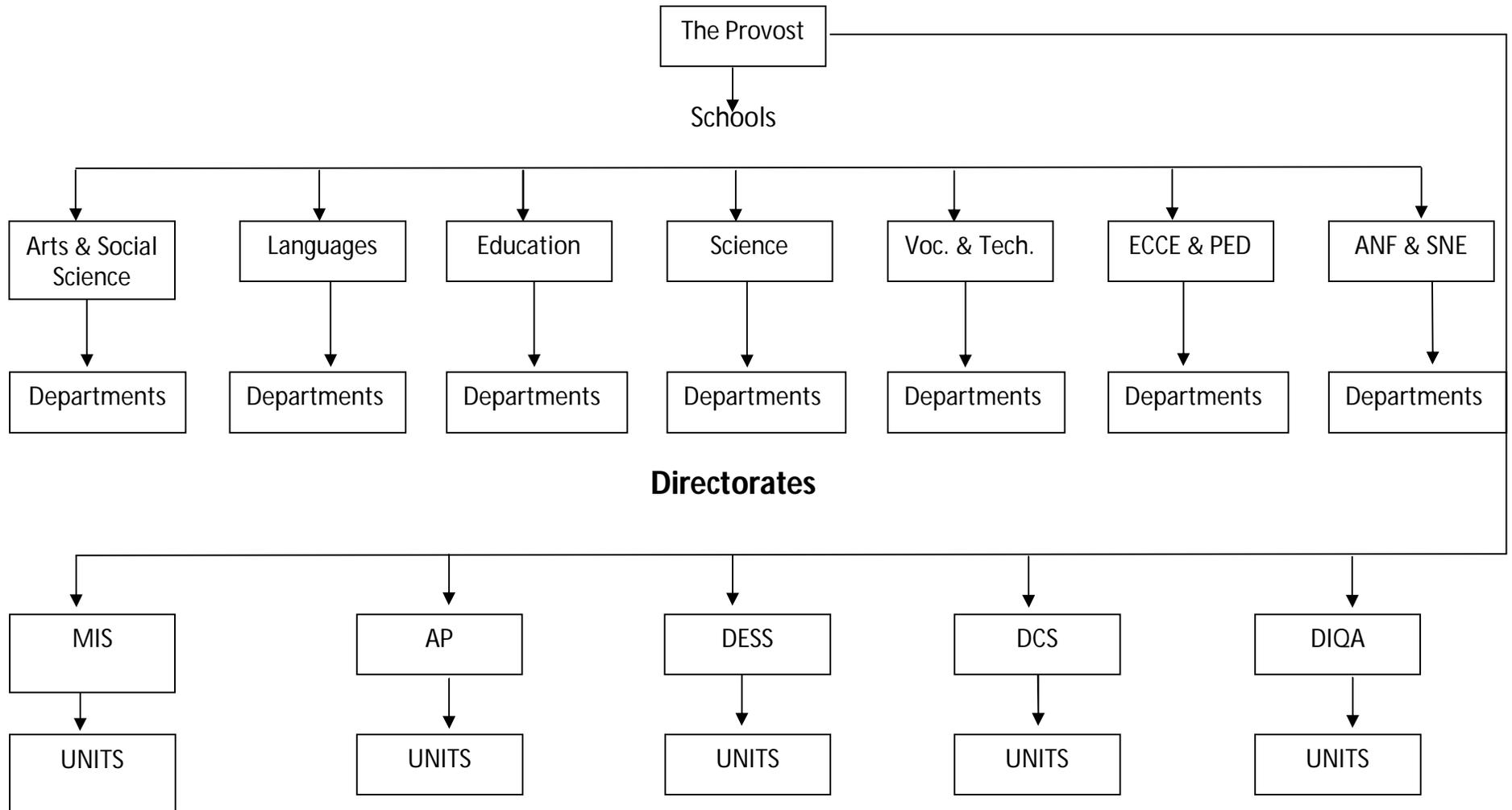
At the end of the training, all NCE awarding Institutions would now award Certificates in the following specialized focal areas i.e.

- (i) Nigeria Certificate in Education (Primary Education)
- (ii) Nigeria Certificate in Education (Early Childhood Care and Education)
- (iii) Nigeria Certificate in Education (Adult and Non-Formal Education)
- (iv) Nigeria Certificate in Education (one or two major teaching subjects)
- (v) Nigeria Certificate in Education - Special Needs (Special Education and one major teaching subject).

Note: The programmes of study and subject Combinations are as proposed in this Hand Book.

Any NCE awarding institution wishing to introduce subject combinations not listed above MUST write and obtain the approval of National Commission for Colleges of Education before such combinations are introduced.

PROPOSED ORGANOGRAM FOR ACADEMIC SCHOOLS AND DIRECTORATES



* Colleges running Degree Programmes could create directorate for undergraduate programme or such programme should come under the directorate of Academic Planning