



NATIONAL BOARD FOR TECHNICAL EDUCATION

GUIDELINES AND PROCEDURES FOR THE RECOGNITION OF PUBLIC TERTIARY TVET INSTITUTIONS IN NIGERIA

AUGUST 2025

***National Board for Technical Education
Plot 'B' Bida Road, P.M.B. 2239, Kaduna–
Nigeria***



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FOREWORD

In pursuit of Nigeria's national development goals and the urgent need to strengthen our Technical and Vocational Education and Training (TVET) system, the National Board for Technical Education (NBTE) has developed this comprehensive guideline as a definitive framework for the recognition of public tertiary TVET institutions across the country.

This document reflects NBTE's commitment to repositioning the TVET sector through innovation, quality assurance, and digital transformation. It has been developed through rigorous consultation, policy harmonisation, and strategic foresight to ensure that all institutions offering technical and vocational education meet global standards of excellence, sustainability, and inclusivity.

In line with the Federal Government's digital transformation agenda, the Board has introduced several forward-looking reforms, including the Digital Quality Assurance (DQA) system, the Mandatory Skills Qualification (MSQ) for all students, and the promotion of blended and technology-enabled learning across TVET institutions. These reforms are designed to enhance transparency, accountability, and continuous improvement in programme delivery while ensuring that Nigerian youths acquire both academic and practical competencies relevant to the demands of the modern workforce.

As Nigeria advances toward industrialisation and a knowledge-driven economy, TVET institutions play a central role in driving innovation, entrepreneurship, and sustainable development. This guideline therefore provides a structured pathway for establishing and operating institutions that are future-ready, digitally compliant, and aligned with the National Skills Qualifications Framework (NSQF), the National Digital Economy Policy and Strategy (NDEPS), and international benchmarks set by UNESCO and the ILO.

I commend all stakeholders including government agencies, institutional leaders, private sector partners, and development organisations, for their dedication to advancing technical education in Nigeria. Let this document serve as a beacon of progress, a tool for accountability, and a roadmap for institutional excellence.

Together, we can build a resilient and inclusive TVET ecosystem that empowers every Nigerian youth with 21st-century skills, entrepreneurial capacity, and the digital competence required to thrive in a rapidly changing world.

Prof. I. M. Bugaje, *FNSChE*
EXECUTIVE SECRETARY.

CHAPTER ONE

GUIDELINES FOR RECOGNITION OF PUBLIC TERTIARY TVET INSTITUTIONS IN NIGERIA (REVISED 2025)

1.0 GENERAL

These guidelines are developed for Public Technical and Vocational Education and Training (TVET) Institutions established or to be established to offer vocational, technical, technological, or professional education and training programmes at the tertiary level, such as Polytechnics, Allied and similar tertiary Institutions producing technicians, technologists, and skilled professionals in Nigeria or similar level in business and related manpower in Nigeria.

Public TVET Institutions include those established by:

1. Federal Government
2. State Governments
3. Local Governments
4. Military Forces
5. Paramilitary Agencies
6. Ministries, Departments, and Agencies (MDAs)
7. Government-owned Research Institutes
8. Public–Private Partnerships

The aim of these guidelines is to provide promoters of Public TVET Institutions with clear procedures and standards required for NBTE recognition and accreditation to award National Innovation Diploma (NID), National Diploma (ND), and Higher National Diploma (HND) qualifications in compliance with national and global best practices.

2.0 POLICY GUIDELINES (LEGAL, REGULATORY, AND DIGITAL FRAMEWORK)

In line with the 1999 Constitution of the Federal Republic of Nigeria (as amended) and the NBTE Act No. 16 of 1985, the National Board for Technical Education is empowered to regulate, accredit, and assure quality in all TVET institutions outside the university system.

Institutions must comply with:

- i. NBTE's Digital Quality Assurance Framework
- ii. The Nigeria Data Protection Regulation (NDPR)

- iii. The Education (National Minimum Standards and Establishment of Institutions) Act (as amended in 1993)
- iv. Relevant provisions of the National Policy on Education and other extant regulations.

All new institutions shall demonstrate digital readiness, cybersecurity compliance, and commitment to blended and technology-enabled learning.

2.1 LEVEL OF PROGRAMMES

Institutions shall offer programmes leading to ND, HND, or NID qualifications and may also offer short or certificate courses responsive to community and industry needs.

2.2 NOMENCLATURE

Institutions shall bear titles consistent with their specialization (e.g., *College of Agriculture, College of Technology, Institute of Technology etc*).

2.3 PURPOSE OF THE INSTITUTION

Each institution shall clearly define its vision and mission aligned with the national TVET philosophy, emphasising employability, innovation, entrepreneurship, and digital transformation.

2.4 PROGRAMMES TO BE OFFERED BY POLYTECHNICS AND SIMILAR TERTIARY INSTITUTIONS

The programmes to be offered by public Polytechnics, Monotechnics, and other similar tertiary Technical and Vocational Education and Training (TVET) institutions shall align with the approved standards, curricula, and regulatory requirements prescribed by the National Board for Technical Education (NBTE).

The same guidelines governing programme approval, development, and accreditation for private Polytechnics and similar institutions shall also apply to public institutions. All programmes must be competency-based, industry-aligned, and designed in accordance with the National Skills Qualifications Framework (NSQF) and NBTE's Digital Quality Assurance (DQA) requirements.

Institutions are further encouraged to integrate flexible, technology-enabled, and blended learning approaches in line with the National Policy on Open,

Distance, Flexible and e-Learning (ODFeL) and NBTE's Blended Learning Framework to expand access and promote lifelong learning.

2.5 NON-DISCRIMINATION

All public TVET institutions shall uphold the principles of equality, fairness, and inclusion in their admissions, recruitment, and administrative processes. No student or staff member shall be discriminated against on the basis of ethnicity, gender, religion, social status, disability, or political affiliation.

Institutions must ensure that their physical and digital learning environments are inclusive and accessible to persons with disabilities, in accordance with national disability legislation and global best practices on inclusive education.

In addition, opportunities shall be extended to international students who meet the prescribed admission standards and comply with all relevant immigration regulations, thereby promoting cross-cultural learning and global collaboration within Nigeria's TVET system.

3.0 APPLICATION DOCUMENTS

All applications for the recognition of public tertiary TVET institutions shall be submitted digitally through the NBTE Digital Quality Assurance Portal. Institutions may also submit physical copies of the required documents where necessary for verification or archival purposes.

The digital submission shall include all supporting documents and evidence required for institutional assessment, uploaded in accordance with NBTE's prescribed formats and data standards. Each document must be properly labeled, current, and authenticated by the authorized officers of the institution.

This dual submission approach ensures transparency, data integrity, and seamless integration into NBTE's digital quality assurance and monitoring systems.

3.1 REQUIRED DOCUMENTATION

3.1.1 Law Establishing the Institution

All applications for recognition must be accompanied with the law establishing the Institutions.

3.2 DEVELOPMENT MASTER PLANS

Every proposed or established institution shall be required to submit comprehensive Development Master Plans that demonstrate long-term academic, infrastructural, and institutional growth consistent with NBTE standards and national educational priorities.

3.2.1 Academic Development Master Plan

The institution shall present a well-articulated Academic Development Master Plan (ADMP) outlining the academic vision, proposed programmes, and projected student enrolment for a period of **20–25 years**. For polytechnics, the plan must prioritise the inclusion of engineering, science, and technology-based programmes **during** the early years of development to support the national drive for technical manpower development.

The programme structure must also reflect the approved 70:30 enrolment ratio **in** favour of technology-based programmes or any subsequent policy direction provided in the National Policy on Education (NPE). The ADMP should further highlight strategies for integrating digital learning, skills qualification (MSQ), **and** industry collaboration into the curriculum.

3.2.2 Physical Master Plan

The institution shall provide a detailed Physical Master Plan (PMP) that guides the orderly and sustainable physical growth of the campus in relation to its academic development plan. The plan must include provisions for smart classrooms, digital laboratories, green buildings, renewable energy systems, and other infrastructure that support future-ready TVET delivery. The PMP shall be prepared by **a** Licensed Town Planner **or** NBTE-recognised consultant and must demonstrate compliance with relevant environmental, safety, and accessibility standards, including adequate provisions for persons with disabilities (PWDs).

3.2.3 Additional Documents

In addition to existing requirements, applications must include:

- Institutional ICT and Digital Transformation Plan
- Cybersecurity and Data Protection Policy
- Plan and Strategy for Implementation of the Mandatory Skills Qualification (MSQ)
- Blended Learning Implementation Framework
- Institutional Feedback and Learner Performance Evaluation Plan

3.3 CERTIFICATE OF OCCUPANCY

There shall be Certificate of Occupancy for at least 50 hectares for Polytechnics and Colleges of Agriculture and related disciplines) and 20 hectares for other TVET institutions. This land area is the cumulative hectareage for all campuses, which must be in the name of the proposed/established institution.

3.2 DIGITAL AND TECHNOLOGICAL INFRASTRUCTURE

Institutions seeking recognition must demonstrate adequate digital and technological readiness to support teaching, learning, and administrative processes. Each institution shall have a functional Learning Management System (LMS) that supports blended and online delivery to enhance flexibility and accessibility in instruction. Reliable broadband internet connectivity and stable power supply are mandatory to ensure the continuity of digital learning activities. Furthermore, institutions are required to maintain a secure Student Information Management System (SIMS) and a digital data repository for managing academic and administrative records efficiently. The availability of an e-library, virtual laboratories or simulation environments, and smart classrooms shall also form a critical part of the digital infrastructure. In addition, every institution must develop and implement an ICT governance plan that integrates cybersecurity protocols and artificial intelligence (AI) systems to promote safe, innovative, and future-ready learning environments.

3.3 MANDATORY SKILLS QUALIFICATION (MSQ) REQUIREMENT

All institutions must establish a Skills Development Centre (SDC) to serve as a hub for practical skills acquisition, entrepreneurship training, and the integration of digital learning. The Mandatory Skills Qualification (MSQ) is a compulsory requirement introduced by the NBTE to ensure that every student, irrespective of their programme of study, acquires at least one skill—either vertically, in alignment with their course of study, or horizontally, in a cross-disciplinary field. Students are expected to obtain a National Skills Qualification (NSQ) where the skill aligns with the National Skills Qualifications Framework (NSQF) or an **Industry Certification** in cases where the skill aligns with the Information Technology (IT) sector. The MSQ carries defined credit units and is a prerequisite for graduation across all TVET programmes. The implementation, monitoring, and certification of MSQ activities shall be driven by the Digital Technology Academy (DTA). Accordingly, all institutions are required to have a clear plan and strategy for implementing the MSQ

before the commencement of academic activities to ensure its integration into the institutional curriculum.

3.4 DIGITAL DATA MANAGEMENT AND REPORTING

The NBTE has fully digitalised its data collection, reporting, and analysis processes as part of its ongoing digital transformation initiative. To ensure seamless alignment, all institutions are required to submit real-time data on enrolment, staffing, facilities, financial resources, and academic performance through the NBTE Data portals. Institutions that fail to provide accurate or timely data may have their recognition or programme accreditation delayed or suspended. Each institution must set up a Data Management Unit (DMU) and appoint an Officer, responsible for ensuring compliance with NBTE's digital data submission standards, maintaining data integrity, and coordinating institutional data reporting processes. This integration enhances planning, transparency, and evidence-based decision-making within the national TVET system.

3.5 STUDENT FEEDBACK AND PERFORMANCE EVALUATION SYSTEM

In line with the transition toward learner-centred and outcome-based education, all institutions shall develop and institutionalise a **Student Feedback Survey System (SFSS)** to evaluate the performance of teachers, lecturers, and facilitators after each course or instructional session. The system should enable students to express their perceptions regarding instructional quality, teaching effectiveness, delivery methods, and relevance of content. To guarantee confidentiality and data accuracy, the feedback shall be administered digitally through the institution's LMS or designated portal. Data generated from this system shall serve as a vital component of the institution's internal quality assurance process and form part of staff performance appraisal. Furthermore, the aggregated results shall feed into the NBTE Digital Quality Assurance Dashboard, allowing the Board to monitor teaching effectiveness and promote continuous professional improvement among academic staff.

3.6 DIGITAL GOVERNANCE AND CYBERSECURITY

Each institution shall implement a comprehensive Digital Governance Framework that safeguards institutional data and promotes the responsible use of digital resources. Institutions must appoint a Data Protection Officer (DPO) to ensure compliance with the Nigeria Data Protection Regulation (NDPR) and related data privacy laws.

Regular cybersecurity audits and digital risk assessments shall be conducted to identify and mitigate vulnerabilities within institutional ICT systems. All sensitive institutional data shall be stored in secure, encrypted, and cloud-based systems that comply with global information security standards. In addition, both staff and students must receive regular training on cybersecurity awareness, digital safety, and information ethics to foster a culture of responsibility and resilience in the use of digital tools.

3.7 ARTIFICIAL INTELLIGENCE AND FUTURE-READY EDUCATION

Institutions shall embrace the use of **Artificial Intelligence (AI)** to enhance learning, research, and institutional management. AI tools shall be integrated into learning analytics, adaptive learning platforms, and student support systems to personalise education and improve outcomes. Each institution is encouraged to introduce courses, workshops, and micro-credentials in emerging technology areas such as AI, Data Science, Machine Learning, Blockchain, and Cybersecurity to equip both staff and students with skills relevant to the future of work.

Establishing a Digital Technology Academy (DTA) is strongly recommended to facilitate capacity-building initiatives and promote innovation in teaching, learning, and institutional operations. The overall objective is to position Nigerian TVET institutions as globally competitive, digitally competent, and future-ready centres of excellence.

3.8 GREEN AND SUSTAINABLE DIGITAL PRACTICES

In alignment with the global commitment to sustainable development, all institutions shall demonstrate environmental responsibility and adopt green digital practices within their operations. Institutions must reduce carbon emissions and energy waste by adopting energy-efficient ICT systems and sustainable infrastructure.

The use of digital workflows and online documentation shall be prioritised to minimise paper consumption and environmental waste. In addition, the use of chemical-based printer toners and related consumables shall be discouraged, while institutions are encouraged to adopt eco-friendly or organic alternatives. Institutions shall also incorporate green skills education **and** climate literacy as local contents into their curricula, promoting awareness among staff and students on the importance of environmental sustainability in TVET delivery and industrial practices.

3.9 ORGANIZATION, MANAGEMENT AND GOVERNANCE

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

3.9.1 Governing Council

The visitor shall appoint a Governing Council as the overall Policy Maker of the institution. The composition of the Council should include representatives of the visitor/promoter, who should be the chairman who should preferably be a well-qualified and experienced person in the field related to the mandate of the institution, the head of the institution as an ex – officio member, representatives of the institution Academic Board, education authority, employers and professional registration councils/associations related to the disciplines offered by the institution, representative of NBTE and public interest (community). The secretary to the Council shall be the Registrar of the institution.

3.9.1.1 Functions of the of the Governing Council

The function of the Governing Council which should be clearly spelt out in the Enabling Act should include among others the following:

- i. Overseeing the management of affairs of the institution.
- ii. Control of properties and finance.
- iii. Senior staff appointment and promotions.
- iv. Supervision of academic and physical development of the institution.

3.9.2 Rector/Provost

All institutions offering middle-level manpower training should be headed by chief executive of proven academic and administrative competences.

The person should be appointed in conformity with the law of the institution. The person should be the chairman of the Academic Board and is responsible for the management of the institution.

3.9.3 Deputy Rector(s)/ Provost(s)

The Deputy Rector(s)/Provost(s) shall perform the duties clearly spelt out in the Enabling Act of the Institution.

3.9.4The Registrar

The Registrar should be the head of the institution's Registry and should be responsible to the Rector or Provost. He should be responsible for all academic and administrative record keeping. He should be assisted by Deputy and Assistant Registrars who should head the various sections of the Registry. The main functions of the Registrar among others should be as follows:

- i. Staff employment and Deployment.
- ii. Admissions Management: Coordinating the admission process for new students.
- iii. Records Keeping: Maintaining all administrative, staff and student records, including transcripts and certificates.
- iv. Policy Implementation: Implementing academic policies and regulations.
- v. Student Affairs: Addressing student-related issues on student life on campus and discipline while ensuring compliance with institutional standards.
- vi. Coordinating students placement for SIWES
- vii. Ensure the implementation of staff development policy.

The Registry should have the following sections and units for effective delivery:

- i. Academic Services (To be headed by Deputy Registrar)
- ii. Students Records and Statistics
- iii. Admissions
- iv. Establishment Services Unit (To be headed by Deputy Registrar)
- v. Recruitment, Promotion and Discipline
- vi. General Administration
- vii. Open and Secret Registry
- viii. Staff Welfare, Training and Development.
- ix. Student Affairs Unit (To be headed by Deputy Registrar)
- x. Hall Administration
- xi. Sports
- xii. Guidance and Counseling
- xiii. Student welfare Unit

- xiv. Management Information Unit
- xv. Human Resources Management Unit

3.9.5 The Bursar

The Bursar should be the head of the Bursary and should be responsible to the Rector or Provost. He should be responsible for all financial record keeping, money disbursement and receipts. Other functions of the Bursar among others are;

- i. Ensuring financial due process in the institution.
- ii. Advising the Provost on all aspects of financial matters including financial regulations.
- iii. Ensuring effective and adequate internal control system in safeguarding the institution assets.
- iv. Ensuring the timely preparation of relevant documents and payment of salaries.
- v. Ensuring Bursary staffs are exposed to regular training programmes to equip them with the relevant financial skills.

The Bursary Department should have the following Sections and Units to be headed by Chief Accountants or most senior Accountants in the Institution respectively: -

- i. Revenue and External Grants Revenue Mobilization and Receivables
- ii. Aids and Grants
- iii. Student Accounts
- iv. Cash Office
- v. Expenditure Control
- vi. Recurrent Expenditure
- vii. Capital Expenditure
- viii. Payroll
- ix. Loans and Advances
- x. Budgets
- xi. Budget: Recurrent
- xii. Budget: Capital, Monitoring and Evaluation
- xiii. Financial and Fiscal Reporting
- xiv. Assets management and Accounting
- xv. Final and fiscal accounts
- xvi. Store

3.9.6 Librarian

The Librarian is responsible for managing the Institution's library and information resources and should be responsible to the Rector or Provost. Key functions include:

- i. Titles Collection Development: Acquiring text books, journals, and other materials for the library.
- ii. Information Services: Providing access to information resources and assisting users in research.
- iii. Library Management: Overseeing library operations, including staff management and budgeting.
- iv. User Education: Conducting training sessions for users on effective research and information retrieval.
- v. Ensuring library staffs are exposed to regular training programmes to equip them with the relevant financial skills.

Sections under the Librarian should include:

- i. Acquisition: Manages the procurement of library materials.
- ii. Classification and Cataloguing: Organizes the classification of library resources.
- iii. Reference: Assists users in finding information and conducting research.
- iv. Circulation
- v. Serial Unit
- vi. e-library
- vii. Bindery

3.9.7 Academic Board

The institution shall have an Academic Board which will be responsible to the Governing Council. The functions and composition of the Academic Board should be clearly spelt out in the Enabling Act of the institution and should include Management of the academic matters of the institution such as;

- i. Regulating admission of students
- ii. Awards of Diplomas and certificates
- iii. Examinations
- iv. Determination of academic programmes of the institution within limits of its Enabling Act and available resources
- v. Routine administrative matters such as students discipline.
- vi. Compliance with Quality Assurance regulations.

Membership of the Academic Board should comprise of the following members: -

- i. Rector/Provost/ CEO as Chairman
- ii. The Deputy Rector(s)/Provost(s)
- iii. Polytechnic/College Librarian
- iv. Deans of Schools/Faculties
- v. Heads of Academic Departments
- vi. All Chief lecturers and;
- vii. Registrar as Secretary

3.10 ADMINISTRATION AND THE MANAGEMENT COMMITTEE

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

3.11 RESOURCES FOR RUNNING THE INSTITUTION

The resources for running the public TVET Institutions are very similar to the resources for running private TVET Institutions. For more information, please check NBTE Guidelines and procedures for establishing private Polytechnics, Monotechnics and Similar Institutions in Nigeria (2023). However, the following should be noted:

3.11.1 Site

In the case of a Polytechnic or College of Agriculture and related disciplines, the institution shall have a total land area not less than Fifty (50) hectares in size, located near municipal facilities – power and water supplies and easily accessible, free from distractions, hazards and safe. Other similar tertiary institutions (Colleges of Nursing Sciences, College of Health Sciences and Technology, and Specialized Institutions) shall have a site of not less than Twenty (20). However, concessions by the Executive Secretary could be given for major cities and riverine areas such as Abuja, Kano, Lagos and Port-Harcourt, etc

3.11.2 Adequate Facilities

Adequate teaching accommodation to support the various programmes listed in the academic plan of the proposed/established institution are available. These include such facilities as classrooms/lecture halls/theatres, laboratories, farms, workshops or studios (where applicable) and library. At least teaching accommodation for the number of programmes to be offered in the first two years of existence of the institution should be available. Classrooms, laboratories and workshops should each have capacity for at least 30 or 60 for technology based and 40 or 80 for non-technology based programmes.

3.11.3 Furniture and Equipment

All teaching facilities are equipped with relevant furniture items, hand and machine tools, and instruments where applicable. Details of physical facilities requirements and their complement of tools, machines, instruments and equipment required for each programme are contained in the appropriate minimum curricula and course specifications produced by NBTE for the programmes.

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

3.11.4 Library

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

3.11.5 Utilities

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

3.11.3 Teaching and Support Staff

The institution shall show evidence that there are available on ground, adequate number of qualified staff of all categories (teaching, administrative

and support) to meet the standard required for teaching and administration at the level of the institution established or to be established. For details, see NBTE Standards for Accrediting Diploma Programmes in Polytechnics and Similar Post-secondary Technical Institutions in Nigeria.

3.11.7 Financial Resources

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

3.12 WELFARE

a. Staff

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

b. Students

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

3.13 CONDITIONS FOR APPROVAL TO IDENTIFY PUBLIC TERTIARY INSTITUTIONS

Recognition of new or already established Public tertiary TVET institutions may be granted only when there is evidence that there are relevant laboratories, workshops, studios, library, administrative facilities and adequate resources on ground to teach the approved programmes and common courses (general studies, computing and foundation courses) and:

1. for a Polytechnic, at least any of the Engineering programmes, some science and management programmes. The ratio of 70:30 or any

other newly approved enrolments in favour of Science and Technology programmes shall be adhered to.

2. in the case of allied and similar tertiary institutions, the professional programmes in the disciplines of specializations such as Agriculture, Nursing, Health,, Management, Engineering, etc shall be mounted.

4.0 QUALITY ASSURANCE AND MONITORING

The National Board for Technical Education (NBTE) shall integrate Digital Quality Assurance Indicators into all institutional recognition, accreditation, and monitoring processes. These indicators will ensure that institutions adhere to established standards of transparency, efficiency, and technological innovation. As part of the quality assurance process, institutions will be required to upload geo-tagged evidence of all infrastructure and learning resources to the NBTE Digital Quality Assurance Portal to validate the authenticity of their submissions. Quality assurance exercises will adopt a **hybrid approach**, combining virtual and physical inspection visits to enhance cost-effectiveness, inclusivity, and timeliness in monitoring. Additionally, every institution shall submit **annual reports** detailing progress in the implementation of the Mandatory Skills Qualification (MSQ), digital transformation initiatives, and learner performance outcomes. These reports will provide data-driven insights that guide NBTE's continuous improvement efforts and national TVET policy formulation.

5.0 ALIGNMENT WITH NATIONAL AND INTERNATIONAL FRAMEWORKS

All recognised institutions are required to align their operational strategies, curricula, and institutional development plans with key **national and international policy frameworks** to ensure consistency and global relevance. At the national level, institutions must comply with the provisions of the National Skills Qualifications Framework (NSQF), **the** National Digital Economy Policy and Strategy (NDEPS), **and the** National TVET Policy on Open, Distance, and Flexible, e-Learning (ODFeL), as well **as the** Green TVET Framework **for** sustainable development.

Internationally, institutions are expected to benchmark their digitalisation and skills development initiatives against UNESCO **and** International Labour Organization (ILO) standards for TVET transformation and digital learning. This alignment will enable Nigerian TVET institutions to remain competitive,

globally connected, and responsive to the evolving demands of industry and technology.

6.0 MONITORING, EVALUATION, AND CONTINUOUS IMPROVEMENT

The NBTE shall adopt a data-driven monitoring and evaluation (M&E) **approach** using its Digital Quality Assurance Platform to track institutional performance and compliance with policy standards. Periodic evaluations will assess the degree of digital learning adoption, the effectiveness of MSQ implementation, adherence to cybersecurity and data protection protocols, and the integration of student feedback into institutional decision-making. The findings from these evaluations will form the basis for continuous quality enhancement across all recognised institutions. Institutions that demonstrate exceptional innovation, strong digital transformation outcomes, and effective implementation of the MSQ may be honoured with the ***NBTE Digital Innovation and Skills Excellence Recognition Award***. This award will serve as a national incentive to promote best practices, encourage competition, and accelerate the transition toward a resilient, technology-driven TVET ecosystem.

CHAPTER TWO

PROCEDURE FOR OBTAINING RECOGNITION OF PUBLIC TERTIARY TVET INSTITUTIONS

1.0 INTRODUCTION/SUMMARY

The procedure for obtaining approval and recognition of public tertiary TVET institutions has been modernised to align with the National Board for Technical Education's (NBTE) Digital Quality Assurance (DQA) System. The DQA system promotes transparency, accountability, and efficiency through a hybrid online–physical evaluation process. All institutions applying for recognition are required to submit their applications and supporting documentation via the NBTE Digital Quality Assurance Platform, which serves as the primary medium for data submission, verification, and evaluation.

The recognition process shall consist of the following stages:

1. Submission of the formal application letter and/or completion of the online application form on the NBTE Digital Quality Assurance Platform.
2. Upload of all required documents (see Section 2.0 below).
3. Online evaluation and expert review of submissions.
4. Validation through a physical inspection visit (where applicable) to confirm accuracy of digital submissions.
5. Consideration of the draft report and recommendations by NBTE Management/Executive Committee and the Governing Board.
6. Communication of the final decision and recognition status to the institution, with approval to commence programmes where granted.

2.0 SUBMISSION OF APPLICATION

Prospective institutions shall obtain the application guidelines from the NBTE website (www.nbte.gov.ng) and complete all forms electronically through the Digital Quality Assurance Platform.

The application must include scanned copies of the following:

1. The enabling law establishing the institution.
2. Academic Master Plans
3. Physical Development Master Plan.
4. Certificate of Occupancy for the permanent site.
5. Completed online Self-Study Questionnaires (SSQs) for proposed academic programmes.

6. Evidence of payment of application and processing fees.

Institutions opting for physical quality assurance may submit hard copies to the NBTE Headquarters, Plot B, Bida Road, Kaduna; however, online registration remains **mandatory** for all.

Each institution must provide a verifiable institutional website containing departmental details, staff lists, and abridged CVs (including qualifications, professional affiliations, and photographs). This information shall be cross-checked against staff data uploaded to the NBTE Digital Portal to ensure authenticity and prevent misrepresentation.

3.0 ANALYSIS OF APPLICATION AND DIGITAL EVALUATION

All applications submitted online shall undergo a digital analysis and evaluation conducted by NBTE specialists and accredited external experts. The assessment process leverages the DQA platform's automated workflow, where submissions are reviewed, commented upon, and consolidated into a draft evaluation report.

A hybrid validation mechanism will follow, consisting of both virtual verification and, where necessary, physical inspection visits to confirm the correctness of digital submissions. During this process, the NBTE team will review:

- i The proposed curriculum of the programme to be mounted and its compliance with NBTE standards.
- ii Adequacy of physical and digital infrastructure, including offices, classrooms, laboratories, workshops, studios, farms and libraries.
- iii adequacy of the size of the above facilities, environment, and the complement of equipment required;
- iv Presence of a functional Learning Management System (LMS) and ICT-enabled teaching tools.
- v Financial resources to sustain operations and growth.
- vi Adequacy of qualified academic, administrative, and technical personnel.
- vii Digital presence and functionality of the institutional website.
- viii The institution's library shall be well-furnished, adequately equipped, and stocked with both print and digital learning resources relevant to the proposed programmes. It should be of sufficient size and capacity to accommodate the expected number of users, providing access to e-resources, reference materials, and other information services that support teaching, learning, and research.

- ix The institution shall ensure the consistent availability of essential utility services, including reliable water and power supply. For science, engineering, and other technology-based programmes, provisions must also be made for gas supply and other specialised utilities required for laboratory and workshop operations.

Institutions are also required to upload geo-tagged photographs of all infrastructure and equipment, along with manufacturer information and visible engravings showing institutional ownership. This data will be verified remotely before physical inspection.

NOTE: The national benchmarks for determining resource adequacy shall be based on the *NBTE Minimum Guide Curricula and Course Specifications* for the respective programme(s) to be mounted. These standards provide detailed requirements for staffing, equipment, facilities, and learning resources necessary to ensure quality delivery and compliance with national accreditation guidelines.

4.0 VALIDATION AND RECOGNITION DECISION

Upon completion of online and field evaluations, a consolidated report shall be submitted to NBTE Management and subsequently to the Governing Board for consideration. If deficiencies are identified, the institution will be notified and required to undertake remedial actions within a stipulated period before re-evaluation.

Where recognition is approved, the institution will be formally listed among NBTE-recognised public tertiary TVET institutions and granted permission to commence programmes in line with approved conditions.

5.0 RE-SUBMISSION OF APPLICATION

Institutions that initially fail to meet recognition requirements may re-submit their applications through the Digital Quality Assurance Platform after addressing all identified deficiencies. The resubmission must include updated documents, photographs, and evidence of corrective action.

6.0 NBTE PROGRAMME ACCREDITATION

All programmes offered by Polytechnics and other similar tertiary TVET institutions that lead to the award of a National Diploma (ND), National Innovation Diploma (NID) or Higher National Diploma (HND) must be duly

accredited by the National Board for Technical Education (NBTE) prior to the award of such qualifications.

Programme accreditation serves as a critical quality assurance mechanism to ensure that the content, delivery, staffing, infrastructure, and learning outcomes of TVET programmes meet **national standards and industry expectations**.

Under the Digital Quality Assurance (DQA) framework, NBTE's accreditation process is conducted in two distinct but interrelated stages:

1. **Approval to Mount the Programme:** This stage verifies that the institution has the minimum human, physical, and digital resources required to commence the programme. Institutions are required to submit applications and supporting evidence through the NBTE Digital Quality Assurance Platform for review and virtual verification.
2. **Full Accreditation:** After successful commencement and delivery of the programme, NBTE conducts a comprehensive evaluation, both online and, where necessary, through on-site validation, to confirm compliance with standards and the achievement of expected learning outcomes.

This digitalised accreditation process enhances transparency, consistency, and efficiency, while ensuring that Nigerian TVET institutions remain aligned with global best practices in quality assurance, digital transformation, and future-ready education.

7. PROCEDURE FOR OBTAINING APPROVAL TO MOUNT A PROGRAMME (DIGITAL QUALITY ASSURANCE AND CYBERSECURITY COMPLIANT)

Institutions seeking approval from the National Board for Technical Education (NBTE) to mount a new National Diploma (ND) or Higher National Diploma (HND) programme shall formally apply through the NBTE Digital Quality Assurance (DQA) Platform. This platform-driven approach ensures transparency, efficiency, and compliance with the Board's commitment to digital transformation, sustainable data management, and security in the accreditation process.

Applications shall be submitted electronically via the DQA portal, accompanied by the completed digital (*Self-Study Questionnaire for Approval to Mount a New Diploma Programme*) and all supporting documentation.

These include:

- i The proposed curriculum aligned with NBTE standards;
- ii Detailed staff profiles and qualifications;
- iii Institutional governance structure;
- iv Inventory of equipment, laboratories, and infrastructure with geo-tagged photographic evidence and manufacturer details; and
- v Proof of digital readiness, such as a functioning Learning Management System (LMS) **and** Student Information Management System (SIMS).

Where access limitations exist, the Board may permit physical submissions; however, all institutions are encouraged to transition fully to digital processing in line with NBTE's modernised quality assurance procedures.

7.1 The Approval Process

7.1.1 Analysis and Digital Assessment of Application

Once an application is received, NBTE shall conduct a digital review through its DQA platform. Subject experts and assessors will evaluate institutional readiness based on uploaded evidence, including curriculum alignment, staffing adequacy, infrastructure availability, and financial sustainability.

The platform automatically tracks review stages and consolidates expert feedback into a unified assessment report. Institutions may receive requests for clarification or additional documentation digitally through the platform. This initial analysis ensures all submissions meet the **Minimum Standards for Resource Adequacy**, as outlined in NBTE's Programme Accreditation Guidelines.

7.1.2 Hybrid Resource Verification Visit

Following the digital assessment, NBTE will conduct a hybrid verification exercise which combines virtual validation with physical inspection where necessary.

Institutions must provide verifiable evidence of compliance, including:

- Geo-tagged and time-stamped images of facilities and equipment;
- Engraved identification marks bearing the institution's name to confirm ownership;

- Updated institutional websites listing all departments and staff, including abridged CVs (educational and professional qualifications, designations, and photographs) for validation against DQA submissions.

During physical inspection, emphasis will be placed on functional laboratories, workshops, e-libraries, ICT facilities, and evidence of a Skills Development Centre (SDC) to support the Mandatory Skills Qualification (MSQ) implementation.

7.1.3 Cybersecurity and Data Management Compliance

In line with NBTE's digital transformation policy and the Nigeria Data Protection Regulation (NDPR), every institution seeking recognition or programme approval must demonstrate robust cybersecurity measures and responsible data management practices. Institutions are required to:

- Appoint a Data Protection Officer (DPO) responsible for overseeing institutional data governance;
- Adopt secure cloud-based systems with encryption protocols for sensitive records;
- Conduct annual cybersecurity risk assessments and implement digital safety training for staff and students;
- Integrate AI-enabled monitoring and learning analytics tools for system performance and learner tracking; and
- Ensure continuous data submission via the NBTE ERP portal for enrolment, staffing, infrastructure, and learner outcomes.

Failure to comply with cybersecurity and data reporting standards may affect institutional recognition or programme accreditation status.

7.1.4 Approval to Mount a Programme

Upon satisfactory completion of the digital and physical verification processes, NBTE shall issue formal approval to mount the proposed programme. The decision, conveyed digitally and in writing, will include a summary of assessment outcomes and any specific recommendations for improvement.

Institutions must not advertise or admit students into any programme until official approval has been granted. Where deficiencies are observed, NBTE will issue a digital compliance report detailing corrective actions required. Re-inspection and revalidation may be conducted digitally or through hybrid verification before final approval is confirmed.

7.2 POST-APPROVAL DIGITAL MONITORING AND CONTINUOUS COMPLIANCE

Following the approval to mount a new programme, all recognised institutions shall be subject to continuous digital monitoring and evaluation through the NBTE Digital Quality Assurance (DQA) Platform. This mechanism ensures that programme delivery, staffing, infrastructure, and learning outcomes remain consistent with NBTE's standards and the institution's approved resource base.

Institutions are required to maintain an active and accurate digital presence within the DQA system, submitting quarterly updates on enrolment, staffing, physical resources, and academic progress. This data-driven approach enables NBTE to monitor trends, detect deficiencies early, and support evidence-based policy decisions across the national TVET system.

7.2.1 Data Reporting and Institutional Dashboard

Each institution shall have access to a dedicated Institutional Digital Dashboard on the DQA platform. The dashboard shall serve as a real-time reporting and analytics interface for:

- Student Enrolment Data (by programme, gender, and level);
- Staffing Profiles, including qualifications, professional certifications, and digital competency records;
- Infrastructure and Equipment, with geo-tagged verification and maintenance records;
- Financial and Resource Utilisation Reports; and
- Learning Outcomes, including completion rates and MSQ achievements.

These data shall be pulled from the NBTE ERP portal for display on the dashboard. Institutions must designate a Data Reporting Officer (DRO) responsible for ensuring timely and accurate data submission. NBTE reserves the right to suspend or downgrade programme status where persistent non-compliance with data reporting requirements is observed.

7.2.2 Mandatory Skills Qualification (MSQ) Tracking

All institutions are required to digitally record the implementation progress of the Mandatory Skills Qualification (MSQ) through the DQA portal. The system will monitor student participation, certification rates, and alignment with the National Skills Qualifications Framework (NSQF).

Institutions shall integrate the Skills Development Centre (SDC) within their reporting structure to document skill acquisition activities, certification pathways (NSQ or industry-aligned), and credit accumulation toward graduation.

7.2.3 Student Feedback and Learning Analytics

To strengthen learner-centred education and improve teaching quality, institutions shall implement a Student Feedback Survey System (SFSS) linked to their Learning Management System (LMS) and synchronised with NBTE's DQA portal.

After each semester or course cycle, learners shall complete structured feedback surveys evaluating teaching effectiveness, learning materials, assessment fairness, and overall satisfaction. Data from these surveys shall be anonymised and used for institutional quality improvement and staff performance evaluation.

NBTE will analyse aggregated data across institutions to identify systemic challenges and best practices within the national TVET ecosystem.

7.2.4 Cybersecurity and Data Protection Compliance

To ensure secure handling of institutional and learner data, every institution must implement and maintain:

- NDPR-compliant data protection protocols;
- Regular cybersecurity audits and vulnerability testing;
- Secure authentication systems for staff and students accessing digital platforms;
- Encryption of sensitive records such as examination data and student results; and
- Annual digital literacy and cybersecurity training for all staff.

Institutions found to have weak data protection measures may be required to undergo corrective audits before renewal of programme accreditation.

7.2.5 Continuous Quality Improvement and AI-Based Evaluation

NBTE shall utilise AI-powered data analytics tools within the DQA platform to assess performance indicators such as institutional growth, programme viability, and compliance consistency.

Institutions demonstrating exceptional performance in digital innovation, sustainability, or graduate outcomes shall be recognised under the NBTE Digital Innovation and Skills Excellence (DISE) Awards framework.

Periodic benchmarking against UNESCO-UNEVOC, Organisation for Economic Co-operation and Development (OECD), and Commonwealth of Learning (COL) standards shall also be conducted to ensure alignment with international TVET quality assurance best practices.

7.2.6 Review and Revalidation

Institutions shall undergo digital revalidation every three (3) years to confirm continued compliance with NBTE standards. Revalidation will assess the institution's:

- Implementation of digital transformation initiatives;
- Quality and functionality of LMS, SIMS, and e-learning infrastructure;
- Effectiveness of MSQ delivery;
- Student satisfaction levels; and
- Cybersecurity posture and data governance maturity.

Where deficiencies are detected, NBTE may issue a ***Digital Compliance Improvement Notice (DCIN)*** outlining required remedial actions within a specified timeframe.

7.3 CONTINUOUS ACCREDITATION MONITORING

Following the granting of accreditation, NBTE implements continuous digital monitoring of institutional performance using the Digital Quality Assurance Dashboard. Institutions are required to submit annual self-assessment reports detailing programme performance, staff development, infrastructure updates, and learner feedback analytics.

NBTE may also conduct hybrid (online and physical) verification visits based on the data trends observed on the platform. Programmes found to be underperforming or deviating from standards may be placed under interim review or suspension pending corrective actions.

This continuous accreditation approach promotes accountability, transparency, and data-driven decision-making, ensuring that all recognised programmes remain responsive to evolving industry demands and a future ready TVET.

8.0 CRITERIA FOR APPROVAL TO MOUNT A NEW PROGRAMME

The criteria for approval to mount a new programme shall be based on compliance with the NBTE Standards for Accrediting Diploma Programmes in Polytechnics and Similar Tertiary Institutions as well as the Guidelines and Procedures for Establishing New Private Polytechnics, Monotechnics, and Similar Institutions in Nigeria. Institutions are advised to refer to the official NBTE website (www.nbte.gov.ng) and the NBTE Digital Quality Assurance (DQA) Platform for the most recent updates, templates, and submission requirements.

All applications must demonstrate that the proposed programme meets the minimum standards in curriculum design, staffing adequacy, infrastructure and equipment, digital learning integration, financial sustainability, and student support systems. Institutions are also expected to provide verifiable digital evidence of readiness through geo-tagged photographs, facility videos, equipment inventory with serial numbers and engravings, and updated departmental web pages containing staff profiles and abridged CVs.

9.0 RE-SUBMISSION OF APPLICATION FOR APPROVAL TO MOUNT A NEW PROGRAMME

An institution whose application has been declined may re-submit it for reconsideration after addressing all deficiencies identified in the previous inspection or digital assessment report. The re-submission must include a compliance summary clearly outlining the corrective measures undertaken and relevant updated digital evidence uploaded on the NBTE Digital Quality Assurance Platform.

The Board will re-evaluate the revised submission both virtually and, where necessary, through a targeted physical verification visit to confirm the accuracy of the corrections before approval is granted.

10.0 INITIAL ACCREDITATION VISITATION

A formal initial accreditation visit shall be conducted during the fourth semester of a programme's operation. Prior to this visit, the institution must complete and submit the electronic Self-Study Questionnaires (SSQs) for each programme on the NBTE Digital Quality Assurance Platform no later than the end of the first semester of the academic year in which the accreditation is due.

Institutions opting for physical quality assurance may submit hard copies of the NBTE Self-Study Questionnaires with a covering letter addressed to the Executive Secretary, NBTE Headquarters, Kaduna, or through the nearest Zonal or Abuja Liaison Office. However, digital submission remains the preferred and primary mode of evaluation.

All submissions will be reviewed by subject matter experts through the DQA platform. Their findings and recommendations will be compiled into a digital assessment report, which may be validated through an on-site inspection where necessary.

11.0 ACCOMMODATION AND LOGISTICS FOR HYBRID VERIFICATION (WHERE APPLICABLE)

Institutions are NOT responsible for providing hotel accommodation for NBTE team members during any hybrid verification that requires onsite visit. Transportation may be provided and should include pick-up from the nearest airport and mobility between hotel and the institution throughout the visitation period.

CHAPTER THREE

DIGITAL QUALITY ASSURANCE (DQA) APPLICATION FORM APPLICATION FOR APPROVAL TO RECOGNISE A PUBLIC POLYTECHNIC, MONOTECHNIC OR SIMILAR TERTIARY INSTITUTION IN NIGERIA

SECTION 1.0: INSTITUTIONAL INFORMATION

1.1 Name of Institution:

(Refer to Paragraph 2.2 of the Guidelines)

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1.2 Level of Institution (Polytechnic/College/Monotechnic/Other):

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1.3 Address Details:

(a) Full Postal Address:

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(b) Physical Location Address:

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(c) GPS Coordinates (Latitude/Longitude):

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1.4 Telephone Number(s):

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1.5 Email Address & Website URL:

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1.6 Proposed Date of Establishment:

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1.7 Expected Date for First Student Enrolment:

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SECTION 2.0: PROPOSED PROGRAMMES AND QUALIFICATIONS

Title of Programme	Level of Training	Terminal Qualification	Mode of Delivery (Onsite/Blended/Online)

SECTION 3.0: JUSTIFICATION FOR ESTABLISHMENT

Provide a summary of the feasibility study supporting the establishment of the institution in the proposed location.

Attach the **full feasibility report** and highlight socio-economic, educational, and digital inclusion justifications.

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SECTION 4.0: OWNERSHIP DETAILS

4.1 Name and Contact of Proprietor/Promoter:

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4.2 Ownership Type (Federal/State/Local/Military/Parastatal/PPP):

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4.3 Contact Information of the Representative:

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SECTION 5.0: HEADSHIP AND GOVERNANCE

5.1 Name of Rector/Provost:

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5.2 Contact Information:

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5.3 Qualifications:

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Attach abridged **Curriculum Vitae (CV)** with educational qualifications, professional certifications, and a recent passport photograph (mandatory digital upload).

5.4 Proposed Governing Council:

Provide names, designations, and affiliations of Council members.

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5.5 Functions of Governing Council and Academic Board:

Attach institutional laws or enabling documents specifying these functions.

5.5a: Governing Council

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5.5b: Academic Board

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SECTION 6.0: ORGANISATIONAL STRUCTURE

Provide a narrative and attach an Organogram showing administrative, academic, and ICT governance structures, including the Data Protection Officer (DPO) and Data Reporting Officer (DRO) responsible for NBTE digital submissions.

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SECTION 7.0: PHILOSOPHY AND OBJECTIVES

7.1 Institutional Vision, Mission, and Alignment

Briefly state the institution's philosophy and how it aligns with the National Policy on Education, Digital Transformation Strategy, and Green TVET Framework.

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7.2 Strategy for Implementation:

Explain how the institution intends to achieve these goals through teaching, research, innovation, and community service.

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SECTION 8.0: COMMUNITY AND INDUSTRY LINKAGES

8.1 Local Economic and Educational Resources:

List relevant social, industrial, and academic resources in the host community.

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8.2 Strategy for Collaboration:

Explain how the institution intends to leverage community and industry resources to enhance skills development and employability.

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SECTION 9.0: SITE AND INFRASTRUCTURE INFORMATION

9.1 Site Details:

- i. **Town/Village:**
- ii. **LGA:**
- iii. **GPS Coordinates:**
- iv. **Area (in hectares):**
- v. **Area of land in hectares available to the institution:**.....
- vi. **Area of land already developed:**.....
- vii. **Land Ownership (C of O / Tenancy Agreement):** [Upload scanned copy]

- viii. **Topography and Drainage:**
- ix. **Utilities (Water, Electricity, Gas):**
- x. **Accessibility (Road Type & Distance):**
- xi. **Hazards (if any):**

Attach a digitally signed Master Plan with geotagged photos of infrastructure and facilities (uploaded in JPG or PDF).

SECTION 10.0: DIGITAL READINESS AND QUALITY ASSURANCE

Institutions must demonstrate readiness for Digital Quality Assurance (DQA) through:

- i. Functional Learning Management System (LMS);
- ii. Student Information Management System (**SIMS**);
- iii. Skills Development Centre (SDC) for MSQ implementation;
- iv. Cybersecurity & Data Protection Policy (NDPR-compliant).

Provide URLs and system screenshots as evidence.

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SECTION 12.0: ADMINISTRATIVE OFFICES/ACCOMMODATION

Provide details of offices for administrative staff including number available and dimension of each and available furniture, sports facilities, medical centre, and welfare initiatives. Include geo-tagged photos, furniture and approved building drawings.

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Administrative Offices

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

Sports Facility

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

SECTION 13.0: STAFF OFFICES/ACCOMMODATION

Provide details of offices for staff including with capacity and available furniture, and welfare initiatives. Include geo-tagged photos, approved building drawings and attach a welfare policy document.

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

SECTION 14.0: LIBRARY AND LEARNING RESOURCES

Provide a summary of central and departmental library resources, including e-library systems, digital subscriptions, and staff. Attach a resource inventory and screenshots of e-library interface.

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

SECTION 15.0: STUDENT ACCOMMODATION

Provide details of student hostels (if applicable) with capacity and available furniture. Include geo-tagged photos, approved building drawings.

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

SECTION 16.0: MANDATORY SKILLS QUALIFICATION (MSQ) IMPLEMENTATION

Describe the institution's plan for implementing the Mandatory Skills Qualification (MSQ), including:

- Skills Development Centre establishment,
- Industry partnerships,
- Proposed NSQ or digital certification programmes,
- Credit unit allocation and monitoring.

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SECTION 17.0: DECLARATION

I hereby certify that the information provided in this form is true and correct to the best of my knowledge. I understand that providing false information may result in withdrawal of recognition by NBTE.

Name of Head of Institution:

Designation:

Signature & Date:

Official Seal/Stamp:

To Be Submitted Via: <https://digital.nbte.gov.ng/TVET/TVETLogin>
*All attachments must be in **PDF, DOCX, or JPEG** formats not exceeding 5MB per file.*