



Federal Republic of Nigeria

**TEACHERS REGISTRATION
COUNCIL OF NIGERIA**



GUIDELINES
FOR THE
ACCREDITATION, MONITORING
AND SUPERVISION
OF
TEACHER EDUCATION PROGRAMMES
IN NIGERIA

2008

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TRCN VISION

To control and regulate teacher education, training and practice at all levels and sectors of the Nigerian education system in order to match teacher quality, discipline, professionalism, reward and dignity with international standards.

MISSION

To promote excellence in education through effective registration and licensing of teachers; and to promote professionalism through accreditation, monitoring and supervision of teacher training programmes, mandatory continuing professional development and maintenance of discipline among teachers at all levels of the education system.

MOTTO

Teaching For Excellence

CONTENT

PART A: INTRODUCTION

- 1.1 Preamble
- 1.2 Interpretation
2. Provisions of TRCN Act on Accreditation, Monitoring and Supervision
3. Objectives of Accreditation, Monitoring and Supervision
4. Responsibilities of Teacher Education Institutions
5. Types of Teacher Education Programmes for Accreditation, Monitoring and Supervision
6. TRCN Joint Accreditation with Supervisory Agencies
7. Mode of Accreditation, Monitoring and Supervision

PART B: ACCREDITATION PANEL

8. Appointment of members
9. Composition
10. Headship
11. Coordination/Secretariat
12. Duties
13. Visitation Procedure

PART C: INSPECTORATE TEAM

14. Appointment of members
15. Composition
16. Headship
17. Coordination/Secretariat
18. Duties
19. Visitation Procedure

PART D: ACCREDITATION OF PROGRAMMES

20. Requirements for Accreditation
21. Application for Accreditation by Institutions
22. Self Assessment by Institutions
23. Survey of Performance of Graduates of the Programmes
24. Visitation to Institutions
25. Report of Accreditation Panel
26. Approval of Accreditation Result
27. Duration of Accreditation
28. Renewal of Accreditation
29. Enforcement of Accreditation Result
30. Evaluation of teaching qualifications obtained overseas

PART E: MONITORING AND SUPERVISION

31. Periodic Self Reports by Institutions - Admissions, etc.
32. Evaluation of Self Reports
33. Inspection Visits to Institutions
34. Report of Inspectorate Teams
35. Approval of Inspection Reports
36. Consequences of Inspection Result

PART F: APPENDICES

37. Self Report Form (TRCN/SRF)
38. Accreditation Panel Report Form (TRCN/APRF)
39. Inspectorate Team Report (TRCN/ITR)

PART A
INTRODUCTION

1.1 PREAMBLE

There are practices which are universal among professional regulatory agencies in order to maintain the integrity and standards of the professions. One of such practices is the accreditation of courses and programmes of institutions that prepare individuals for entry into the professions. In keeping with this reality, the Teachers Registration Council of Nigeria (TRCN) undertakes the accreditation of the courses and programmes of all institutions that prepare individuals intending to be teachers in Nigeria. Such institutions include the colleges of education, schools of education in polytechnics, faculties and institutes of education of universities and the National Teachers Institute. TRCN further has the right to satisfy itself that teacher qualifications obtained in teacher education institutions overseas meets the Nigerian National Minimum Teaching Standard before holders of such qualifications could be registered and licensed to teach in Nigeria.

The legal basis and modalities for the accreditation exercise referred to above are set out in this document. Essentially, the modalities are based on very clear benchmarks arrived at after a careful examination of the modalities adopted by most of the professional regulatory agencies in Nigeria and Teaching Councils abroad. Therefore, it is hoped that the document will provide both the teacher training institutions, accreditation panelists, inspectorate teams, the relevant educational agencies, policy makers and the general public with a sound understanding of the meaning, implications and procedures of accreditation and the roles expected of them.

For the avoidance of doubt, it should be noted that the laws that established the professional regulatory agencies in Nigeria are virtually identical. This means that the agencies have very similar powers, functions, activities and programmes for their respective professions. The accreditation practice is one of such aspects of the enabling laws that are completely the same (word-to-word). It is therefore possible to see common accreditation procedures among the regulatory agencies. Among these agencies are the Medical and Dental Council of Nigeria (MDCN), Pharmacists Council of Nigeria (PCN), Council of Legal Education (CLE), Council for the Regulation of Engineering in Nigeria (COREN), and TRCN.

1.2 INTERPRETATION

- i. **Accreditation** - This is an evaluation exercise to be undertaken by TRCN to ascertain whether or not the courses and programmes of a teacher training institution meet the national minimum standards required for the production of professional teachers in Nigeria. It is purely a quality assurance mechanism to ensure that teachers trained in Nigeria will be marketable any where in the world. The Accreditation exercise entails a self-report by the institution being examined and an assessment of the reports by a panel of top educationists as well as fact-finding visit by the panel to the institution. After these processes, TRCN is able to come up with a verdict regarding the quality of the courses and programmes of such institution.
- ii. **Accreditation Panel** - This is a group of eminent educationists to be selected from across the tertiary institutions of the country. The group will have the authority to assess the quality of the courses and programmes of given teacher training institutions and report back to TRCN for further necessary action.

- iii. **Monitoring and Supervision** - This phrase indicates a set of statutory functions clearly spelt out in TRCN Act 31 of 1993, Section 8(1-2) and other relevant sections. The details of the Act have been captured in Section 2 of this Manual. Basically, the section states that TRCN shall have the power to VISIT teacher training institutions to confirm if the quality of instructions, examinations, teaching practice and other academic processes going on in institutions are able to confer professional status on the trainees of the institutions. This set of functions is different from accreditation because it entails keeping constant touch with the institutions and making verifications from time to time in order to guide and advise the institutions timely. The verifications may concern only limited aspects of the courses and programmes of the institutions. On the other hand, accreditation is a comprehensive and in-depth assessment of the courses and programmes of the institution which can only be done once in a long while, say once in five years.
- iv. **Inspectorate Team** - As in the case of accreditation, TRCN shall use renowned educationists from the tertiary institutions of the country to play the roles of monitoring and supervision of the courses and programmes of the teacher training institutions. Given the fact that these roles of monitoring and supervision are very close to what is popularly and traditionally known in Nigerian Education as inspection, the term, **Inspectorate**, is used to depict the Team of educationists that shall be carrying out those functions.
- v. **Interpretation of the Manual** - The Registrar/Chief Executive is vested with the power to interpret any aspect of this Manual that may require further clarifications. Consequently, all enquiries should be forwarded to the Registrar/Chief Executive of TRCN using the postal, physical, e-mail, telephone and other addresses indicated on the cover of this Manual.

2. PROVISIONS OF THE TRCN ACT ON ACCREDITATION, MONITORING AND SUPERVISION

The TRCN Act No. 31 of 1993 empowers TRCN to accredit all courses and programmes intended to qualify an individual as a teacher in Nigeria. The provisions are clearly spelt out in Sections 7 and 8 of the Act, part of which is reproduced here verbatim:

According to Section 7(1), *Council may approve an institution for the purposes of this Act and may for the purposes approve-*

(a) Any course of training at any approved institution which is intended for persons seeking to become or are already teachers and which the Council considers is designed to confer on persons completing it sufficient knowledge and skill for admission as professional teachers.

(8) Any qualification which, as a result of an examination taken in conjunction with a course of training approved by the Council under this section, is granted to candidates reaching a standard at the examination indicating in the opinion of the members of the Council that the candidates have sufficient knowledge and skill to practise the profession.

8(1) It shall be the duty of members of the Council to keep themselves informed of the nature of –

- (a) The instruction given at approved institutions to persons attending approved courses of training;*
and
- (b) The examinations as a result of which approved qualifications are granted.*

And for the purposes of performing that duty, the Council may appoint, either from among its own members or otherwise, persons to visit approved institutions, or to observe such examinations.

(2) It shall be the duty of a person appointed under subsection (1) of this section to report to the Council on:

- (a) the sufficiency of the instructions given to persons attending approved courses of training at institutions visited by him;*
- (b) the adequacy of examinations attended by him; and*
- (c) any other matters relating to the institution or examinations on which the Council may, either generally or in a particular case, request him to report.*

3. OBJECTIVES OF ACCREDITATION, MONITORING AND SUPERVISION

The objectives of accreditation, monitoring and supervision, among others, are to:

- (a) Ensure that teacher education courses and programmes in Nigeria meet the National Minimum Standards stipulated by TRCN in accordance with the provisions of the National Policy on Education and other relevant national documents.
- (b) Raise the intellectual and professional quality, integrity and status of teachers in Nigeria to the level obtainable in the advanced countries of the world.
- (c) Guarantee the adequate preparation of teachers as the pivot of national development and epitome of excellence in the world of work.
- (d) Enhance balanced education of the teachers which will empower them to function optimally, not only in their subject areas but also in their immediate community, nation and the globalised world.

4. RESPONSIBILITIES OF TEACHER EDUCATION INSTITUTIONS

Teacher Education institutions are expected to give full cooperation to TRCN and its representatives in the course of implementing the provisions of the law regarding the accreditation, monitoring and supervision of the institutions. The responsibilities include:

- (a) Forwarding to TRCN within the deadlines specified, all information and documents required either on routine basis (for instance, the number of students admitted and graduated each session) or just before an accreditation, monitoring and supervision visit.
- (b) Allowing Accreditation Panels and Inspectorate Teams access to all educational facilities of the institution considered relevant for the education of teachers. These include libraries, educational technology centres, workshops, classrooms, teaching and learning in progress, etc.
- (c) Provision of academic records such as academic calendar, course timetables, course outlines, lecture notes, teaching practice assessments forms, examination scripts, moderators reports, examination results, etc.
- (d) Arrange for the interview of the teaching and non-teaching staff and students of the institution by the visiting panel or teams.
- (e) Heads of institutions and other key officers (Vice Chancellors, Provosts, Deans and Directors of Education, Heads of Departments of Educations, etc) to physically attend interviews and discussions especially the ones meant to bring the Accreditation or inspection visits to an end.
- (f) Facilitate the inspection of students' teaching practice at the respective schools of placement by the visiting panels or teams.
- (g) Give other assistance to the panels and teams that will make the exercises successful.

5. TYPES OF TEACHER EDUCATION PROGRAMMES

The Accreditation, Monitoring and Supervision will cover all teacher education programmes intended to qualify a person to register as a teacher in Nigeria. These include the following:

- Nigeria Certificate in Education (NCE)
- Technical Teachers Certificate (TTC)
- Technical Teacher Training Programme (TTTP)
- Professional Diploma in Education (PDE)
- Post Graduate Certificate in Education (PGCE)
- Post Graduate Diploma in Education (PGDE)
- Bachelors Degree in Education (B.Ed., BA. Ed., B.Sc. Ed., B. Tech Ed.)
- Any other programme/qualification that may be approved by TRCN as meeting the National Minimum Standards for teaching in Nigerian schools.

In the course of time, additional programmes/qualifications shall become mandatory as prerequisite for teachers wishing to occupy higher positions in the education sector, which include the positions of Head Teachers, Principals, Inspectors of Schools, Directors of Education and Heads of tertiary educational institutions. Such programmes will be published and subject to Accreditation, Monitoring and Supervision.

6. TRCN JOINT ACCREDITATION WITH SUPERVISORY AGENCIES

In Nigeria, the law has placed the different categories of the tertiary educational institutions under different supervisory agencies. As such, the National Commission for Colleges of Education (NCCE) supervises the colleges of education, the National Board for Technical Education (NBTE) take charge of the polytechnics, monotronics and other technical institutions and the National Universities Commission (NUC) deals with the universities. These supervisory agencies accredit and set the general standards for the award of the certificates, diploma and degrees in the institutions under them. However, the law requires the professional regulatory agencies to equally accredit the programmes to satisfy themselves that the intending professionals acquire the skills, knowledge and orientations which are necessary for excellent performance on the job.

Consequently, all tertiary institutions experience accreditation, not only from their supervisory agencies but also from the diverse professional regulatory agencies. For instance, the polytechnics undergo accreditation not only from the NBTE but also COREN. For the universities, despite the accreditation by the NUC, the professional regulatory agencies also accredit the Faculties that prepare their professionals. Thus, the MDCN, PCN, CLE, etc get the Faculties of Medicine, Pharmacy, Law, etc accredited, respectively. Therefore, notwithstanding the accreditation of the colleges of education and the National Teachers Institute by the NCCE, they will also be accredited by TRCN. The same thing applies to the Faculties and Institutes of Education in the universities: Notwithstanding the NUC accreditation, all Faculties and Institutes of Education in the Nigerian universities are to be accredited by TRCN.

Given the facts that:

(a) each tertiary institution has to face accreditation by both the supervisory and professional regulatory agencies, and

(b) accreditation exercises are usually intensive, extensive and do temporarily slow down institutional activities,

it has become an acceptable practice for some of the professional regulatory agencies to carry out their accreditation at the same time with the supervisory agencies, rather than doing theirs at a separate time. This is to save time and cost for all parties involved and to avoid the disruption of the academic programmes of the institutions by accreditation exercises occurring at different times.

In line with this practice, TRCN will as far as practicable undertake its accreditation exercises jointly with the relevant supervisory agencies. However, in accordance with its powers under law, TRCN will still maintain its autonomy in terms of judgment, report and enforcement of accreditation outcomes.

7. MODE OF ACCREDITATION, MONITORING AND SUPERVISION

Based on the provisions of the TRCN Act, TRCN has two categories of responsibilities in order to maintain the integrity and standards of teacher education programmes in Nigeria, namely:

(a) **System-wide Accreditation:** This is an in-depth examination of all aspects of a teacher education programme, including the human and material resources, environmental and other issues that impact on the delivery of the programme in order to determine whether or not the programme meets the National Minimum Standards. This will take place every five years for each education programme and TRCN will perform the function through ad-hoc **Accreditation Panels**.

(a) **Monitoring and Supervision of teacher education courses and programmes:** This entails routine interaction with and inspection of the teacher education institutions with a view to keeping abreast of the real life situation involved in the implementation of teacher education curricula. The obligation requires TRCN to keep classroom instructions, teaching practice, projects, conduct and moderation of examinations, and related matters under reasonable scrutiny to ensure that the required standards form part of the day-to-day practices. For the purposes of monitoring and supervision, TRCN shall set up ad-hoc **Inspectorate Teams** to visit the institutions. An institution shall be inspected at least in the first and third years after accreditation. The month/date of the Inspection visit may or may not be communicated in advance to the institutions concerned.

PART B
ACCREDITATION PANEL

8. APPOINTMENT OF MEMBERS

The Governing Board of TRCN shall on the recommendation of the Education Committee appoint members of Accreditation Panels.

9. COMPOSITION OF THE PANEL

Each Panel shall consist of a Chairman and four members who must be registered teachers drawn from the classroom, research, administrative position or teachers' unions and associations both in the private and public sector. The Panel shall have members who are experts in the relevant fields being accredited. As a general rule, members of Accreditation Panel shall not be on a rank less than Associate Professor in the University, Principal Lecturer in the College of Education, Deputy Registrar or Deputy Librarian in the tertiary institution or Deputy Director in the administrative sector.

10. HEADSHIP OF THE PANEL

The Chairperson of an Accreditation Panel shall be a Professor of Education with a track record of experience and reputation in any area of specialisation in pedagogy.

11. COORDINATION/SECRETARIAT

Each Accreditation Panel will have a TRCN staff as the Secretary. The staff shall be responsible for :

- Provision of secretarial services for the Panel.
- Arrangements for the traveling, lodging, feeding and general entitlements of the Panel members.
- Guidance of the Panel with respect to accreditation criteria, priorities, policies, completion of accreditation forms, etc.
- Compilation and production of Accreditation Reports at the end of the exercise.

12. DUTIES OF ACCREDITATION PANEL

The responsibilities of an Accreditation Panel are to:

- Review statements of fact and documents sent to TRCN ahead of accreditation visit by the institution concerned.
- Visit the institution to verify the data contained in the documents sent ahead of accreditation.
- While in the institution, examine all relevant facilities, human capacity, curriculum, instructional processes, and other factors that impact significantly on the quality of teacher education delivery .
- Hold discussions with the Head of Institution, Deans and Directors of Education, Heads of Departments, staff and students of the institution.
- Get each member of the Panel to sign Accreditation Facts Form and countersigned by the respective Heads of Department, Deans of School, Directors of Institute, and the Provost or Vice Chancellor as the case may be. (The Provost or Vice Chancellor may comment in writing in the space provided for that purpose on the form.
- Identify gaps existing in respect of each teacher education programme of the institution with reference to the National Minimum Standards.
- Advise the TRCN Education Committee on whether the programmes are qualified for full, conditional or denied accreditation and other necessary steps to be taken in respect of the findings during accreditation.
- Submit entire accreditation documents to the Registrar/Chief Executive.

13. VISITATION PROCEDURE

The Procedure outlined in this section is in consideration of a number of facts which include the following:

- It is imperative for members of the Panel to meet prior to the visit to an institution so as to review statements of fact and documents sent ahead of accreditation by the institution and to work out specific strategies and documents that will make the visitation most successful.
- Another meeting is very necessary after the visitation in order to jointly prepare the reports of the visitation and agree on key matters arising from the exercise.
- Panel member may come from different parts of the country with time constraints on their part and financial costs to TRCN. Therefore, it is best for members to go from their locations straight to the location of the institution to be visited so that both the visitation, pre- and post-visitation meetings could take place there.

The entire exercise may last for four working days divided as follows:

- i. **DAY ONE:** Pre-visitation meeting to review statement of facts from the institution and to adopt visitation strategies.
- ii. **DAY TWO AND THREE:** Actual visitation to the institution and full accreditation activities.
- iii. **DAY FOUR:** Post-visitation meeting to harmonize report and outline key recommendations to TRCN.

The Panel shall produce a final report or at least a draft report before the departure of members. Where this is not feasible, the Panel Chairman shall circulate to members a draft report of the visitation within one week for members comments. The Chairman shall then ensure that the final report reaches the Registrar/Chief Executive within three weeks of the exercise.

PART C
INSPECTORATE TEAM

14. APPOINTMENT OF MEMBERS

The Governing Board of TRCN shall on the recommendation of the Education Committee appoint members of Inspectorate Teams.

15. COMPOSITION OF MEMBERS

Each Inspectorate Team shall consist of a Chairman and two members who must be registered teachers drawn from the classroom, research, administrative position or teachers' unions and associations both in the private and public sector. The Team shall have members who are experts in the relevant programmes being monitored. As a general rule, members of the Inspectorate Team shall not be on a rank less than Associate Professor in the University, Principal Lecturer in the College of Education, Deputy Registrar or Deputy Librarian in the tertiary institution or Deputy Director in the administrative sector.

16. HEADSHIP OF THE TEAM

The Chairperson of an Inspectorate Team shall be a Professor of Education with a track record of experience and reputation in any area of specialisation in pedagogy.

17. COORDINATION/SECRETARIAT

Each Inspectorate Team shall have a TRCN staff as the Secretary. The staff shall be responsible for :

- Provision of secretarial services for the Team.
- Arrangement for the traveling, lodging, feeding and general entitlements of the Team members.
- Guidance of the Team with respect to monitoring criteria, priorities, policies, completion of monitoring forms, etc.
- Compilation and production of Inspection Reports at the end of the exercise.

18. DUTIES OF THE TEAM

The responsibilities of an Inspectorate Team are to:

- Review statements of fact and documents (if any) sent to TRCN by the institution concerned ahead of the monitoring visit and/or the latest accreditation reports concerning the institution.
- Visit the institution to confirm the authenticity of the fact and documents (if any) sent ahead of the monitoring visit and to verify the actual implementation of the National Minimum Standards in the day-to-day operations of the institution.
- Examine real live instructional processes, teacher-student ratio, teaching methodologies, instructional facilities, coverage of curriculum, contact hours for the various courses, number of weeks effectively covered under a semester, moderation of examination questions, conduct of examinations, external examiners reports, duration and supervision of teaching practice, quality of projects and other factors that impact significantly on the quality of teacher education delivery in the institution concerned.
- Hold discussions with the Head of Institution, Deans and Directors of Education, Heads of Departments, staff and students of the institution.
- Get each member of the Team to sign the Monitoring Facts Form and countersigned by the respective Heads of Department, Deans of School, Directors of Institute, and the Provost or Vice Chancellor as the case may be. (The Provost or Vice Chancellor may comment in writing in the space provided for that purpose on the form.
- Identify gaps existing in the delivery of the teacher education programme of the institution with reference to the National Minimum Standards.
- Advise the TRCN Education Committee on steps to take to remedy any anomalies revealed by the visit.
- Submit entire monitoring documents to the Registrar/Chief Executive.

19. VISITATION PROCEDURE

The Procedure for visitation to institutions shall be as set out for the Accreditation Panels.

PART D
ACCREDITATION OF
EXISTING AND ADDITIONAL
PROGRAMMES

20. REQUIREMENTS FOR ACCREDITATION

An existing or additional Education programme may be given accreditation only based on the criteria set out in this section. A programme is considered to be additional if existing programme is modified in terms of duration, composition of courses and credit hours, practicum, etc earlier accredited or if an entirely new course of study is introduced. The criteria to be satisfied in all cases are as follows:

- A. **Legal Status:** the institution must be one duly registered and permitted under the relevant laws of the country to function as educational institution.
- B. **Philosophy and Objectives of the programme:** There must exist clear conceptual framework showing the philosophies and objectives of the programme. The programme will be judged based on the extent to which it meets the national philosophy and objectives of teacher education, both in theoretical and practical terms.
- C. **Curriculum:** The curriculum must be ones approved by TRCN and embodies the following:
- The Code of Conduct for the Teaching profession as published by TRCN.
 - Current research findings in teacher education.
 - Integration of theory and practice in teacher education.
 - A wide knowledge base in the divisions and components of the programme.
 - Course content of the programme includes the principles, theories, methods and foundations of education and makes appropriate provision for the application of theory in practice.
 - The educational theory and foundation courses in the programme include courses on history, philosophy, and sociology of education, educational laws and current government policies, the National Policy on Education, economic environment of the Nigerian education system, human development and learning, tests and measurement, guidance and counseling.
 - Studies in Information and Communication Technology (ICT) sufficient enough to enable graduates of the programme to make full use of ICT resources including computers, Microsoft and related application packages and the internet in their further learning, teaching researching.
 - Courses on educational management and planning , development and improvisation of instructional materials, research methodology, educational statistics, instructional communication, Education of persons with special needs, and other important aspects of education.
 - Inculcation of a high level of fluency in terms of oral and written English Language.
 - The programme's format and structure are appropriate for the course content.
 - The teaching method courses in the programme are appropriate in relation to the subject areas they concern.
 - The programme allows persons to specialise in pedagogy based on the level of the education system or related institutions where they wish to practice, that is, the primary, secondary, or tertiary levels of the education system or such others as the legal, engineering, nursing, medical, military or other professional educational institutions.
 - The programme exposes the students adequately to the content of the curriculum existing at the level of the education system or type of educational institution they wish to practice.
- D. **Teaching Staff (Quantity and Quality) :** The teaching staff shall be assessed on the following grounds:
- Their level of academic and professional training.
 - Their cognate teaching experience and professional work.
 - The diversity of their background.
 - The extent to which they further their education in relevant programmes that are offered in their Faculties, Institutes, Schools and Departments.
 - The degree of their participation in professional associations and/or societies.
 - The existence of staff development programmes for the improvement of the teaching staff and curriculum.
 - Good working conditions capable of attracting and retaining staff of high quality.
 - A reasonable teaching load in hours per week.
 - Teacher-student ratio per course.

- E. Students (Admission, Retention and Graduation):** The following issues shall form basis of assessing the student factor in the programme:
- The institution must have policies on admission, retention, withdrawals, expulsion and graduation published in its Annual Calendar or Students Handbook. Admission qualifications including number of credits required must be based on National Minimum Standards established by TRCN.
 - Graduation requirements must include satisfactory completion of all the relevant courses stipulated by TRCN and/or the institution's supervisory agency, including the core and elective courses, teaching practice and project.
 - Students are assessed properly and informed of their progress on an ongoing basis not longer than a semester.
 - Internal controls are put in place to preserve the integrity of students records.
- F. Teaching Practice:** The teaching practice must:
- Last between six weeks and six months (depending on the type of programme) with adequate arrangement for the posting and supervision of candidates.
 - Include demonstrations, observations and practical teaching within approved educational institution in Nigeria.
 - Allow students to engage actively in their areas of specialisation.
 - Have experienced teachers to supervise and report on the performance of the candidates.
- G. Instructional Facilities:** The institution must have libraries and other instructional facilities and infrastructure that have adequate and very current support services for the implementation of the curriculum.

21. APPLICATION FOR ACCREDITATION BY INSTITUTIONS

It is the responsibility of teacher training institutions to ensure that their courses and programmes are accredited at least once every five years. In that regard, the affected institutions are required to apply to TRCN for accreditation. Notwithstanding this provision however, TRCN can independently schedule accreditation visits to institutions. The visit shall be preceded by a three month notice.

22. SELF ASSESSMENT BY INSTITUTIONS

Institutions seeking accreditation or given notice of accreditation by TRCN shall forward to TRCN a self-report presented in a format approved by TRCN. The report shall be confidential and giving information confirming the status of the institution with regards to the requirements set out in section 21 of this manual. Details of the relevant programmes such as syllabus, affiliation approvals, list of external moderators, time table, number of students per course, student-teacher ratio, list of lecturers, the courses they teach and number of students and hours covered, past question papers and external moderators reports in the last two years, and other document likely to substantiate the substance of the self-report. At least five sets of the copies of the self-report must be sent to TRCN not later than two months before the indicated date of accreditation.

23. SURVEY OF THE PERFORMANCE OF GRADUATES OF THE PROGRAMME

Teacher training institutions will be required to conduct a tracer study which indicates how satisfied employers are with their graduates. The result of the survey study shall form part of the self-report to be sent to TRCN ahead of the accreditation exercise. The full details of the survey instruments, analytical techniques, data of the graduates and their employers and other vital information relating to the study shall be forwarded together with the report to enable a replication of the study where necessary.

24. VISITATION TO INSTITUTIONS

The accreditation panels shall visit institutions for the purpose of evaluating the contents of the self report vis-à-vis the realities on ground. While in the institutions, the accreditation panels shall work in accordance with its duties set out in section 13 of this Manual. Basically, the courses and programmes of the institution are to be assessed to determine the extent they meet the requirements for accreditation listed in section 21 of this Manual.

25. REPORT OF ACCREDITATION PANEL

The accreditation panel shall prepare reports that concisely depict the status of the courses and programmes examined and all documents and evidences that formed the basis for the decision taken. The panel shall further make its position clear on whether or not the courses and programmes should be recognised.

26. APPROVAL OF ACCREDITATION RESULT

The power to approve accreditation report lies in the Governing Council of TRCN. However, the Governing Council shall do so based largely on the advice of its Education Committee which shall study the accreditation reports in detail.

Courses and programmes may be eventually awarded accreditation status as follows:

- **Full Accreditation** — A full recognition that the courses and programmes meet the national minimum standards.
- **Conditional Accreditation** — A provisional recognition of the courses and programmes which requires the training institutions to make specified improvements within a given time frame.
- **Denied Accreditation** — A verdict that the courses and programmes fall short of the requirements for the preparation of individuals for the teaching profession.

27. DURATION OF ACCREDITATION

A full accreditation lasts for five years after which the courses and programmes shall be revisited with system-wide accreditation. Within this five years however, TRCN shall through the Inspectorate teams and other mechanisms continue to monitor and supervise the delivery of the courses and programmes. A conditional accreditation shall lapse after two years. If the conditions specified are met by the institution, the status of the courses and programmes shall change to full accreditation whereas if the conditions are not met the status drops to denied accreditation. If an institution is given denied accreditation during the first visitation, the institution shall be given a mandatory two years within which to remedy its deficiencies and apply to TRCN for accreditation.

28. RENEWAL OF ACCREDITATION

It shall be the responsibility of institutions to apply for renewal of accreditation at least four months before the expiry date. Such institutions shall once again submit the necessary self-report and follow all other procedures set out in this Manual which normally accompany the application for accreditation. Notwithstanding this provision, however, TRCN may issue a notice to institutions to remind of the expiration of their accreditation and request them to arrange for accreditation.

29. ENFORCEMENT OF ACCREDITATION RESULT

TRCN shall communicate formally the accreditation results to the teacher training institutions concerned and send a copy of the letter to the institution's supervisory agency. The implications of the results shall also be clearly spelt out. The institutions shall be expected to comply strictly with the terms of the results and letters. The results of accreditation shall be widely published to advise the general public, particularly parents, students and government about the status of the courses and programmes and its implications. Ultimately, candidates who graduate from unapproved courses and programmes can not be eligible for registration as professional teachers in Nigeria and in accordance with the TRCN Act they shall be guilty of an offence if they are found teaching, using the title of a teacher or earning the reward of a teacher. The employers of such unregistered teachers shall equally be guilty of an offence and punishable. Such offenders shall be fined by TRCN among other sanctions.

30. EVALUATION OF TEACHING QUALIFICATIONS OBTAINED OVERSEAS

TRCN shall work collaboratively with Teaching Councils overseas and the relevant Department of the Federal Ministry of Education to evaluate teaching qualifications obtained overseas. The TRCN Act in section 6(1)(a) empowers TRCN to recognize teaching qualifications from approved institutions in overseas countries that recognise teaching qualifications obtained in Nigeria.

PART E

**MONITORING
AND SUPERVISION**

31. PERIODIC SELF REPORTS BY INSTITUTIONS

Teacher training institutions shall keep TRCN abreast of their implementation of accredited courses and programmes:

- The list of all candidates admitted each session into education programmes and their qualifications as well as the list of all graduated students and their class of degree or certificate shall be forwarded annually to TRCN by all teacher training institutions.
- In addition to this, the institutions shall copy their academic calendar to TRCN and notify it of the commencement and arrangements of teaching practice by the institution.
- List of students on teaching practice, their practicing schools and supervisors are to be forwarded equally at the onset of the teaching practice.
- Abstracts of graduating students' projects should be forwarded to TRCN Headquarters Library.
- Inform TRCN of major additions to the stock of library materials and instructional media and facilities or significant decline in those areas.
- The institutions shall submit other relevant information that TRCN may from time to time require in the statutory discharge of its function of ensuring qualitative teacher education in Nigeria.

32. EVALUATION OF SELF REPORTS

The Education Committee of the TRCN Governing Board shall from time to time evaluate the reports coming in from the teacher training institutions so as to advise the Governing Council appropriately. The Governing Council may based on advice received constitute ad-hoc inspectorate teams that may visit specified institutions.

33. INSPECTION VISITS TO INSTITUTIONS

When constituted, ad-hoc inspection teams shall visit designated teacher training institutions to inspect any aspect of their courses and programmes. The aspects may include teacher-student ratio, quality of lecture notes and coverage of syllabus, conduct of examinations and moderation by external examiners, quality of teaching practice and its supervision, communication of results to students, integrity of students academic records and reliability of statistics forwarded to TRCN, among other issues. The Governing Council shall normally spell out clearly the aspects of the courses and programmes to be inspected during the visit.

34. REPORT OF INSPECTORATE TEAMS

The inspectorate teams shall after visitation prepare a concise report that show clearly the status of the aspects of the courses and programmes inspected. They shall in addition give advice regarding the necessary action that TRCN may take. All the necessary documents and evidence which formed part of the decision or advice shall be attached to the report and submitted to the Registrar/Chief Executive.

35. APPROVAL OF INSPECTION REPORTS

It shall be the duty of the Governing Council of TRCN to approve reports submitted by ad-hoc inspectorate teams. In doing so, the Governing Council may be guided by the opinions of the Education Committee on the matter.

36. RESULT OF INSPECTION

The outcome of inspections shall be communicated formally to the institutions concerned and a copy of the letter sent to the institution's supervisory agency. However, Inspection results are expected to serve a lot of positive purposes which include:

- i. Revealing the operational effectiveness, efficiency, strengths and weaknesses of the institutions.
- ii. Helping to evolve strategies to strengthen existing courses and programmes.
- iii. Boosting the accreditation status of the institutions.