INTERNATIONAL ENGINEERING ALLIANCE

ACCORD SELF ASSESSMENT REPORT

SUBMITTED BY

COUNCIL FOR THE REGULATION OF ENGINEERING IN NIGERIA (COREN)

APPLICATION FOR

PROVISIONAL SIGNATORY

UNDER THE SYDNEY ACCORD

DECEMBER 2025

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1. Introduction

1.1. Jurisdiction and Engineering Context

The Name “Nigeria” which was derived from “Niger Area” was named after one of the major Rivers (River Niger) flowing through the Country. In the year 1914, the protectorates of Northern and Southern Nigeria were amalgamated under the leadership of Sir Lord Frederick Lugard who served as Governor General from 1914 - 1919. Thus Nigeria as a Country is about 110 years old. The Federal Republic of Nigeria is located in West Africa, bordered by the Republics of Benin to the west, Niger to the north, Chad to the northeast, and Cameroon to the east, with the Atlantic Ocean forming its southern boundary along the Gulf of Guinea. Nigeria occupies a land area of about 923,768 square kilometres, with a current estimated population of 237.5 Million, making it the most populous country in Africa and one of the largest economies on the continent. Nigeria became independent on 1st October 1960. Nigeria operates a federal system of government with 36 States and a Federal Capital Territory in which the capital city, Abuja, is located. There are 774 Local Government Areas in the Country.

Engineering in Nigeria exists within a complex and evolving context shaped by the country’s regulatory framework, socio-economic priorities, infrastructural challenges, industrial aspirations, and global technological trends. The practice of engineering is primarily governed by the Council for the Regulation of Engineering in Nigeria (COREN), a statutory body empowered by law to regulate and control the practice of engineering, accredit engineering programs in universities and polytechnics, register engineering practitioners, enforce professional standards, and ensure that engineering services safeguard life, property, and the environment. Complementing this regulatory role are professional bodies such as the Nigerian Society of Engineers (NSE) and its specialized divisions, which support continuous professional development, promote research and innovation, uphold ethical conduct, and serve as the voice of the profession in policy dialogues.

The broader environment is influenced by national development policies and sectoral strategies—particularly those related to energy, transportation, housing, agriculture, ICT, manufacturing, and education—which collectively determine the demand for engineering expertise in the economy. Nigeria’s engineering landscape is characterized by significant infrastructural deficits that span power generation and distribution, road and rail networks, water supply systems, aviation infrastructure, housing, healthcare facilities, and industrial plants; these deficits pose challenges but also present vast opportunities for engineers to design, construct, rehabilitate, innovate, and apply context-appropriate technologies to national development efforts.

The nation's economy, being heavily dependent on oil and gas, relies profoundly on engineering solutions for exploration, refining, gas utilization, pipeline networks, safety systems, and maintenance of critical assets, while emerging emphasis on gas as a transition fuel, renewable energy adoption, and energy efficiency initiatives create new areas of engineering demand. In addition to oil and gas, sectors such as telecommunications, construction, transportation, manufacturing, agriculture mechanization, water resources, and environmental management depend on engineering expertise, making the profession central to Nigeria's industrialization goals.

The education and capacity development context comprises universities, polytechnics, mono-technics, and technical colleges, all offering engineering and technology programs that must meet COREN's minimum academic standards and undergo periodic accreditation to ensure quality, relevance, and global alignment. Although Nigeria has made progress in expanding access to engineering education, challenges persist in the form of outdated curricula, inadequate laboratory and workshop facilities, limited industry exposure for students, insufficient research funding, and a shortage of experienced faculty in specialized fields.

Recognizing these challenges, the country has intensified efforts to strengthen TVET systems, integrate digital learning tools, promote industry-academia collaboration, and pursue international recognition through the Washington, Sydney, and Dublin Accords, which aim to harmonize global standards of engineering education and practice. Within the industry environment, engineering practice is increasingly influenced by technological advancements such as computer-aided design and engineering tools, automation and control systems, robotics, additive manufacturing, artificial intelligence, and data-driven decision-making, all of which are gradually being adopted by forward-looking firms in construction, manufacturing, logistics, and energy sectors. Meanwhile, the rapid growth of the ICT and digital economy—anchored by telecommunications infrastructure, fintech, software development, data centers, and cloud services—has created new engineering specializations and expanded the role of engineers in national digital transformation efforts.

The context of practice is also affected by recurring issues such as weak enforcement of standards, prevalence of substandard construction materials, regulatory non-compliance, unethical practices, procurement inefficiencies, and the dominance of foreign firms in major infrastructure projects, all of which create barriers to maximizing local engineering capacity. Furthermore, Nigeria continues to battle the challenge of brain drain, with many skilled engineers migrating abroad for better employment conditions, advanced research opportunities, and higher remuneration, thereby reducing the available pool of experienced professionals needed to undertake complex national projects. Despite these challenges, the profession continues to offer strong prospects for growth, given Nigeria's large population, expanding urban centers, and pressing need for sustainable infrastructure, modern industries, resilient energy systems, and climate-responsive engineering practices. Opportunities are emerging in

renewable energy development; particularly solar mini-grids, wind power in coastal and northern regions, biomass systems, and small hydropower—as government and private investors seek to expand energy access in rural and underserved communities.

The construction industry equally offers growth potential in housing, smart city development, roads and bridges, public buildings, water treatment plants, and urban transportation systems such as metro rail projects and bus rapid transit systems. In the context of national development priorities, engineering also plays a critical role in food security through mechanized agriculture, storage and processing systems, irrigation infrastructure, and cold-chain logistics, while environmental engineering is increasingly important due to challenges related to flooding, erosion, pollution, waste management, and the need for climate adaptation.

Nigeria's Blue Economy agenda—focused on maritime transport, fisheries, offshore structures, port modernization, marine energy, and coastal resilience—further expands the scope of engineering in national development. Across all these sectors, federal and state governments are adopting policies aimed at deepening local content, promoting indigenous engineering capacity, improving procurement transparency, and encouraging local fabrication and manufacturing, particularly through agencies such as the Nigerian Content Development and Monitoring Board (NCDMB) and the Raw Materials Research and Development Council (RMRDC). Furthermore, the growing involvement of private sector players, international development partners, and foreign investors in infrastructure financing is reshaping the engineering environment and creating opportunities for public-private partnerships on major projects. In summary, the context of engineering in Nigeria is shaped by strong regulatory institutions, expanding educational systems, significant developmental needs, emerging technologies, and a national vision for industrialization and sustainable development. While persistent challenges such as poor infrastructure funding, skills deficits, limited research capacity, weak enforcement of standards, and the migration of skilled professionals continue to affect the sector, the opportunities for growth remain substantial. Engineering continues to be a critical driver of Nigeria's socio-economic transformation, with its future defined by the country's ability to strengthen regulation, enhance educational quality, adopt modern technologies, invest in infrastructure, promote local content, and develop a highly skilled and globally competitive engineering workforce.

2. Organisation

2.1. Introduction to the Council for the Regulation of Engineering in Nigeria COREN

The Council for the Regulation of Engineering in Nigeria (COREN) is a statutory body set up with the mandate to regulate the practice of Engineering in all aspects and ramifications. It was established by Decree 55 of 1970, amended by Decree 27 of 1992 and now, Engineers (Registration, etc.) Act CAP E 11, 2004 which was further amended by the Engineers (Registration, etc.) (Amendment) Act NO 3, 2018.. The establishment of COREN was in response to the need for a structured, professional, and ethical engineering practice that contributes effectively to Nigeria's technological and socio-economic development.

COREN serves as the national regulatory authority for the engineering profession in Nigeria. Its core mandates include:

- Registration and Licensing of engineering practitioners across four recognized cadres**:** Engineers, Engineering Technologists, Engineering Technicians, and Engineering Craftsmen**;**
- Accreditation of Engineering, Engineering Technology, and Technical Programmes offered by universities, polytechnics, and technical colleges;
- Regulation of professional practice and enforcement of discipline among registered members;
- Promotion of continuing professional development and adherence to global engineering ethics and standards.

In recognition of the dynamic nature of engineering practice and the globalization of professional standards, COREN has reformed its accreditation and evaluation processes to align with international best practices. A major component of this transformation is the adoption and implementation of the Outcome-Based Education (OBE) and Outcome-Based Accreditation (OBA) systems. These frameworks ensure that graduates from accredited programmes possess demonstrable competencies in knowledge, skills, and professional attitudes required for effective practice in diverse contexts.

COREN created an independent Engineering Accreditation Committee (EAC) responsible for all aspects of accreditation exercise and final decisions. COREN registers all these categories of engineering personnel and licenses them to practice.

As part of its strategic goal to position Nigeria's engineering education and practice within the global framework, COREN seeks Provisional

Signatory Status of the Sydney Accord under the International Engineering Alliance (IEA). This application reflects COREN's readiness to demonstrate the substantial equivalence of its accreditation system for Engineering Technology Programmes with those of other signatory jurisdictions.

- Through this step, COREN aims to:
- Strengthen the global recognition of Nigerian Engineering Technologists;
- Promote mutual recognition of qualifications and professional competence;
- Enhance international mobility and collaboration in engineering practice;
- Contribute to the global community of engineering regulators committed to maintaining quality, ethics, and innovation in the profession.

The Council for the Regulation of Engineering in Nigeria remains committed to excellence, accountability, and continuous improvement in engineering education and practice. Its pursuit of Provisional Signatory Status of the Sydney Accord emphasizes its dedication to aligning Nigeria's engineering education standards with international frameworks and ensuring that Nigerian Engineering Technologists meet the competencies, integrity, and professional standards recognized worldwide.

Current Principal Officers of COREN and Contact Details

The names and contact details of the current President, and Registrar of COREN are:

President - Engr. Prof. S. Z. Abubakar, FNSE, FAEng
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Vice President - Engr. Olaolu Ogunduyile, FNSE, FNIEEE
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Registrar- Engr. Prof. O.A.U. Uche, FNSE, FNICE
Tel. No.: +234 806 541 6822
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Key Information

Name: Council for the Regulation of Engineering in Nigeria (COREN)

Trading Name: COREN

Address: No. 22 Addis Ababa Crescent, Wuse Zone 4, Abuja, Nigeria

Phone: +234 806 541 6822

Website: www.https://coren.gov.ng/

Key Contact/s: Engr. Prof. O.A.U Uche FNSE, FNICE Registrar &

CEO

Email Address: registrar@coren.gov.ng

Sydney Accord Signatory Nominators

As required by the Sydney Accord, two Signatories have agreed to nominate and mentor COREN towards achieving the provisional signatory status of the Sydney Accord. They will also mentor COREN on preparing application for admission to Signatory Status for consideration at the IEAM of 2027. The mentors are:

- **Board of Engineers Malaysia (BEM)**

  Mailing Address

  Board of Engineers Malaysia
  Tingkat 11 & 17,
  Blok F IbuPejabat JKR
  Jalan Sultan Salahuddin
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- **Engineering Council of South Africa (ECSA)**
  1st Floor, Waterview Corner Building 2 Ernest Oppenheimer Avenue
  Bruma Lake Office Park, Bruma Johannesburg 2198

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  Engineering Council of South Africa (ECSA) Private Bag X691
  BRUMA 2026
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2.1. History and Governance of COREN and NBTE

2.2. History of COREN

The Council for the Regulation of Engineering in Nigeria, COREN, was established by Decree 55 of 1970, amended by Decree 27 of 1992 and now, Engineers (Registration, etc.) Act CAP E 11, 2004 which was further amended by the Engineers (Registration, etc.) (Amendment) Act NO 3, 2018. The Act establishes COREN as a statutory body empowered to regulate the Practice of Engineering in all aspects and ramifications in Nigeria. The Decree empowered the Council to:

- Regulate and control the practice of engineering in all its aspects and ramifications;
- Register and license engineering practitioners;
- Determine academic and professional standards required for registration; and
- Maintain discipline and promote high standards of professional conduct and ethics.

The first Governing Council of COREN was inaugurated in 1971, marking the official commencement of its regulatory functions. The Decree also defined “engineering practice” broadly to include consulting, design, supervision, manufacturing, maintenance, and management activities related to engineering works.

Throughout the 1970s and 1980s, COREN laid the institutional foundation for engineering regulation in Nigeria. It developed a register of practitioners, established accreditation guidelines for engineering programmes in universities and polytechnics, and collaborated closely with the Nigerian Society of Engineers (NSE) and government ministries to promote professionalism.

During this period, Nigeria experienced rapid expansion in infrastructure; roads, bridges, power plants, refineries, and housing projects requiring competent engineering oversight. COREN played a central role in ensuring that only qualified and registered engineers were engaged in public works and industrial projects.

In the 1990s, the Council strengthened its regulatory functions and expanded its organizational structure to accommodate emerging needs in engineering education and industrial practice. The COREN Act was consolidated and later codified as CAP E11, Laws of the Federation of Nigeria (2004), providing a stronger legal foundation and wider regulatory reach.

COREN recognizes four distinct cadres of engineering practitioners to ensure structured professional progression and inclusiveness:

i. Engineers – graduates of accredited engineering degree programmes;
ii. Engineering Technologists – graduates of accredited engineering technology programmes;
iii. Engineering Technicians – graduates of technical diploma programmes; and
iv. Engineering Craftsmen – skilled technical personnel trained through vocational or technical education.

This classification aligns with the national education system and reflects Nigeria's tiered approach to technical and vocational development. It also ensures that the engineering workforce includes professionals at all operational and supervisory levels critical for national industrialization.

COREN's Accreditation Department was established to ensure that engineering education in Nigeria meets the required academic and professional standards. Working closely with the National Universities Commission (NUC), the National Board for Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE), COREN periodically evaluates engineering programmes in universities, polytechnics, and technical colleges.

In the early 2000s, COREN began reviewing its accreditation criteria to incorporate global best practices. This effort led to the adoption of the Outcome-Based Education (OBE) approach in 2019, marking a significant shift from input-based to competency-based evaluation of engineering graduates. The Council trained hundreds of programme evaluators, developed OBE manuals and rubrics, and encouraged institutions to revise curricula to reflect Programme Educational Objectives (PEOs), Programme Outcomes (POs), and Course Learning Outcomes (CLOs).

As part of its strategic vision, COREN has pursued alignment with international frameworks that promote the recognition and mobility of engineering practitioners. This vision is anchored on the International Engineering Alliance (IEA) accords viz. the Washington Accord, Sydney Accord, and Dublin Accord, which establish mutual recognition of qualifications across jurisdictions.

COREN's efforts towards joining these accords are aimed at ensuring that engineering education and professional formation in Nigeria meet globally accepted standards. The Council first applied for recognition under the Washington Accord (for engineering degree programmes)

and now seeks Provisional Signatory Status of the Sydney Accord (for engineering technology programmes).

To enhance regulatory effectiveness, the COREN (Amendment) Act 2018 was enacted by the National Assembly and signed into law by the President of the Federal Republic of Nigeria. The amended Act expanded COREN's powers to:

- Regulate engineering firms and not only individuals;
- Enforce compliance with engineering standards at project sites;
- Prosecute unregistered practitioners or firms engaged in engineering practice;
- Establish an Engineering Regulations Monitoring and Enforcement Department; and
- Collaborate with relevant professional and governmental bodies to ensure adherence to engineering ethics and safety.

This legislative advancement has positioned COREN as a stronger institution capable of ensuring professionalism, protecting public interest, and regulation in alignment with international standards.

Today, COREN stands as a dynamic regulatory body with a network of state and zonal offices across Nigeria. It maintains a comprehensive digital register of practitioners and conducts continuous professional development programmes for engineers, technologists, and technicians. The Council's policies emphasize professional ethics, competency assurance, safety compliance, and sustainable engineering practice.

Through its collaboration with academia and industry, COREN continues to promote engineering as a vital driver of Nigeria's socio-economic development. Its ongoing reforms in accreditation, education quality assurance, and international recognition reflect its unwavering commitment to excellence, accountability, and innovation.

From its inception in 1970 to the present, COREN has evolved into a respected and influential professional regulator, ensuring that engineering practice in Nigeria meets the highest standards of quality, ethics, and competence. The Council's vision extends beyond national regulation; it seeks to integrate Nigeria's engineering education and professional practice into the global community through active participation in the International Engineering Alliance (IEA).

COREN's history is therefore a story of vision, reform, and resilience anchored on the belief that sound engineering practice is the foundation of sustainable national development and global competitiveness.

2.3. Governance of COREN

The Council for the Regulation of Engineering in Nigeria (COREN) operates under a robust governance framework that ensures transparency, accountability, inclusiveness, and effective regulation of the engineering profession in Nigeria. The governance structure is designed to reflect the diverse interests of key stakeholders in engineering education, industry, and public service, while maintaining the professional autonomy required to uphold national and international standards of practice.

COREN's governance system is established by the COREN Act CAP E11, Laws of the Federation of Nigeria (2004) and further strengthened by the COREN (Amendment) Act, 2018. These legal instruments define the composition, powers, functions, and administrative mechanisms of the Council.

The Governing Council is the highest policy-making and regulatory authority of COREN. It is responsible for setting strategic direction, formulating policies, and overseeing the implementation of COREN's statutory mandate. The Council ensures that the regulation of engineering practice, accreditation of educational programmes, and registration of practitioners are carried out in accordance with established laws and global best practices.

The Governing Council is constituted by representatives from key sectors of the engineering profession, academia, and government to ensure broad-based participation and balanced decision-making. In line with the COREN (Amendment) Act, 2018 and without government interference, the Council is composed of:

i. A President, elected from among the registered engineers;
ii. Six representatives of the Nigerian Society of Engineers (NSE);
iii. Four representatives of universities with accredited engineering programmes,
iv. Four representatives of polytechnics offering accredited engineering technology programmes,
v. Two representatives of technical colleges offering accredited programmes,
vi. One representative of the Federal Ministry responsible for Works and Housing;
vii. One representative of the Federal Ministry responsible for Education;
viii. One representative of the Armed Forces of Nigeria; and
ix. Four members appointed by the Minister of the Federal Ministry responsible for Engineering Regulation to represent special interests in engineering practice.

The President of COREN serves as the head of the Council and provides leadership in steering its policies, while the Registrar/Chief

Executive Officer serves as Secretary to the Council and oversees the day-to-day administration of the Council's activities.

The COREN Secretariat, located at its headquarters in Abuja, serves as the administrative arm of the Council. It is headed by the Registrar/Chief Executive Officer (CEO), who is appointed by the Council, The Registrar is responsible for implementing Council decisions, coordinating the activities of departments, and ensuring the operational efficiency of COREN. The Secretariat is organized into key departments and units, each headed by a qualified personnel: as follows:

i. Engineering Education and Accreditation Department – responsible for accreditation of engineering, engineering technology, and technical programmes in tertiary institutions, and coordination of Outcome-Based Education (OBE) initiatives.
ii. Registration and Practicing Department – manages the registration and licensing of practitioners across all cadres and maintains the national register of engineering personnel and firms.
iii. Engineering Regulation Monitoring and Enforcement Department
Ensures compliance with engineering laws, monitors practice standards nationwide, enforces regulations, investigates violations, and protects public safety through continuous field oversight.
iv. Registration and Practicing License Department
Manages registration of engineers and firms, processes practicing licenses, maintains professional databases, verifies qualifications, and ensures adherence to statutory entry requirements.
v. Training and Certification Department
Plans and delivers capacity-building programmes, conducts certification exams, updates skills frameworks, supports continuous professional development, and strengthens engineering workforce competence.
vi. Finance and Administration Department
Oversees budgeting, financial management, procurement, human resources, general administration, and provides essential internal services supporting COREN's operational efficiency and accountability.
vii. Planning, Research and Statistics Department
Conducts strategic planning, collects and analyses engineering sector data, produces reports, evaluates programmes, supports evidence-based decisions, and coordinates organizational performance monitoring.
viii. Quality Assurance and Compliance Department
Implements accreditation and auditing systems, monitors quality standards, ensures institutional compliance with COREN benchmarks, and drives continuous improvement in engineering education.

ix. Corporate Advancement and Public Relations Unit
Manages stakeholder engagement, communicates COREN's activities, strengthens public image, coordinates outreach initiatives, and promotes organizational visibility and strategic partnerships nationwide.

Each of the above list departments and units serves as the Secretariat for the below list respective Council Committees. The Secretariat also manages State and Zonal Offices across the six geopolitical zones of Nigeria to bring COREN's regulatory functions closer to institutions, practitioners, and stakeholders nationwide.

Committees of the Council
To enhance effectiveness and efficiency, COREN operates through Standing and Ad-hoc Committees that report to the Governing Council. These committees handle specialized aspects of COREN's mandate and ensure participatory governance. Key committees include:

- Engineering Accreditation Committee – responsible for overseeing the accreditation of engineering, engineering technology, and related programmes, and ensuring conformity with the Outcome-Based Education (OBE) system.
- Registration and Practicing Licence Committee – handles the assessment, verification, and approval of applications for registration and licensing of practitioners and firms.
- Training and Certification Committee – develops and reviews standards for engineering education and professional formation in collaboration with academic bodies and industry.
- Engineering Regulations Monitoring and Enforcement Committee – ensures compliance with engineering codes, ethics, and standards across public and private sector projects.
- Finance and General Purpose Committee (F&GPC) – oversees financial management, budgeting, procurement, and general administrative matters.
- Quality Assurance and Compliance Committee. responsible for ensuring that all engineering education, accreditation, and professional practice activities conform to established standards, regulations, and international best practices

These committees are composed of Council members and co-opted experts from relevant institutions, ensuring inclusiveness, technical competence, and accountability in decision-making.

COREN operates under a system of good corporate governance anchored on transparency, integrity, and strategic planning. The Council adopts five-year strategic plans that align with national development goals and international standards. Regular audits, internal control

systems, and stakeholder consultations ensure effective governance and trust in COREN's operations.

The Council also promotes inclusive stakeholder engagement through collaborations with professional bodies, academic institutions, government ministries, and international partners. This participatory approach ensures that COREN's policies and standards remain relevant, credible, and globally competitive.

The governance of COREN reflects a well-structured, multi-stakeholder, and transparent system designed to maintain the integrity and quality of engineering education and practice in Nigeria. With a balanced representation of academia, industry, government, and professional bodies, COREN ensures that its regulatory functions are carried out with competence, fairness, and accountability.

Through this governance framework, COREN continues to promote excellence, uphold ethical standards, and align Nigeria's engineering profession with international norms; consistent with the objectives of the Sydney Accord and the broader vision of the International Engineering Alliance (IEA**).**

2.4. History of National Board for Technical Education (NBTE)

The National Board for Technical Education (NBTE) was established by decree No. 9 of 1977 which was amended with decrees No. 16 of 1983 and No. 8 of 1993 which are now encapsulated in NBTE Act CAP E3 LFN 2004, to regulate and coordinate technical and vocational education in Nigeria, including the accreditation of National Diploma (ND) and Higher National Diploma (HND) in engineering technology programmes in polytechnics. Since the late 1970s and early 1980s, NBTE accreditation has focused on minimum standards for curriculum content, staffing, facilities, and governance to ensure uniformity and quality across institutions. Over time, the accreditation process evolved from an input-based model emphasizing resources and course coverage to a more competency-driven approach, culminating in the initiation of the adoption of Outcome-Based Education (OBE) frameworks and in collaboration with COREN whose nominee serves as the Team Lead for the Accreditation visits to polytechnics. Today, NBTE accreditation of ND and HND engineering programmes emphasizes learning outcomes, practical skills acquisition, industry relevance, and continuous quality improvement, aligning Nigerian polytechnic education with national manpower needs and international best practices.

The governance of NBTE accreditation is designed to ensure fairness, credibility, and relevance in Nigeria's technical education system. NBTE is guided by a governing board made up of representatives from government, industry, professional bodies, and educational institutions, ensuring that decisions reflect the needs of both society and the labour market. COREN is represented on the Board of NBTE. Accreditation exercises are carried out by

experienced academic and industry professionals who visit institutions, review programmes, and engage directly with staff and facilities before making recommendations. In March 2003, the NBTE signed a memorandum of understanding with COREN for the purpose of conducting joint accreditation for engineering technologist and engineering technician diploma programmes in Nigerian Polytechnics and allied institutions. This collaborative and structured approach helps maintain consistent standards for ND and HND engineering programmes while encouraging institutions to continuously improve and stay aligned with national development goals

The implementation of outcome-based education at course level in Nigerian Polytechnics started in 2001 with the publication of Curriculum and Course Specification books for various ND and HND programmes in which the topics in each course were listed and the weekly learning outcomes were specified.

Due to new developments, COREN and NBTE reviewed and strengthened the MoU in 2013. Then, in 2021, COREN observed the need to properly position engineering training and skill acquisition as well as proficiency at all levels in Nigeria. Achieving these targets will enhance engineering practices among the professionals and promote mobility globally. Consequently, a new MoU was signed in 2021.

2.5. Organizational Structure

The organizational structure of COREN is hierarchical but functionally decentralized**,** enabling effective decision-making and operational flexibility. It comprises four principal levels:

i. The Governing Council: The apex policy-making body providing strategic direction and oversight.
ii. The President: Provides professional leadership and chairs Council meetings.
iii. The Registrar/Chief Executive Officer (CEO)**:** Serves as Secretary to the Council and Head of Administration, responsible for implementing Council policies and coordinating departmental operations.
iv. Departments and Units of the Secretariat: Headed by Directors or Deputy Directors, each responsible for specific statutory and operational functions.

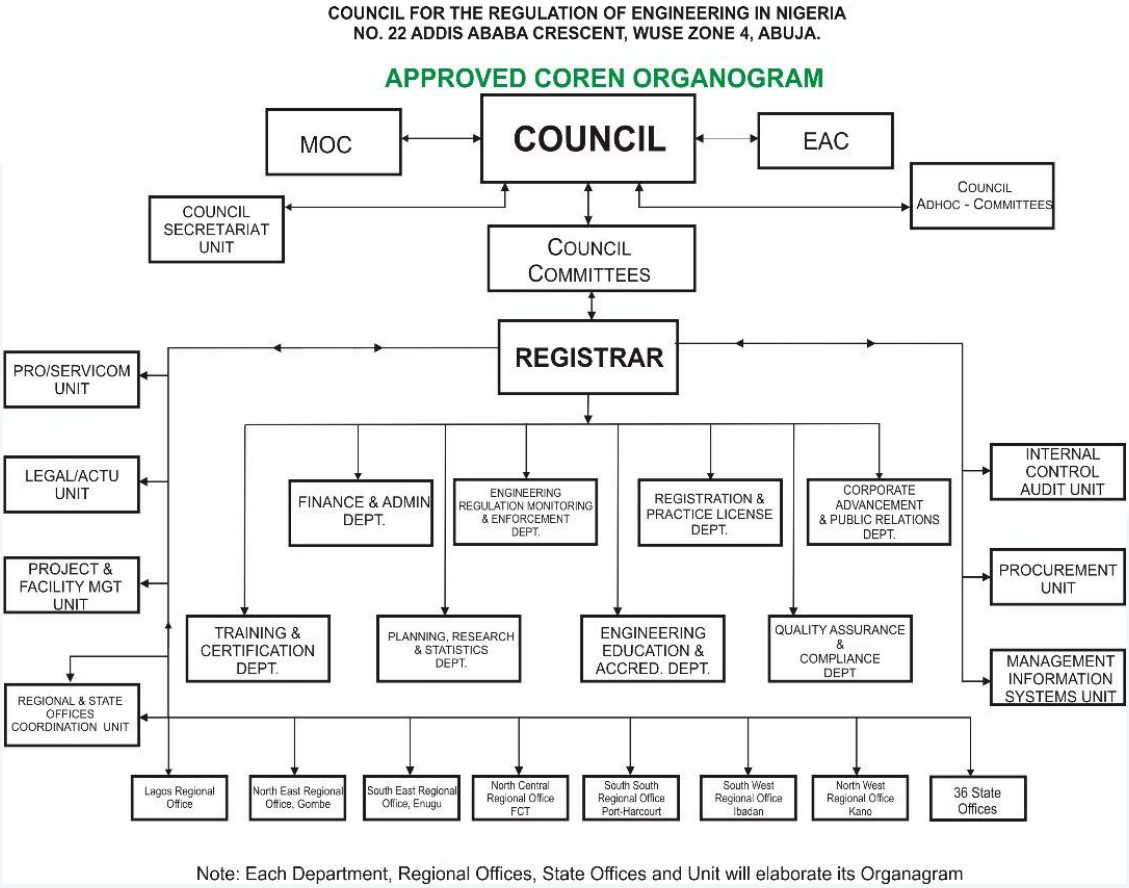


Figure 1: Organizational Structure

2.6. Organisation Structure Strategic Goals: Vision, Mission & Objectives

2.6.1 Vision

To ensure excellence in engineering education and practice for sustainable national development and global competitiveness.

2.6.2 Mission

To regulate and control the practice of engineering in all its aspects and ramifications in Nigeria through registration, accreditation, monitoring, and enforcement of professional standards, while promoting continuous development and ethical conduct among practitioners.

2.6.3 Strategic Objectives

In pursuit of its vision and mission, COREN's strategic objectives are to:

i. Ensure Quality Engineering Education — by accrediting engineering, engineering technology, and technical programmes in tertiary institutions based on Outcome-Based Education (OBE) principles.

ii. Maintain a Register of Qualified Practitioners — through the registration and licensing of engineers, technologists, technicians, and craftsmen to uphold professional integrity and competence.
iii. Promote Compliance and Ethical Practice — by monitoring engineering works and enforcing adherence to codes, standards, and regulations.
iv. Advance Continuing Professional Development (CPD) by encouraging capacity building, innovation, and professional growth of practitioners in line with emerging technologies.
v. Foster Collaboration and Stakeholder Engagement with academia, industry, government, and international bodies to promote best practices and mutual recognition of qualifications.
vi. Strengthen Institutional Capacity and Governance by enhancing operational efficiency, transparency, and accountability in all COREN activities.
vii. Align with International Standards by benchmarking COREN's accreditation and regulatory systems against global frameworks such as the Washington, Sydney, and Dublin Accords under the International Engineering Alliance (IEA).

2.7. Affiliation and Collaboration

The Council for the Regulation of Engineering in Nigeria (COREN) maintains extensive affiliations and collaborative partnerships at national, regional, and international levels to enhance the quality of engineering education, regulation, and practice. These partnerships enable COREN to align its policies and operations with global standards and promote mutual recognition of qualifications and professional mobility among engineers and technologists.

2.7.1 National Collaborations

COREN works in close partnership with key government agencies, academic institutions, and professional bodies within Nigeria to ensure synergy in engineering education, research, and professional regulation. These include:

- Federal Ministry of Power, Works and Housing the supervising ministry providing oversight and policy support.
- Federal Ministry of Education (FME) for harmonization of education policies and standards.
- National Universities Commission (NUC) for accreditation coordination and quality assurance in university engineering programmes.
- National Board for Technical Education (NBTE) for regulation of engineering technology programmes in polytechnics.
- National Commission for Colleges of Education (NCCE) for technical teacher education in colleges of education.

- National Youth Service Corps (NYSC) to ensure proper deployment and utilization of graduate engineers in national service.
- Engineering Institutions and Societies – such as the Nigerian Society of Engineers (NSE), Nigerian Institution of Civil Engineers (NICE), Nigerian Institution of Mechanical Engineers (NIMechE), and others, for professional collaboration and capacity building.
- Tertiary Institutions and Research Centres – for academic-industry linkage, research collaboration, and innovation development.

2.7.2 Regional and Continental Collaborations

COREN maintains active participation in regional professional and regulatory networks aimed at harmonizing engineering standards and fostering continental cooperation. These include:

- Federation of African Engineering Organizations (FAEO) for advancing engineering education, capacity building, and policy advocacy across Africa.
- African Engineering Deans Council (AEDC) for cooperation on engineering curriculum development and academic standards.
- West African Federation of Engineering Organisations (WAFEO) for sub-regional collaboration on mutual recognition and mobility of professionals.

2.7.3 International Affiliations

As part of its strategic drive for global integration, COREN engages with several international organizations and frameworks to align its accreditation and regulatory practices with global benchmarks. Key affiliations include:

- International Engineering Alliance (IEA) – under which COREN is applying for Full Signatory Status to the Washington Accord and Provisional Signatory Status of the Sydney Accord (SA) after holding the Provisional Signatory Status of the Washington Accord since 2023. The application for Sydney Accord is to promote international equivalence of engineering technology education and practice.
- World Federation of Engineering Organizations (WFEO) – as a platform for policy exchange, advocacy, and contribution to global engineering development goals.

2.8. Interaction with Government

The Council for the Regulation of Engineering in Nigeria (COREN) operates as a statutory body established by law. As such, maintains a structured and strategic relationship with various tiers and organs of government in order to effectively discharge its regulatory, advisory, and

developmental mandates in the engineering sector. All decisions made by COREN is independent of any interference of government at all levels.

2.9. Involvement with Industry

The Council for the Regulation of Engineering in Nigeria (COREN) maintains a strong and strategic involvement with industry as part of its mandate to ensure the advancement and regulation of engineering practice in Nigeria. COREN recognizes that effective collaboration between academia, government, and industry is essential for producing competent engineers and sustaining national development. COREN maintains active collaboration with industry to ensure that engineering education and practice meet national and global standards.

COREN promotes strong industry–academia linkages by ensuring that engineering programmes include practical industrial exposure such as the Students' Industrial Work Experience Scheme (SIWES). It involves industry professionals in curriculum development, accreditation panels, and policy consultations to align academic training with workplace needs.

Through Engineering Regulation Monitoring (ERM), COREN enforces professional standards, ensuring that industries engage only registered engineers and firms for engineering projects. It also partners with industries to provide Continuing Professional Development (CPD) programmes that enhance the competence of practitioners. In addition, COREN supports local content development, innovation, and the use of indigenous technologies, while advising government and industry bodies on engineering policies and infrastructure development.

COREN provides technical advice to government ministries, agencies, and industrial associations on engineering policy formulation, infrastructure development, and industrial regulations. The Council also partners with organizations such as the Manufacturers Association of Nigeria (MAN), Nigerian Society of Engineers (NSE), and National Board for Technical Education (NBTE) to promote synergy between engineering education and industrial needs.

COREN's involvement with industry ensures that engineering practice in Nigeria is relevant, ethical, innovative, and aligned with global standards thereby contributing significantly to national industrial growth and technological advancement.

2.10. Other Bodies

COREN's involvement with bodies beyond government and industry extends across professional, academic, regulatory, and international spheres to strengthen engineering practice and education in Nigeria. It collaborates with professional engineering organizations such as the Nigerian Society of Engineers (NSE) and discipline-based institutions to promote professional standards and continuous development. COREN also engages actively with universities, polytechnics, research centres, and academic regulatory bodies like NUC and NBTE to support accreditation, curriculum development, outcome-based education, and academic quality improvement. At the international level, COREN participates in global and regional engineering organizations including FEIAP, WFEO, AEEA, and the International Engineering Alliance, to benchmark standards, share best practices, and enhance global recognition of Nigerian engineering qualifications. Additionally, COREN collaborates with national regulatory councils such as ARCON, CORBON, and SURCON on multidisciplinary oversight and ethical compliance, works with standards and quality agencies like SON and NEMSA to harmonize technical regulations, and partners with development agencies and NGOs on capacity building, research, and education improvement initiatives. Through these extensive engagements, COREN fosters a cohesive, globally aligned engineering ecosystem that supports high standards of professionalism, education, and practice.

3. Education

3.1. Education System in Nigeria

There are three basic levels in the Nigerian educational system namely: Primary, Secondary, and Tertiary education. Figure 1 below presents the block diagram of the educational system in Nigeria.

3.1.1. Primary Education

The Primary level of education admits children from the age of six (6) years. Children at this stage are exposed to basic knowledge that lays the foundation for learning and creativity (literacy, numeracy and basic communication), while creating awareness of the immediate environment. The duration of training in primary school is six (6) years. In primary school, pupils are taught to read and write numbers and letters, at the beginning. Then this foundation is built on by forming and writing two-letter words to three and so on. As they advance, they are taught to read prose, memorize poems and check meaning of words in the dictionary. They go on to form short and then long sentences in English and a native language predominant in the part of the Country in which the school is located.

The subjects taught in primary school are: English Language, Mathematics, Social Studies, Primary Science, Quantitative Reasoning, Verbal Reasoning, French Language, Computer Studies, Vocational Studies, and a Nigerian Language predominant where the primary school is located (e.g., Hausa, Igbo, Yoruba).

3.1.2. Primary Education

Secondary education in Nigeria completes the basic education which began at the primary level and lays a foundation for lifelong learning. This stage of education is divided into three (3) years of Junior Secondary School and three (3) years of Senior Secondary School. During the three (3) years spent in Junior Secondary School, all the students offer the following subjects: Agricultural Science, Basic Science, Basic Technology, Business Studies, Civic Education, Computer Science, Religious Studies, English Language, Fine Art, French Language, Home Economics, Mathematics, Music, Physical & Health Education, Social Studies and one Nigerian Language.

After three (3) years, the students write the Junior Secondary School examinations to earn the Basic Secondary School Education Certificate. The outcome of the examinations determines the combination of subjects a student will offer during the three (3) years of senior secondary school. The student could be in Arts, Commercial or Science class depending on the performance of the student in the core subjects required for each

aspect.

3.1.3. Common Senior Secondary School Subjects

All senior secondary school students take the following subjects:

- English Language;
- Mathematics;
- Civic Education; and
- One trade subject.

The aim of offering one trade subject is to give every senior secondary school student the opportunity to acquire some trade/entrepreneurship skills.

Common Senior Secondary School Subjects

3.1.4. Senior Secondary School Trade Subjects

i. Auto body repair and spray painting
ii. Auto electrical work
iii. Auto mechanical work
iv. Auto parts merchandising
v. Air conditioning/Refrigeration
vi. Welding and fabrication Engineering craft practice
vii. Electrical installation and maintenance work
viii. Radio, TV and Electrical work
ix. Block Laying, Brick Laying and Concrete Work
x. Painting and Decoration
xi. Plumbing and pipe fitting
xii. Machine woodworking
xiii. Carpentry and Joinery
xiv. Furniture Making
xv. Upholstery
xvi. Catering and Craft Practice
xvii. Garment Making
xviii. Textile trade
xix. Dyeing and Bleaching
xx. Printing Craft Practice
xxi. Cosmetology
xxii. Leather Goods Manufacturing and repair
xxiii. Keyboarding
xxiv. Data Processing
xxv. Store Keeping
xxvi. GSM Maintenance

xxvii. Photography
xxviii. Tourism
xxix. Mining
xxx. Animal Husbandry
xxxi. Fisheries
xxxii. Marketing
xxxiii. Salesmanship

3.1.5 Senior Secondary School Science Subjects

Students are expected to take between four (4) to six (6) other subjects from the following two groups:

i. **Science & Mathematics**

- Biology
- Chemistry
- Physics
- Further Mathematics
- Agriculture
- Physical Education
- Health Education

ii. **Technology**

- Technical Drawing
- General Metal Work
- Basic Electricity
- Electronics
- Auto Mechanics
- Building Construction
- Wood Work
- Home Management
- Food & Nutrition
- Clothing & Textiles

Students who choose to study one of the Engineering disciplines at tertiary education level, in addition to the four common subjects that all students take, are required to offer Physics, Chemistry, Further Mathematics, Technical Drawing and Biology.

At the end of the Senior Secondary School Education, students take the Senior School Certificate Examination (SSCE) conducted by The West African Examinations Council (WAEC) or by the National Examinations Council (NECO) or National Business and Technical Examinations Board (NABTEB)

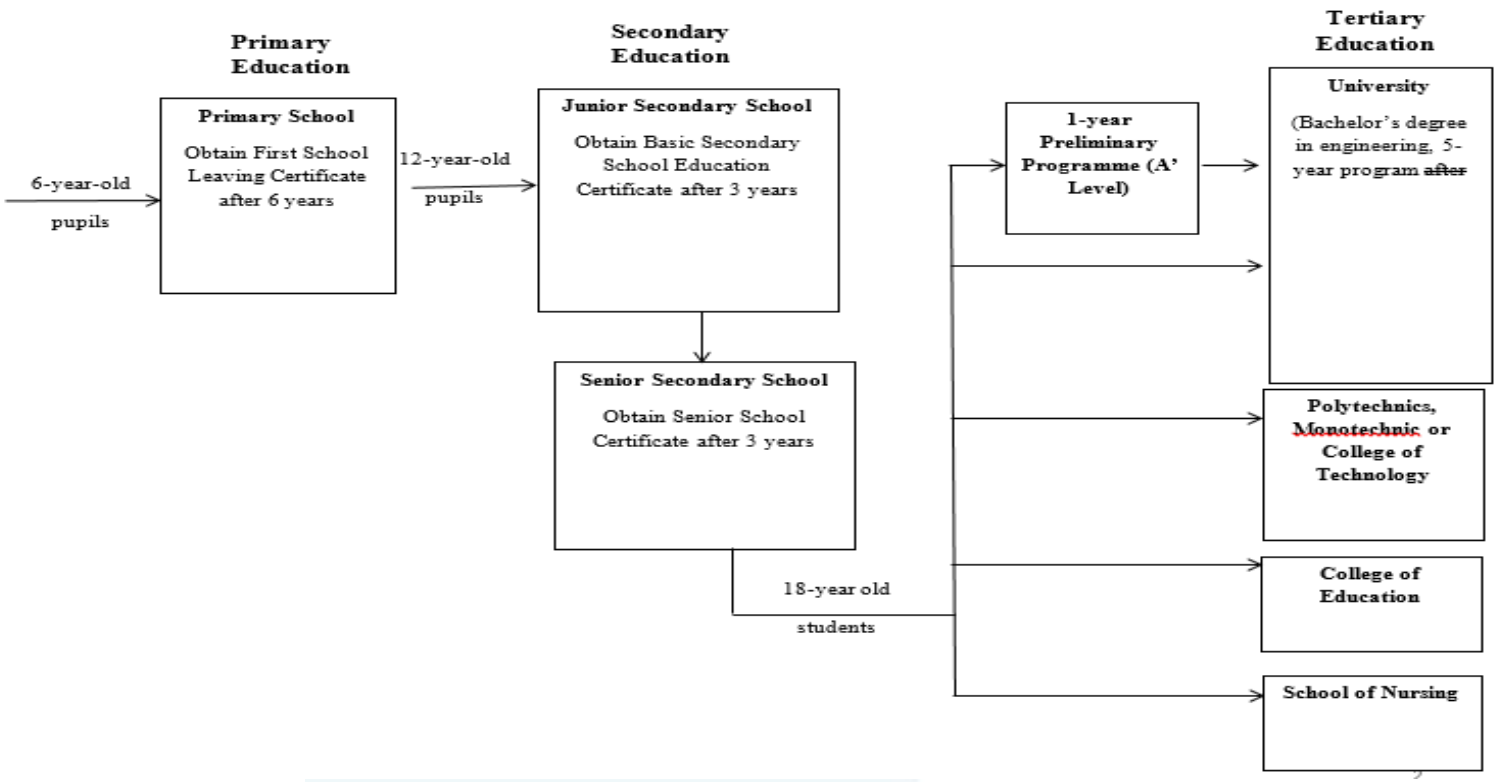


Figure 2: Block Diagram of the Educational System in Nigeria

3.2. Engineering Education

Engineering Education Pathway in Nigerian Polytechnics

The polytechnic system in Nigeria offers a practical-oriented pathway for training engineers and technologists, leading to the award of National Diploma (ND) and Higher National Diploma (HND). These programmes are designed to produce skilled personnel who can bridge the gap between theoretical engineering and its practical application in industry.

3.1 Admission Process and Entry Requirements

Admissions into all programmes in Nigerian polytechnics are centrally coordinated by the Joint Admissions and Matriculation Board (JAMB).

3.1.1 Admission into National Diploma (ND) Programmes

A prospective candidate for a Higher National Diploma programme must apply through JAMB, write the Unified Tertiary Matriculation Examination (UTME), and based on their score and the institution's criteria, may be offered provisional admission. The final admission is contingent upon the candidate meeting the minimum requirements laid down by the National Board for Technical Education (NBTE)/ Institution (Polytechnic).

General Entry Requirements for ND Programmes:

The minimum entry requirements are as follows:

A minimum of five credit level passes in the West African Senior School Certificate Examination (WASC/SSCE), GCE Ordinary Level, or its equivalent. These subjects must be relevant to the chosen programme and obtained in not more than two sittings.

For all programmes, including engineering, the five credit passes must include English Language and Mathematics.

Candidates must also obtain a satisfactory score in the UTME. For engineering disciplines, the relevant subject combination is typically Use of English, Mathematics, Physics, and Chemistry.

Holders of National Technical Certificate (NTC) or National Business Certificate (NBC) with credit level passes in five relevant subjects/trades are also eligible.

Holders of the Advanced National Technical Certificate (ANTC) may be granted advanced placement into the ND programme provided they meet the minimum entry requirements and obtained a minimum of credit level grades in the ANTC examinations.

3.1.2 Admission into Higher National Diploma (HND) Programmes

Admission into HND programmes is the prerogative of the Academic Board of the polytechnic, which ensures that candidates meet the NBTE's minimum entry requirements.

General Entry Requirements for HND Programmes:

Applicants for HND programmes in engineering must possess:

A National Diploma (ND) in a relevant engineering discipline from an NBTE-accredited programme with a minimum of a Lower Credit pass.

A minimum of one year of post-ND cognate work experience in the field of specialisation.

Candidates with an ND at Pass level and a minimum of two years of post-ND cognate work experience may also be considered for admission.

All candidates must meet the O'Level entry requirements for the ND programme.

The National Diploma (ND) obtained from a polytechnic is accepted as equivalent to A' Level for Direct Entry (DE) into the University.

3.2 Programme Structure and Industrial Training

The engineering technology programme in polytechnics is structured to provide a blend of theoretical knowledge and extensive practical experience.

3.2.1 The National Diploma (ND) Programme

The ND programme in any engineering discipline typically lasts for four semesters (two academic years) of institutional learning. Each semester

consists of 15-17 weeks of lectures, tutorials, and practical sessions, followed by examinations. A key component of the ND programme is the Student Industrial Work Experience Scheme (SIWES), which is a structured, supervised, and assessed period of industrial attachment. This provides students with hands-on experience and helps integrate practical skills into their academic training.

3.2.2 The Higher National Diploma (HND) Programme

The HND programme also lasts for four semesters (two academic years). It builds upon the knowledge gained at the ND level, with a greater emphasis on advanced technical skills, problem-solving, and engineering design. HND students also undertake a more advanced SIWES or a significant project work, often in collaboration with industry, to refine their ability to apply knowledge to real-world engineering challenges.

3.2.3 Industry-Academia Partnership and NBTE's Role

To ensure the industry relevance of its programmes, the NBTE oversees the curriculum development for all polytechnics, aligning it with national manpower needs. The curriculum is designed to be practical and outcome-based, ensuring graduates possess the skills required by employers. The mandatory SIWES component is a crucial pillar of this industry-academia partnership, facilitated by the Industrial Training Fund (ITF). This ensures that students are exposed to current industrial practices and technologies, making them job-ready upon graduation.

In Nigeria, the duration of academic and practical formation for an engineering technologist through the polytechnic system is typically 16 - 17 years, comprising 6 years in primary school, 6 years in secondary school, 2 years for ND, 1-year field working experience and 2 years for HND. This pathway produces highly skilled professionals essential for the nation's technological and industrial development.

3.2.2 Industry-Academia Partnership promoted by COREN through CODET

To ensure industry relevance of our engineering programmes in Nigeria, the Council for the Regulation of Engineering in Nigeria (COREN) changed its pedagogy for the training of engineers in Nigeria to an Outcome-Based Education (OBE) as against the earlier Input-Based Education. This is in line with the standard of the International Engineering Alliance (IEA). By this change, the engineering education delivery process will be student-centred with strong ties to industry.

To actualize effective industry participation in engineering education, COREN through the Committee of Deans of Engineering and Technology of Nigerian Universities (CODET) sought Industry-Academia Partnership

with Manufacturers Association of Nigeria (MAN), aimed at creating a structured engagement between the academia and industry to drive multidisciplinary collaboration approach to engineering education. This partnership will fuse industry practice experience into student learning, update academic faculty on current industry practice and involve students on projects that impact industry and their immediate community. The details of the five-action plan industry-academia partnership are as follows:

a. Industry Lecturers: Industry experts teaching agreed topics in Faculty/ College of engineering programmes to leverage their industry experience.
b. Faculty Internship: Opportunities to expose engineering faculty members to industry operations and practice, for 1-28 days annually to update their understanding of current industry needs and practice. These experiences will be brought into the classroom for the benefit of students.
c. Industry Board Membership: Mentorship by industry experts to support engineering education in Faculty/College/School of Engineering through membership of both the Departmental and members of Faculty/College/School Academic Boards.
d. Student Internship: Project-based internship (SIWES) for engineering students on identified local industry and community problems.
e. Student Training Videos**:** Development of training videos and clips with Nigerian industry content to be used in the classrooms to illustrate science and engineering theories, principles, and practice.

3.2.3 Regulations Governing Engineering Technology Programmes

The following basic regulations guide the training of engineering diploma graduates in Nigeria:

Title of diploma

National Diploma (ND)

- The National Diploma (ND) is the foundational post-secondary technical qualification awarded by polytechnics, monotechnics and other NBTE-regulated institutions. ND programmes are designed to produce technicians capable of performing practical and supervisory engineering tasks at the technician level. The ND is typically terminal (employable) or a stepping stone to HND. ND qualifications in an accredited engineering discipline are acceptable academic qualifications for registration with

COREN as an Engineering Technician (after required professional experience and passing COREN professional exams).

Higher National Diploma (HND)

- The Higher National Diploma is the higher diploma awarded after completion of an ND plus further HND coursework and usually a period of post-ND cognate work (often required for entry). HND programmes target higher technicians / technologists and include advanced practical training, project work and employer-relevant industrial experience. A COREN-accredited HND (or recognized equivalent) is the usual academic qualification for registration as an Engineering Technologist (with the stated period of post-qualifying experience and COREN professional examination).

Other diploma titles and equivalence

- Some institutions may award other named diplomas (e.g., Advanced Diploma, Professional Diploma, Full Technological Certificate (FTC), but national acceptance and professional recognition depend on NBTE accreditation and whether COREN accepts the award as equivalent for registration categories. COREN's registration guidelines list acceptable qualifications (ND, HND, FTC, NABTEB/Trade Test, etc.) mapped to its practitioner categories (Engineer, Technologist, Technician, Craftsman). Institutions intending to introduce new diploma titles must follow NBTE's guidelines for programme approval and accreditation.

Course system

Semester–credit (unit) system (national standard)

- NBTE requires diploma programmes to be organized as semester-based unit courses. A student's load and progress are measured in semester credit units (SCUs). ND programmes typically run four semesters (two academic years) of study; HND programmes typically run additional semesters (often four semesters over two years) depending on the programme specification. The curriculum documents specify how many credit units a programme must contain (typically 72–80 SCUs for many ND programmes, though the exact range can vary by discipline). The semester-credit system facilitates mobility, accumulation of credit and clear calculation of GPA/CGPA.

Curriculum structure and components

- NBTE minimum programme structures for engineering diplomas normally include:
    1. General studies / communication and entrepreneurship courses;
    2. Basic science and mathematics courses (physics, chemistry, calculus, etc.);
    3. Core engineering science and technology courses specific to the discipline (e.g., mechanics, circuits, materials, thermodynamics);
    4. Practical laboratory/workshop sessions and continuous assessment;
    5. Industrial attachment / SIWES (Supervised Industrial Work Experience Scheme) — mandatory workplace experience assessed and graded as part of the programme; and
    6. Project / Diploma Project / Capstone in the final year. NBTE course specifications set minimum contact hours, learning outcomes, assessment mix and suggested credit allocation per course.

Duration and entry requirements

- Typical ND duration**:** 2 academic years (4 semesters)**;** typical HND duration: 2 academic years (after ND and usually after required industrial experience where applicable)**.** Entry to ND normally requires relevant secondary school qualifications (WAEC/NECO credits) and any programme-specific subject prerequisites; entry to HND normally requires an NBTE-accredited ND with a minimum CGPA (many HND programmes require at least a lower credit (CGPA ≥ 2.50) and a specified period of post-ND cognate experience). NBTE has published Reviewed Entry Requirements and Guidelines for establishing new programmes that institutions must follow.

Assessment regime & responsibilities

- Assessment is a mix **of** continuous assessment (tutorials, practicals, assignments, tests) and semester examinations, with projects and the SIWES contribution assessed according to NBTE guidance. Institutions must adopt the NBTE-recommended unified grading scales and ensure transparent evaluation policies; they are also required to submit to NBTE/COREN accreditation visits and periodic programme reviews to maintain accreditation.

Grading of courses

Unified grading scale (percent → letter → grade point)

- NBTE promotes a **unified 4.0 grading scale** for course scoring and GPA computation. The commonly adopted mapping (used across NBTE curricula and many polytechnics) is:

- **Table 1 - Range of Marks for Various Letter Grade and Grade Points**

Range of Mark, %	Letter Grade	Grade Point
75-100	A	4.00
70-74	AB	3.50
65-69	B	3.00
60-64	BC	2.50
55-59	C	2.00
50-54	CD	1.50
45-49	D	1.00
40-44	E	0.50
0-39	F	0.00

Computation of GPA & CGPA

- Course grade points are multiplied by course credit units to give quality points**;** semester GPA is the sum of quality points divided by semester credit units taken; Cumulative GPA (CGPA) is computed across all relevant semesters. The CGPA determines diploma classification at graduation. Institutional handbooks provide exact formulae and rounding rules (institutions must ensure consistency and alignment with NBTE guidance).

Diploma classification (final CGPA bands)

- The standard national classification for ND/HND diplomas (used by NBTE and Nigerian polytechnics) is:

Table 2 - Range of CGPA for various classes of diploma

Cumulative Grade Point Average (CGPA)	Class of Diploma
3.50-4.00	Distinction
3.00-3.49	Upper Credit
2.50-2.99	Lower Credit
2.00-2.49	Pass
0.00-1.99	Fail

This classification is the basis for academic progression, employability signaling, and (for HND/ND holders) eligibility for certain professional registration pathways with COREN (e.g., minimum CGPA requirements for entry to HND or for some COREN registration categories).

SIWES and project grading

- SIWES (industrial attachment) and final projects/capstones are formal components of the assessment regime. NBTE curricula specify the grading criteria (attendance, attitude, technical competence, supervisor evaluation) and require institutions to adopt uniform scales for SIWES so that work experience contributes meaningfully to the student's transcript and final CGPA. Failure in SIWES or the project can normally block graduation until the shortcoming is remedied according to institutional regulations and NBTE rules.

Resits, carry-overs and progression rules (institutional but NBTE-guided)

- NBTE provides minimum standards and encourages uniform policies, but specific rules on re-sits, carry-over of failed courses, probationary status and readmission are normally set in institutional academic regulations (while remaining within NBTE minimum norms). Many institutions allow resits or carryover of failed courses subject to limits on the number of outstanding units and time-to-completion; programmes also set minimum CGPA thresholds for progression to HND. Students and programme officers should consult their institution's academic handbook (which must conform to NBTE minimums).

Practical notes & regulatory interplay (how institutions comply in practice)

1. COREN sets the national minimum academic and professional standards (content, credit ranges, learning outcomes, SIWES requirements) for ND/HND engineering programmes; institutions must align their programme specifications and internal course catalogues to these standards and submit proposals when creating new programmes. NBTE carries out programme accreditation and periodic reviews.
2. COREN sets professional recognition and registration rules. NBTE accreditation of a programme is a necessary (but not always sufficient) precondition for COREN to accept a qualification for professional registration in the COREN categories (technician, technologist, etc.). COREN also publishes guidelines on acceptable qualifications, required post-qualifying experience and professional examination requirements for each registration class. Institutions and graduates seeking professional recognition should check COREN's published guidance and ensure programme accreditation is up to date.

3. Institutions must publish programme lists, course outlines, grading rules and award classifications to meet transparency and accreditation expectations. During accreditation, NBTE/COREN panels review curricula, staffing, laboratories/workshops, industry linkage (SIWES), assessment procedures and whether an institution's grading and progression rules comply with national practice.

3.3. Relevant Statistics

3.2.1 Polytechnics Offering Engineering Programmes in Nigeria

As of August 2025, there were 193 Polytechnics accredited by the National Board for Technical Education (NBTE) to operate in Nigeria. This is made up of forty-one (41) Federal Polytechnics, fifty-three (54) State Owned Polytechnics and 99 Private Polytechnics[1]. All the polytechnics offer different engineering programmes

[1] National Board for Technical Education, Directory of Accredited Programmes Offered in Polytechnics, Technical and Vocational Institutions in Nigeria, 25th ed. June 2025.

4. Engineering Community

4.1. The Context of Engineering Practice

Engineering practice in Nigeria operates within a highly dynamic national environment, defined by rapid infrastructural expansion, ambitious economic diversification, and an increasing reliance on technology-driven solutions across critical sectors such as energy, transportation, telecommunications, extractives, manufacturing, agriculture, and the built environment. As Africa's most populous country and one of its largest economies, Nigeria depends heavily on the engineering profession to drive national development, enhance industrial competitiveness, and ensure the sustainable delivery of essential services. Engineering is central to achieving the country's strategic development goals, including the National Integrated Infrastructure Master Plan (NIIMP), the Nigeria Electrification Roadmap, and the broader Sustainable Development Goals (SDGs). These initiatives collectively aim to address critical national challenges, including energy access, transportation systems, urbanization pressures, climate resilience, and technological innovation.

Nigeria's socio-economic and demographic landscape has created a pressing demand for engineering solutions capable of addressing complex challenges. Rapid urbanization and population growth place significant pressure on infrastructure systems, creating an urgent need for modern roads, bridges, rail networks, water and sanitation systems, hospitals, schools, housing, power plants, and digital networks. Concurrently, the Nigerian economy continues to diversify away from dependence on oil revenues toward sectors such as manufacturing, technology, renewable energy, and agriculture. These sectors require engineering innovation to improve productivity, efficiency, and sustainability. Consequently, Nigerian engineers are expected to integrate technical expertise with principles of sustainability, environmental stewardship, and innovative technology adoption, including renewable energy systems, digital design tools, automation, and smart infrastructure solutions.

To safeguard public interest and ensure high-quality engineering services, practice in Nigeria is regulated by the Council for the Regulation of Engineering in Nigeria (COREN**)**, a statutory and independent authority established under an Act of Parliament and strengthened through the COREN (Amendment) Act, 2018. COREN regulates engineering education, accredits programs, registers and licenses practitioners, oversees engineering firms, and enforces minimum standards for engineering works nationwide. Through this statutory mandate, COREN ensures professional accountability, ethical practice, and public safety, while providing governance that is transparent, independent, and aligned with international best practices in engineering regulation.

The Nigerian education system supports a well-structured engineering pathway that produces a multi-level workforce capable of meeting national development

needs. Universities offer five-year bachelor's programs providing advanced theoretical knowledge, analytical skills, and design competencies. Polytechnics provide four-year Higher National Diploma (HND) and National Diploma (ND) programs emphasizing applied engineering, practical problem-solving, and operational competence. Technical colleges produce skilled craftsmen capable of performing hands-on engineering activities in construction, fabrication, and maintenance. This multi-tiered education system ensures a diversity of engineering professionals with well-defined scopes of practice spanning theoretical design, technical application, and practical execution.

Several features define the Nigerian engineering context:

1. **Strong national demand for engineering services:** Driven by infrastructure projects, industrial expansion, and urbanization, Nigeria relies on competent engineering personnel across sectors to meet societal and developmental needs.
2. **Robust and evolving regulatory framework:** COREN ensures alignment of engineering education, registration, and professional practice with international standards, maintaining quality, ethical oversight, and public safety.
3. **Structured multi-level workforce:** Practitioners are categorized as engineers, technologists, technicians, and craftsmen, each with defined education, practice scopes, and competencies, fostering an organized and flexible workforce capable of addressing complex challenges.
4. **Maturing accreditation ecosystem:** COREN's accreditation incorporates outcome-based education (OBE), evaluator training, international benchmarking, and program review, ensuring graduates meet competency requirements consistent with international accords, including the Washington Accord.

   Global trends, including digitalization, sustainability, renewable energy integration, climate resilience, and advanced manufacturing technologies, increasingly shape Nigerian engineering practice and education. By integrating regulatory oversight, structured educational pathways, and technological advancement, the Nigerian engineering community operates within a context emphasizing competence, accountability, ethical practice, and alignment with global engineering norms.

4.2. Engineering Practice

Engineering practice in Nigeria is governed by a statutory framework in which registration with COREN serves as both the legal license and recognition of professional competence. Unlike jurisdictions that distinguish between registration and licensing, Nigeria integrates these functions into a single mandatory requirement. Under the COREN Act, no individual or firm may practice engineering, supervise works, or provide consultancy without formal

registration. Non-compliance attracts fines, professional disciplinary action, and in severe cases, prosecution. This framework ensures that engineering services affecting public safety, infrastructure integrity, and industrial operations are delivered by competent and verified professionals.

4.2.1 Protected Titles and Scope of Practice

The COREN Act provides legal protection for professional titles and delineates the scope of practice for each category of engineering personnel. The following designations are restricted to registered individuals:

i. Engineer
ii. Engineering Technologist
iii. Engineering Technician
iv. Engineering Craftsman

These titles correspond to specific educational qualifications, technical competencies, and professional responsibilities, creating a structured workforce aligned with international standards.

- **Registered Engineers (R.Eng.):** Graduates of COREN-accredited five-year bachelor's programs. Their scope includes design authority, project planning and management, advanced engineering analysis, consultancy, and approval of engineering works. They supervise technologists, technicians, and craftsmen to ensure safe and effective project delivery.
- **Engineering Technologists:** Hold HND diplomas; responsible for applied engineering, operational systems, maintenance, process management, and supervision of technicians and craftsmen under engineer oversight.
- **Engineering Technicians:** Hold ND or equivalent qualifications; perform installation, testing, drafting, fabrication, and technical support to translate design into practical outcomes.
- **Craft Practitioners:** Possess vocational certifications; engage in skilled trades such as welding, machining, electrical installation, and other hands-on engineering activities critical to operational project delivery.

This tiered system promotes mentorship, career progression, and professional development, supporting a flexible and accountable workforce.

4.2.2 Regulatory Processes and Quality Assurance

COREN's regulatory oversight encompasses education, practitioner registration, firm regulation, professional ethics, and continuous quality assurance:

i. **Mandatory Practitioner Registration:** Based on academic qualifications from accredited programs, post-qualification experience, professional interviews, and adherence to ethical standards.

ii. **Program Accreditation:** Evaluates curricula, learning outcomes, faculty, laboratories, and industrial training, aligned with OBE principles and international benchmarks. Accreditation determines eligibility for registration.
iii. **Continuing Professional Development (CPD):** Mandatory for license renewal, ensuring practitioners maintain current competencies.
iv. **Regulation of Engineering Firms:** Registration ensures adequate staffing, ethical compliance, and professional supervision.
v. **Standards, Monitoring, and Enforcement:** Includes inspections, audits, and disciplinary actions to ensure safety, quality, and integrity in engineering works.

These mechanisms collectively maintain an engineering workforce that is competent, ethical, and aligned with international standards, supporting Nigeria's national development objectives

4.3. Relationship to Jurisdictional Licensing & Registration

COREN is the sole statutory authority regulating engineering education, registration, and practice in Nigeria. Its powers include program accreditation, professional registration, firm oversight, and enforcement of professional standards. COREN decisions determine which qualifications are recognized, which programs are accredited, and who may practice professionally, ensuring public safety and competence.

4.3.1 Relationship with Government

COREN collaborates closely with government ministries, departments, and agencies (MDAs) that rely on its oversight. It provides expertise on accreditation frameworks, engineering standards, educational policy, and national infrastructure development. Government agencies require COREN-registered engineers for public projects, ensuring compliance with technical, safety, and environmental standards. COREN's policy advisory role includes curriculum reform, technological guidance, local content, and sustainability standards.

The Council also collaborates with education quality assurance bodies like NUC, NBTE, and NCCE to ensure consistency in academic standards. In addition, COREN's ongoing engagements with international regulatory bodies and participation in multi-lateral engineering recognition initiatives support Nigeria's advancement toward global portability of its engineering qualifications. COREN's recognition processes, foreign qualification assessments, and accreditation oversight collectively influence how Nigerian engineering credentials are perceived within international mobility frameworks.

4.3.2 Relationship with Accreditation and Professional Bodies

COREN works with professional bodies such as the Nigerian Society of Engineers (NSE), NIMechE, and NICE. While these institutions support mentorship, competence assessment, and professional development, only COREN has statutory authority for registration. Corporate membership examinations provide evidence of professional competence but do not replace registration. COREN accredits educational institutions and programs, determining eligibility for registration and influencing both national and international recognition of qualifications.

4.3.3 Influence on Recognition and International Alignment

COREN actively engages with international bodies, including the International Engineering Alliance (IEA), FAEO, and UNESCO, to benchmark its framework against global standards. This ensures Nigerian engineering programs align with Sydney Accord principles, outcome-based education, and graduate attributes that meet international expectations. COREN implements evaluator training, program review, site visits, and stakeholder engagement to ensure transparent, defensible accreditation decisions. Its recognition of foreign qualifications facilitates global mobility for Nigerian engineers and ensures reciprocity in international practice.

By integrating accreditation, registration, and regulation under a single statutory authority, COREN ensures coherence between education, professional competence, and practice oversight. This comprehensive approach enables Nigeria to maintain an internationally recognized engineering profession, contribute effectively to national development, and uphold sustainable infrastructure delivery.

Ultimately, COREN's statutory authority ensures that it holds primary responsibility for the acceptance, recognition, and regulation of engineering accreditations and registrations within Nigeria. This integrated regulatory structure provides a coherent framework that upholds competence, ensures public protection, strengthens professional quality, and aligns Nigeria with international engineering education and practice standards.

5. Role of Accreditation / Recognition

Role of Accreditation/Recognition in Registration in Nigeria (Sydney Accord Response)

In Nigeria, accreditation and recognition play a foundational role in the professional registration process, ensuring that only graduates from quality-assured engineering programmes enter the engineering profession. The Council for the Regulation of Engineering in Nigeria (COREN) relies on the accreditation status of programmes conducted through the Engineering Accreditation Committee (EAC) for engineering, engineering technology, and technician programmes to determine eligibility for registration across all professional categories. Only graduates from institutions and programmes that have been formally accredited or granted interim recognition are admitted into the COREN register, and this requirement provides a robust quality assurance mechanism that aligns the national education system with international standards. Through accreditation, COREN verifies that programmes meet prescribed curriculum, faculty, laboratory, workshop, and governance standards, and that graduates possess the competencies expected of engineering technologists under the Sydney Accord. This ensures that the qualification pathway into registration is transparent, competency-based, and internationally benchmarked. Recognition of programmes also supports mobility and mutual confidence between Nigeria and other Accord economies by demonstrating that candidates entering the profession have been trained under a rigorously evaluated education system. Ultimately, accreditation serves as the gatekeeper for professional registration and protects public safety, promotes consistency in graduate competencies, and strengthens Nigeria's alignment with global engineering education agreements.

Degree of Participation in Accreditation/Recognition in Nigeria

Although accreditation and programme recognition are voluntary processes in many countries, Nigeria exhibits an exceptionally high and compulsory degree of participation driven by its regulatory framework. In Nigeria, participation in accreditation is effectively universal, because accreditation by COREN—through the Engineering Accreditation Committee (EAC) is a statutory requirement for engineering, engineering technology, and technician programmes whose graduates seek professional registration. Institutions voluntarily apply for accreditation, but in practice all institutions offering engineering-technology programmes participate, as non-accredited programmes are not recognised for graduate registration, NYSC mobilisation for eligible categories, or employment in most public-sector and regulated-industry positions. As a result, federal, state, and private polytechnics consistently submit their programmes for initial accreditation, periodic evaluation, and re-accreditation within the stipulated cycle. Participation is further strengthened by policies of regulators such as NBTE, NUC, and the Federal Ministry of Education, which require institutions to maintain valid professional accreditation as part of their operational status. Consequently, Nigeria has near-total

compliance, with engineering-technology programmes across eligible institutions routinely undergoing the full accreditation cycle. This high level of participation demonstrates a strong national culture of quality assurance and alignment with international norms expected under the Sydney Accord.

Table 1: Accreditation cycle, categories and statistics of institutions

Aspect	Details
Accreditation Cycle	5 years (full accreditation), with periodic **interim reviews** as needed; programs may undergo multiple evaluations within a cycle.
Status Categories	Accredited – fully recognized programs, Interim – provisional status pending full review Expired – accreditation period lapsed, Revalidated – renewed after full evaluation Withdrawn – accreditation revoked or voluntarily surrendered
Program Types	Mechanical Engineering, Civil Engineering Technology, Electrical/Electronic Engineering Technology, Mechatronics Technology, Mineral & Petroleum Resources Engineering, Welding and Fabrication Technology, Marine Engineering Technology, Mineral Studies and Mineral Surveying
Institutions Covered	186 polytechnics across **all six geopolitical zones** of Nigeria (federal, state, and private)
Transparency & Publication	NBTE Directory (primary mechanism), official website, direct institutional notifications to stakeholders
Alignment with International Standards	Structured evaluation, periodic re-assessment, and publicly visible accreditation outcomes ensure alignment with **Sydney Accord expectations** for engineering technologist education

5) How COREN publicizes its activities and outcomes

COREN uses multiple public channels:

1. **Official website** — COREN publishes accredited-institution lists, accreditation news, manuals, OBE accreditation results, accreditation visit reports and policy documents on coren.gov.ng. (Primary channel). (CoreN)
2. **News posts / press releases** — COREN posts news items about accreditation visits, assembly notices, induction ceremonies, and enforcement actions (e.g., notices about institutions running programmes with expired accreditation). These appear in the “Latest News” / events sections.

3. **Accreditation manuals, process PDFs** — COREN publishes detailed procedural manuals (accreditation process, team assessment, OBE manuals) which are publicly downloadable. These documents set timelines and explain publication of outcomes.
4. **Assemblies and public events** — COREN's annual Engineering Assembly and other events publicize priorities, outcomes and policies.
5. **Media & social media** — COREN statements, enforcement notices and visit reports are picked up by national media and broadcast on social media platforms (announcements, photos of visits etc.). (See news items and external reporting referencing COREN actions.

- COREN — Accredited Universities / Accredited Institutions pages (lists & programme entries).
- COREN — Official homepage and news (shows "114 Accredited Universities", news of accreditation visits).
- COREN Accreditation Manual / Process & Evaluation (policy on visit periodicity, post-accreditation visits, report timelines).
- COREN OBE Accreditation page (examples of status and validity periods).

What the Public Record Shows About COREN-Accredited Polytechnics

i. **Accredited Polytechnics Page**
   a. COREN has a page titled **"Accredited Polytechnics"** listing polytechnics, but it does *not* break down each institution into individual ND / HND engineering programmes, nor does it clearly show the accreditation status (Full, Interim, etc.) for each programme on that page.
   b. The page seems to provide links for category (federal, state, private polytechnics), but without the granular programme-by-programme accreditation details.

ii. **COREN Guidelines for Registration**
   a. According to COREN's "Guidelines to Registration" page, they explicitly require HND from COREN-accredited polytechnics or monotechnics, and ND from accredited polytechnics or monotechnics for certain registration categories.
   b. This confirms that COREN does accredit polytechnic-level engineering programmes (ND, HND), but it does not give the detailed status per discipline.

iii. Accreditation / EAC (Engineering Accreditation Committee) Manual
   a. The EAC Manual outlines COREN's process for accreditation (resource-verification, pre-accreditation, full accreditation, post-accreditation visits) also for polytechnics / monotechnics.
   b. The manual explains that COREN "shall regularly update and publish the list of all accredited programmes."

However, *in practice*, as of now (based on public pages), the detail for polytechnic engineering programmes is not clearly broken down in COREN's public-facing directory.

6. Accreditation/Recognition System

Development of the Accreditation System in Nigeria

Nigeria's accreditation system has evolved from traditional input-based evaluation to a structured, outcomes-driven quality assurance framework. Over the years, COREN has strengthened governance, standardized processes, adopted Outcome-Based Education, and expanded evaluator capacity, positioning Nigeria's engineering accreditation for international recognition and alignment with global best practices. The stages of evolution to its present maturity stage are enumerated below:

i. **Longstanding Accreditation Framework**
   a. COREN has been accrediting engineering programmes since 1972.
   b. Over decades, this system focused on verifying that engineering institutions had adequate faculty, infrastructure, and curricula.

ii. **Shift to Outcome-Based Education (OBE)**
   a. Recognizing global trends, COREN adopted an **Outcome-Based Education (OBE)** framework for its accreditation.
   b. In its 2020 OBE Accreditation Manual, COREN explicitly links OBE to "local and international recognition … to improve … mobility of COREN-registered engineers."
   c. The Engineering Accreditation Committee (EAC**)** (a key body under COREN) has formalized guidelines for this.
   d. The EAC's stated objectives include validating training quality so graduates are technically sound, professionally competent, and employable.

iii. **Building Capacity for Accreditation**
   a. COREN has run "train-the-trainer" and evaluator workshops to build a pool of OBE programme evaluators.
   b. There is a deliberate investment in institutional capacity, not just on paper but in human infrastructure.

iv. **Institutional Reforms & Independence**
   a. To strengthen its accreditation credibility, COREN established the Engineering Accreditation Committee (EAC) with clear regulations ("Regulations on Accreditation of Engineering Programmes in Nigeria").
   b. This committee operates "independently" per COREN's system, which is important for meeting international expectations about impartiality.

3. Maturity of the Accreditation / Recognition System

We can assess maturity along several dimensions: governance, process robustness, alignment with international norms, and stakeholder buy-in.

1. **Governance and Structure**

   i. The existence of a formal Engineering Accreditation Committee (EAC) demonstrates structured governance.
   ii. COREN's accreditation processes are codified in published manuals (e.g., OBE manual), which shows institutionalization.
   iii. The EAC has defined objectives, including local and international recognition, indicating strategic alignment.

2. **Quality Assurance Processes**

   i. Adopting OBE is a significant quality leap: outcomes-based accreditation is generally more rigorous and globally accepted than traditional input-based systems.
   ii. Training of evaluators and build-up of a database of evaluators indicates COREN is not just importing a framework but building local capacity.
   iii. COREN's accreditation guidelines emphasize not just academic content but also faculty resources, facilities to deliver technically competent manpower.

3. **International Alignment**

   i. By aligning its accreditation with international frameworks (IEA Accords), Nigeria is pushing its system to meet external benchmarks.
   ii. Achieving Provisional Signatory status to the Washington Accord (in 2023) is a major step: COREN was accepted as a provisional WA signatory.
   iii. This WA status suggests that Nigeria's accreditation system is already being externally peer-reviewed and validated against global standards.

4. **Stakeholder Engagement and National Commitment**

   i. The 2025 joint COREN–NBTE workshop referenced above included key stakeholders: rectors, accreditation committee members, and so on.
   ii. The high-level calls by COREN's leadership (e.g., its President) for national commitment to the Sydney and Dublin Accords show political and institutional will.
   iii. NBTE's involvement is particularly important for technician-level programs (OND/ND), showing the drive is not limited to university engineering but spans polytechnics and technical education.

Nigeria's accreditation system is moderately mature and rapidly progressing; while not yet world-class in every dimension, it is well-developed, structured, and increasingly aligned with international engineering education norms. With demonstrated OBE implementation, sustained capacity building, and institutional reforms, the country is strategically positioned for a credible Sydney Accord application. However, long-term success will depend on maintaining momentum, strengthening evaluator independence, expanding OBE competence, and ensuring consistency and quality across all technical institutions.

Engineering Accreditation Committee (EAC)

The Engineering Accreditation Committee (EAC) is the independent body established by the Council for the Regulation of Engineering in Nigeria (COREN) to oversee accreditation (recognition) of engineering programmes. It was created under COREN's *Regulations on Accreditation of Engineering Programmes in Nigeria*, and formally gazetted by the Nigerian government.

Following COREN's application for Provisional Signatory Statuses of both the Sydney Accord and the Dubin Accord, this gazette is currently undergoing revision to accommodate all relevant stakeholders. In the interim, the existing structure is handling accreditation for the engineering, engineering technology and engineering technician programmes.

Composition: The composition of the EAC is enumerated below:

i. The EAC has a *Chairman* (nominated by COREN) and a *Vice-Chairman*
ii. It includes ten (10) members drawn from across major engineering disciplines (e.g., civil, mechanical, electrical, chemical, agricultural).
iii. Specifically: 4 members from COREN; 1 from NSE; 1 from National Board of Technical Education (NBTE); 1 from the National Universities Commission (NUC); and 3 from major employers of engineers (industry, military, etc.).
iv. The Registrar of COREN (or their representative) serves as Secretary of the EAC.
v. All members are *registered engineers* with COREN.
vi. The term of office is two years, renewable once.
vii. The EAC is supported by a *secretariat* in COREN's Accreditation Department, and accreditation evaluations are conducted by trained Programme Evaluators drawn from both academia and industry.

Authority: The EAC derives its authority from legislation

Authority and Functions:

- The EAC operates independently, following COREN's OBE (Outcome-Based Education) Accreditation Manual and its Programme Evaluator Guidelines.

- Its functions include accreditation of engineering programmes at higher educational institutions, resource verification, evaluation of curricula, faculty, facilities, and assessment of compliance with OBE standards.
- Crucially, the EAC's decisions on accreditation are final. This gives it strong authority in determining whether a program meets national standards or not.
- The EAC also plays a central role in Nigeria's drive for international recognition: by aligning accreditation criteria with global norms, it supports COREN's applications to international engineering accords.
- It holds at least quarterly meetings and leverages external evaluators for on-site assessments.
- Funding for its accreditation activities comes from accreditation fees charged to institutions, as well as training-related revenue (e.g., OBE training for programme evaluators).

List of Objectives of Accreditation

The objectives of accreditation/recognition include ensuring quality standards, providing public accountability, assisting institutions in self-improvement, and facilitating the transferability of credits.

The objectives of Accreditation/Recognition are:

1. **Ensure Quality and Standards:**
   To verify that engineering and engineering-technology programmes meet nationally approved minimum academic and professional standards.
2. **Protect Public Safety and Interest:**
   To ensure that graduates possess the competencies required to practice safely, ethically, and in a manner that protects the public.
3. **Produce Competent Engineering Graduates:**
   To confirm that institutions deliver programmes capable of producing technically sound, professionally competent, and employable graduates.
4. **Promote Outcome-Based Education (OBE):**
   To ensure engineering programmes adopt OBE principles so that graduates achieve the required learning outcomes and professional attributes.
5. **Support National Development:**
   To align engineering education with Nigeria's socio-economic and technological development priorities.
6. **Enhance Continuous Improvement:**
   To stimulate institutions to continuously assess, review, and improve their curricula, teaching, facilities, and quality-assurance processes.
7. **Assure Adequate Resources:**
   To evaluate the sufficiency of faculty, laboratories, equipment, infrastructure, and learning support needed to deliver quality engineering education.

8. **Promote Accountability and Transparency:**
   To uphold credible, transparent, and objective evaluation of engineering programmes through standardized processes and independent review.
9. **Strengthen Stakeholder Confidence:**
   To assure government, employers, students, and society that accredited programmes deliver recognized qualifications and competent practitioners.
10. **Facilitate International Recognition:**
    To align national accreditation systems with global best practices to support mobility of Nigerian engineering graduates and enable participation in international accords such as the Sydney, Dublin, and Washington Accords.

Accreditation/recognition of engineering programmes assesses general institutional quality, programme-specific objectives and OBE alignment, adequate technical and non-technical curriculum content, strong practical experience through SIWES and laboratory work, compliance with approved programme length and nomenclature, and sufficient qualified faculty with appropriate professional registration, staffing ratios, and ongoing development.
Generally, COREN consider several factors for accreditation as enumerated below:
General Criteria: This often includes the institution's mission, governance structure, existence of internal quality assurance mechanisms, regular programme reviews, self-assessment reports, and evidence of corrective actions financial stability, published and implemented regulations on admission, registration, assessment, progression, and graduation, adequate classrooms, laboratories, workshops, library resources (print and digital), internet access, and safety provisions, provision of health and sports facilities etc.

Programme Specific: Criteria are tailored to the specific field of study, ensuring the program meets industry standards and educational objectives for that discipline.
The programme philosophy, aim, and objectives must align with national goals for technical and engineering education and comply with NBTE Minimum Standards and COREN outcomes for technologists and technicians. It should operate within an Outcome-Based Education (OBE) framework, with clear Programme Educational Objectives (PEOs), defined Programme Outcomes (POs) aligned to COREN/IEA attributes, and explicit mapping of Course Learning Outcomes (CLOs) to POs. Admission and progression must follow NBTE entry requirements, including relevant science and mathematics qualifications, supported by accurate academic records. The assessment system should be valid and reliable, combining continuous assessment and examinations, with proper course files, grading policies, marking schemes, and moderation. Programme management must demonstrate qualified leadership, effective student advising, and strong monitoring and support services.

- **Curriculum Content**

The curriculum content comprises both technical and non-technical components, where the technical content focuses on the core knowledge, practical skills, and discipline-specific competencies required for engineering practice, while the non-technical component includes general education courses that develop communication skills, ethics, critical thinking, and broader professional abilities essential for well-rounded engineering graduates.

Incorporation of Practical Experience: Many programmes require internships, lab work, or capstone projects to ensure students gain real-world experience.

Length of the Programme

i. **National Diploma (ND)**
   a. Minimum duration: **2 academic years (4 semesters)**.
   b. SIWES: **3–4 months** depending on programme.

ii. **Higher National Diploma (HND)**
   a. Minimum duration: **2 academic years (4 semesters)** beyond ND.
   b. Entry requirement: ND in relevant field + **1-year post-ND industrial work experience** (or evidence of approved industrial training).

iii. **Compliance with NBTE Time Requirements**

- Minimum credit load and contact hours per week must be met (~15 weeks of teaching + exams per semester).

. Naming of the Programme

1. **Approved Nomenclature**
   - Programme name must follow NBTE's official nomenclature such as:
     - "National Diploma (ND) in Electrical/Electronic Engineering Technology"
     - "Higher National Diploma (HND) in Mechanical Engineering Technology"

No deviation from nationally recognized titles without NBTE approval. Clarity and consistency in programme naming are essential, as the title must accurately reflect the actual content and discipline and should not mislead students or employers. Where programme options exist, such as Power and Machines, Manufacturing, or Instrumentation, they must be clearly indicated, properly distinguished, and formally approved to ensure transparency and alignment with standards.

Faculty Requirements

1. **Staff Qualifications**
   - Minimum number of full-time staff as specified by NBTE for ND and HND.
   - For HOD and Senior Lecturers: typically, a minimum of Master's degree in Engineering or Technology, plus relevant professional experience.
   - Technologist/practical instructors must hold relevant qualifications (HND, B.Tech/B.Eng, or recognized professional certification).
2. **Professional Registration**
   - COREN expects key engineering teaching staff to be registered members of COREN or relevant professional bodies.
3. **Staff–Student Ratio**
   - NBTE standard ratio for science/technology programmes is usually around **1:15** for core technical courses.
   - Programmes must demonstrate adequate capacity for expected enrolment.
4. **Staff Development**
   - Evidence of ongoing training, workshops, seminars, certifications, and postgraduate study support.
   -
5. **Staff Mix**
   - Balanced mix of:
     - Senior lecturers
     - Technologists
     - Workshop instructors
     - Visiting/adjunct industry experts
6. **Evidence of Workload Management**
   - Each lecturer's workload must comply with NBTE limits.
   - Proper distribution of lecture, lab, project supervision, and administrative duties.

. **Engineering Accreditation Evaluation Process in Nigerian Polytechnics**

1. Initiation of Visit

The accreditation process begins when a polytechnic formally requests initial or re-accreditation of an engineering programme, usually in line with COREN's accreditation cycle. The institution submits:

- A formal application letter.
- Evidence of NBTE approval-in-principle (for new programmes).
- Payment of accreditation fees.
- Proposed dates for the evaluation. COREN then issues an official notice of visit, identifying the programme(s) to be evaluated, the timelines, and

required documentation. This marks the formal commencement of the accreditation exercise.

2. Self-Evaluation Questionnaire (SEQ) / Self-Study Report

Before the visit, the institution prepares and submits a Self-Assessment Report (SAR) that provides a comprehensive description of the programme. The SAR typically includes:

- Programme philosophy, aims, objectives, and OBE structure.
- Curriculum documents, course outlines, and mapping of CLO–PO–PEO.
- Staff list, qualifications, CVs, workloads, and evidence of professional registration.
- Student admission data, progression statistics, and graduation records.
- Laboratory/workshop inventories, equipment functionality, and safety documentation.
- Assessment systems, course files, moderation processes, and sample marked scripts.
- SIWES/Industrial Training records (logbooks, reports, evaluations).
- Library resources and ICT facilities. This document enables evaluators to assess compliance with COREN BMAPS before arrival.

3. Selection of Evaluation Team

EAC appoint a qualified and impartial evaluation team to conduct the accreditation. Team composition typically includes:

- A Team Leader experienced in engineering education and accreditation.
- Subject specialists relevant to the engineering discipline under review.
- Industry-based engineers/technologists to ensure practice relevance.
- A COREN representative for engineering and technology programmes.
- **A** Quality Assurance expert where necessary selection principles ensure independence, avoidance of conflict of interest, balanced expertise, and gender and regional representation. The institution receives prior notification of the team's composition.

4. Organization of the Visit

The accreditation visit is planned and conducted over 4 days. NBTE provides a programme of activities, while the institution makes necessary arrangements.

Activities during the visit include:

- Opening meeting with management and programme leadership.
- Review of SAR and documentation, including course files, assessment records, and staff credentials.

- Inspection of facilities: laboratories, workshops, classrooms, library, and ICT resources.
- Interviews and interactions with staff, students, technologists, SIWES coordinators, and industry partners.
- Verification of practical sessions, equipment functionality, safety systems, and consumables.
- Review of student projects, SIWES logbooks, and employer reports.
  The visit ends with an exit meeting where preliminary observations are shared with the institution.

5. Due Process and Accreditation Decision

After the visit, the evaluation team prepares a detailed Accreditation Evaluation Report, documenting the programme's strengths, weaknesses, deficiencies, and compliance with EAC requirements. The report undergoes:

- Internal moderation by EANBTE's Quality Assurance and Academic Planning units.
- Verification of evidence and cross-checking for fairness and accuracy.
- Removal of bias and confirmation of adherence to standard procedures.

Accreditation outcomes may include:

- Full Accreditation (typically valid for 5 years).
- Interim Accreditation (1–2 years, pending correction of deficiencies).
- Denial of Accreditation (in cases of major deviation from standards).

The final decision is communicated formally to the institution, along with recommendations for improvement. Where necessary, follow-up monitoring or verification visits may be conducted to confirm corrective actions.

COREN maintains extensive and strategically structured relationships with a wide range of external engineering organizations—both within Africa and across the global engineering community—to strengthen Nigeria's engineering regulation, accreditation, and professional development systems. Internationally, COREN engages actively with bodies such as the World Federation of Engineering Organizations (WFEO), the Federation of Engineering Institutions of Asia and the Pacific (FEIAP), and the Federation of African Engineering Organisations (FAEO), leveraging these networks to influence global engineering policy and adopt emerging best practices. It also participates in the International Engineering Alliance (IEA) frameworks, including the Washington, Sydney, and Dublin Accords, and maintains cooperation agreements that support evaluator training, curriculum benchmarking, and alignment of Nigerian engineering programs with international standards. Regionally, COREN partners with engineering institutions across ECOWAS and Africa through formal MoUs to harmonize accreditation processes, promote mobility of engineering personnel, and strengthen cross-border recognition of

qualifications. These formal agreements and collaborations enable COREN to build regulatory capacity, conduct joint quality-assurance initiatives, facilitate continuous professional development, and position Nigeria's engineering ecosystem within a globally competitive and mutually recognized professional environment.

6.1. Overview of Accreditation/Recognition System

The Council for the Regulation of Engineering in Nigeria (COREN) administers a comprehensive accreditation system for Higher National Diploma (HND) engineering programmes to ensure that polytechnics and technical institutions deliver training that meets nationally accepted professional standards and aligns with international engineering education benchmarks. COREN's accreditation serves as a rigorous quality-assurance mechanism designed to evaluate the adequacy of curriculum design, teaching and learning processes, institutional resources, staff qualifications, laboratory and workshop facilities, student support systems, and the overall effectiveness of programme delivery. The goal is to ensure that HND graduates possess the technical competence, practical skills, ethical grounding, and problem-solving capabilities required for professional engineering practice in Nigeria's industrial, infrastructural, and technological sectors.

The accreditation framework operates through a structured process that begins with the institution's formal request and submission of a detailed Self-Assessment Report (SAR), followed by a comprehensive document review and an on-site evaluation visit by a multidisciplinary panel of trained COREN evaluators. During these visits, the team inspects facilities, interacts with staff and students, reviews academic records, assesses safety and workshop practices, verifies equipment functionality, and evaluates the quality of student projects, industrial training, and assessment methods. The evaluation culminates in a performance rating across key criteria, after which COREN makes an accreditation decision—granting full accreditation (typically valid for five years), interim accreditation, or withholding accreditation where significant deficiencies exist.

COREN's accreditation of HND programmes is anchored on national benchmarks established in collaboration with the National Board for Technical Education (NBTE) and strengthened by global expectations drawn from international accords and regional quality frameworks. Its purpose goes beyond compliance; it supports continuous improvement by providing institutions with feedback on gaps, development needs, and strategic pathways for strengthening engineering education outcomes. Through this process, COREN ensures that Nigeria's HND engineering programmes remain credible, industry-relevant, and aligned with the evolving competencies required for sustainable national development and international recognition of engineering technologists.

6.2. Governance of Accreditation

The governance of HND accreditation by the Council for the Regulation of Engineering in Nigeria (COREN) is anchored in a well-defined institutional framework that ensures transparency, objectivity, and accountability in the evaluation and quality assurance of engineering programmes in polytechnics and technical institutions. At the highest level, policy direction and oversight responsibilities rest with the COREN Council, which provides strategic leadership, approves accreditation policies, and endorses final accreditation decisions. The Council operates through the Engineering Accreditation Committee (EAC) and its subcommittees, specialized bodies responsible for designing accreditation procedures, maintaining evaluation standards, reviewing accreditation reports, and ensuring alignment with national and international benchmarks for engineering education. These bodies ensure that accreditation decisions are evidence-based, consistent, and compliant with COREN's regulatory mandate.

Operationally, the accreditation process is executed by the Engineering Regulation Monitoring (ERM) Department and the Accreditation Unit, which coordinate institutional submissions, manage logistics, deploy evaluation teams, and ensure due process. Evaluator teams are appointed from a national pool of trained experts comprising experienced engineering academics, practicing engineers, industry specialists, and representatives of relevant regulatory stakeholders. These teams operate independently during visits and are guided by detailed evaluation instruments that outline criteria related to curriculum quality, staffing, facilities, safety, student outcomes, and institutional support systems. Their findings are consolidated in formal evaluation reports subjected to multi-tier review by the EAC before recommendations are forwarded to the COREN Council for noting.

The governance structure emphasizes fairness and integrity through strict adherence to conflict-of-interest policies, standardized scoring rubrics, transparent communication with institutions, and documented quality-assurance procedures. Institutions are kept informed of timelines, expectations, and outcomes, and they are given opportunities to address deficiencies identified during evaluations. This governance model ensures that accreditation is not merely an administrative exercise, but a robust, professionalized system that upholds national engineering education standards while supporting continuous institutional improvement. Through this governance structure, COREN ensures that HND programmes produce industry-ready engineering technologists and maintain national credibility and international comparability.

6.3. Strategic Objectives

The strategic objectives of COREN's accreditation system for HND engineering programmes are designed to safeguard the quality, relevance, and credibility of engineering education in Nigeria, while positioning graduates for professional competence and global mobility. At its core, accreditation aims to ensure that programmes meet nationally approved standards for curriculum content,

instructional delivery, infrastructure, and assessment practices, thereby guaranteeing that graduates possess the theoretical knowledge, practical skills, and ethical grounding required for effective engineering practice. A key objective is to protect the public by ensuring that only institutions capable of delivering safe, industry-aligned, and technically sound training are recognized to produce engineering technologists. Accreditation also seeks to drive continuous improvement within institutions by identifying gaps, promoting curriculum updates, strengthening faculty development, and encouraging investment in modern laboratories, workshops, and digital learning tools.

Beyond national requirements, COREN's accreditation objectives are strategically aligned with global and regional expectations, including those of the International Engineering Alliance (IEA) and related frameworks. This alignment enhances the international comparability of Nigerian HND qualifications and expands opportunities for graduate mobility. Another strategic purpose is to foster stronger linkages between training institutions and industry, ensuring that programmes remain responsive to emerging technologies, labour-market needs, and national development priorities across sectors such as power, manufacturing, oil and gas, ICT, transportation, and the blue economy. Additionally, accreditation promotes accountability, transparency, and stakeholder confidence by providing independent verification of programme quality and compliance with established norms. Overall, COREN's accreditation system seeks not only to assess and certify quality, but also to serve as a catalyst for innovation, capacity development, and excellence in engineering education across Nigeria's polytechnic sector.

6.4. Accreditation Criteria, Policies & Processes

i. Accreditation Criteria

COREN's accreditation criteria for HND engineering programmes provide a comprehensive framework for evaluating the quality, relevance, and effectiveness of engineering education across Nigeria's polytechnics and technical institutions. These criteria ensure that programmes are capable of producing competent engineering technologists who meet national and international expectations. The major criteria include:

a. **Curriculum and Programme Structure**
   Programmes must align with NBTE and COREN minimum standards, demonstrate industry relevance, provide an appropriate balance of theory and practical work, integrate problem-solving and innovation, and embed essential topics such as engineering ethics, safety, and sustainability.
b. **Faculty Qualifications and Staffing Adequacy**
   Institutions must demonstrate sufficient numbers of qualified academic

and technical staff with appropriate engineering backgrounds, professional registration, teaching competence, industry experience, and workload balance. Staff development and training opportunities are also assessed.

c. **Laboratories, Workshops, and Technical Resources**
Evaluators assess the adequacy, currency, functionality, and safety of laboratories and workshops, the availability of modern instructional equipment, maintenance and calibration practices, and the institution's capacity to support practical and project-based learning.
d. **Students and Learning Outcomes**
Criteria cover admission standards, student welfare, academic advising, industrial training effectiveness (SIWES), assessment processes, completion/graduation rates, and evidence that graduates achieve the expected competencies of an engineering technologist.
e. **Institutional Support and Academic Environment**
Review of physical infrastructure, funding mechanisms, ICT systems, safety policies, library resources, internal quality assurance mechanisms, administrative support, and overall institutional commitment to engineering programme excellence.

ii. Accreditation Policies

COREN's accreditation policies ensure fairness, transparency, and consistency throughout the accreditation lifecycle. These policies shape how institutions apply, how evaluators work, and how decisions are reached. Key policies include:

a. **Periodic Accreditation and Continuous Compliance**
Accreditation is valid for a defined period (typically five years), after which programmes must undergo re-accreditation. COREN also requires ongoing compliance, supported by interim monitoring visits and periodic reporting.
b. **Submission of Self-Assessment Questionnaire (SAQ)**
Institutions are required to submit a detailed SAQ demonstrating evidence of compliance with accreditation standards. The SAQ serves as the basis for pre-visit assessment.
c. **Evaluator Independence and Conflict-of-Interest Policy**
Evaluators must be free from institutional ties, and individuals with conflicts of interest are excluded to ensure objectivity and integrity.
d. **Standardized Scoring, Documentation, and Reporting Requirements**
COREN uses unified scoring rubrics, structured templates, and standardized documentation requirements to maintain uniform interpretation and application of criteria across all institutions.
e. **Transparency and Due Process**
Institutions are informed of timelines, expectations, deficiencies, and

outcomes. They are given opportunities to rectify issues or appeal decisions in line with established procedures.

iii. Accreditation Processes

The accreditation process consists of structured, sequential steps that guide institutions from application to decision. These processes ensure rigorous evaluation, multi-stage quality assurance, and accountable decision-making.

a. **Institutional Application and SAQ Submission**
   The institution formally requests accreditation and submits a comprehensive SAQ containing detailed evidence of curriculum, staffing, facilities, policies, and learning outcomes.
b. **Pre-Visit Document Review**
   COREN reviews the SAQ for completeness, compliance, and readiness. Clarifications may be requested before proceeding to the visit stage.
c. **On-Site Evaluation Visit**
   A multidisciplinary team of trained evaluators conducts an in-depth visit. Activities include facility inspections, verification of equipment, interaction with staff and students, review of academic records, evaluation of safety practices, and assessment of student projects and SIWES records.
d. **Evaluation Reporting and Internal Quality Checks**
   The visiting team prepares a comprehensive evaluation report outlining findings, strengths, deficiencies, and scores. This report undergoes internal review for accuracy and consistency before being forwarded for higher-level consideration.
e. **Accreditation/Recognition Board Review**
   The Board conducts detailed assessment of the report, validates findings, and makes recommendations on accreditation status to the COREN Council.
f. **Final Decision by COREN Council**
   The Council makes final approval, which may result in Full Accreditation, Interim Accreditation, Denial, or Suspension based on the level of compliance.
g. **Feedback and Improvement Requirements**
   Institutions receive official communication on outcomes and are required to address deficiencies within specified periods. Improvement plans guide institutions toward compliance and future accreditation success.

Together, these criteria, policies, and processes form a robust, transparent, and internationally aligned accreditation system that upholds quality, strengthens institutional capacity, and ensures that Nigeria's HND engineering programmes produce industry-ready and

globally competitive graduates.

6.5. Philosophy

Type of Process (Voluntary vs. Mandatory)

Accreditation of HND engineering programmes by COREN is a mandatory regulatory process, not a voluntary one. In Nigeria, any polytechnic or technical institution wishing to offer an HND engineering programme must obtain COREN accreditation in addition to NBTE programme approval. Without COREN accreditation, a programme is considered non-compliant, its graduates are not recognized as engineering technologists, and they cannot be registered with COREN for professional practice. Thus, accreditation functions as an essential regulatory requirement that protects public safety, ensures institutional accountability, and guarantees minimum quality standards across engineering education systems.

Programme and Institutional Eligibility Requirements

For a Polytechnic or programme to be eligible for COREN accreditation, it must meet several foundational requirements demonstrating readiness and basic compliance with engineering education standards:

i. **Institutional Approval and Licensing**
   a. The Polytechnic must be legally established and recognized by relevant government authorities.
   b. NBTE must have approved the programme at the National Diploma (ND) and HND levels.

ii. **Submission of a Complete Self-Assessment Questionnaire (SAQ)**
   a. Programmes must submit detailed evidence covering staffing, curriculum, laboratories, financial support, safety systems, and resources.

iii. **Minimum Staffing Requirements**
   a. A core of **qualified engineering academic staff**, including COREN-registered engineers and technologists, must be available.
   b. Adequate technical support staff must be in place for workshop and laboratory activities.

iv. **Adequate Infrastructure and Learning Resources**
   a. Functional laboratories, workshops, classrooms, studios, ICT facilities, and safety systems must be operational.
   b. Modern, programme-specific equipment must be available and maintained.

v. **Curriculum Alignment**

a. The programme curriculum must conform to NBTE minimum standards and COREN's engineering accreditation benchmarks.

vi. **Operational Programme Records**

a. Programmes must demonstrate real student enrolment, assessment systems, SIWES implementation, project supervision, and academic governance.

vii. **Institutional Quality Assurance Mechanisms**

b. Internal quality monitoring frameworks must exist at departmental, school, and institutional levels.

Scope of Accreditation (What Accreditation Applies to)

COREN's accreditation applies specifically to:

- Individual HND engineering programmes, not to entire institutions.
- All teaching, learning, and operational components of the programme, including curriculum delivery, staffing, laboratories, workshops, SIWES, safety culture, assessment systems, and graduate outcomes.
- Physical, administrative, academic, and quality systems that support engineering education.
- The use of the term **"engineering"** in programme titles, structure, and diploma nomenclature.

Accreditation does not automatically extend to any programme variant or specialization that was not evaluated.

Specific Requirements, Including Those Shared with Other Accord Systems

In line with global quality frameworks, especially the Sydney Accord, which governs international recognition of engineering technologist programmes, COREN requires certain conditions that are consistent with expectations of other Accord signatories:

1. **Programme Title Must Contain "Engineering"**
   - To ensure clarity of scope and comparability with global norms, accredited programmes must explicitly include the word **"**Engineering**"** (e.g., Mechanical Engineering Technology, Electrical/Electronic Engineering Technology).
   - Titles such as "Industrial Maintenance Technology" without "Engineering" are not considered equivalent for international recognition.
2. **Technology-Focused Programme Orientation**

- Sydney Accord-type programmes emphasize application, implementation, and problem-solving rather than deep theoretical design, and COREN follows this positioning in its evaluation.

3. **Defined Graduate Competency Outcomes**
   - Programmes must demonstrate achievement of learning outcomes related to applied engineering practice, project execution, safety, ethics, teamwork, and communication—aligned with international graduate attributes for engineering technologists.
   -
4. **Documented Evidence and Continuous Quality Assurance**
   - Institutions must maintain traceable documentation on teaching, assessments, student projects, industry exposure, and quality reviews—mirroring global accreditation standards.
5. **Mandatory Safety and Professional Ethics Integration**
   - The curriculum must incorporate engineering ethics, sustainability, occupational health, and safety practices, reflecting shared global concerns across all IEA jurisdictions.

Overall, COREN's accreditation is mandatory, eligibility is conditioned on institutional readiness and infrastructure, accreditation applies strictly to engineering-named programmes, and many of its requirements mirror global expectations established by international accords. This ensures that Nigeria's HND engineering programmes are credible, industry-relevant, and aligned with internationally recognized standards for engineering technologist education.

6.6. Accreditation Process Overview

i. Accreditation Process for HND Engineering Technology Programmes by COREN

The accreditation system for HND engineering programmes follows a structured sequence of stages that ensures quality, fairness, and accountability. It includes obligations for polytechnics (institutions) and COREN, timelines for each stage, and clear guidance on reporting, decisions, and appeals.

COREN's accreditation is a mandatory and cyclical quality-assurance process conducted every five years—the standard full accreditation cycle**.** During this period, engineering programmes in polytechnics, universities and technical institutions undergo a comprehensive evaluation to confirm that they continue to meet COREN's national Minimum Benchmarks for Academic Standards (MBAS), industry-driven competencies, and professional expectations required for engineering technologists.

In addition to the full 5-year cycle, COREN provides for interim accreditation, usually granted for shorter periods (1–2 years), where a programme shows potential but has gaps that must be addressed. Continuous and unannounced

monitoring visits may also be conducted to ensure sustained compliance, verify improvements, and assess critical aspects such as staffing adequacy, workshop and laboratory functionality, safety practices, student output quality, and institutional governance.

Overall, the cyclical structure, full accreditation, interim accreditation, and ongoing monitoring ensures that engineering programmes remain aligned with evolving national standards, technology trends, workplace safety requirements, and the competencies essential for producing competent engineering technologists who can operate effectively in Nigeria's industrial and economic sectors.

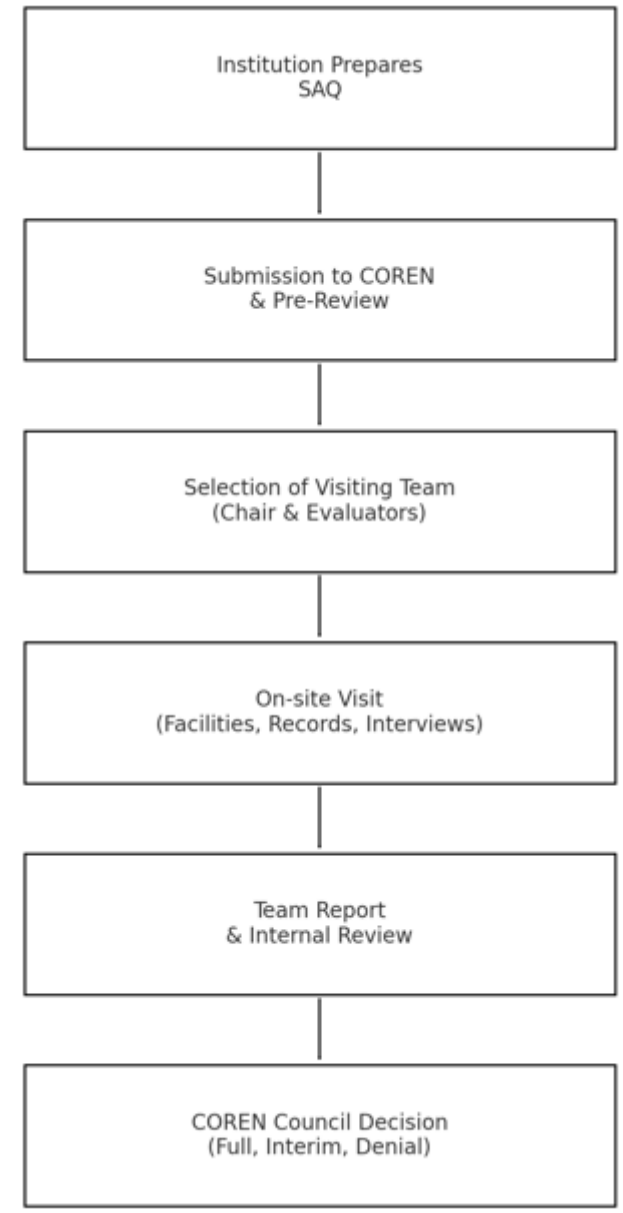


Figure 3: Flow Chart of Accreditation Process

ii. Polytechnic Obligations

a. Preparation of Self-Assessment Report (SAR)

Polytechnics must begin by developing a comprehensive Self-Assessment Report (SAR), which includes:

- Curriculum and course structure

- Staffing profile (qualifications, COREN registration, industry experience)
- Laboratory and workshop inventory
- Safety systems and operational manuals
- SIWES implementation records
- Student outcomes and assessment policies
- Internal quality assurance procedures

Timeline: 4–8 weeks depending on programme readiness.

b. Submission & Required Documentation

Institutions must submit:

- Completed SAR
- Evidence of HND accreditation by NBTE
- List of equipment, facilities, and maintenance logs
- Student enrolment and graduation records
- Organizational structure of the School/Department of Engineering

Failure to submit complete documentation delays the accreditation timeline.

iv. Polytechnic

v. COREN's Obligations

a. Pre-Review of SAR

COREN conducts a preliminary review to confirm readiness, completeness, and compliance with minimum requirements.

Timeline: 2–4 weeks.

b. Selection and Appointment of Visiting Team

COREN appoints a multidisciplinary visiting team, including:

- **Team Chair** (experienced evaluator)
- Engineering academics
- Industry professionals

COREN ensures:

- No conflict of interest
- Balanced expertise

- Proper briefing of evaluators

Timeline: Within 2 weeks after SAR acceptance.

c. Communication and Guidance to Polytechnic

COREN provides:

- Official visit notification
- Guidance notes
- Detailed evaluation rubric
- Expected timetable for the visit
- Checklist for documents to be available on-site
- Instructions for arranging interviews, demonstrations, and facility access

This ensures the institution is well-prepared and understands the standard evaluation approach.

vi. The On-Site Visit

The on-site evaluation typically lasts **2–3 days**, covering:

a. Courtesy call on the Rector

A courtesy is paid on the Rector in the first day of the accreditation. This provides an opportunity to let the leadership of the institution know the essence of accreditation which is a peer review process. It is for partnership and growth, not for witch-hunting. It is aimed at building, not destroying. It is also a very strict process; firm but fair. The exercise strengthen institutional collaboration, discuss ongoing initiatives, and reaffirm shared commitments to academic excellence. It fosters mutual understanding, enhances stakeholder engagement, and supports strategic partnerships aimed at improving programme quality, student outcomes, and overall institutional development.

b. Verification Activities

- Inspection of laboratories, workshops, classrooms, and safety systems
- Review of student project reports and SIWES portfolios
- Interviews with staff, students, and management
- Assessment of equipment functionality and adequacy

c. Exit Meeting

The Team Lead summarizes:

- Strengths

- Weaknesses
- Potential areas requiring improvement

This is not the final decision but gives institutions early insight.

vii. Reporting and Decision Framework

a. Team Report

Within **2–3 weeks** after the visit, the team submits a full report covering:

- Compliance scores
- Strengths and deficiencies
- Recommendations for improvement
- Final rating proposal

b. Internal Quality Review

COREN's Accreditation/Recognition Board reviews:

- Consistency
- Evidence-based scoring
- Compliance with criteria

c. EAC COREN Decision

The final decision is made by the EAC COREN. Possible outcomes include:

- **Full Accreditation (5 years)**
  Awarded when a programme meets all core requirements.
- **Interim Accreditation (2 years)**
  For programmes with deficiencies that can be corrected quickly.
- **Denial / Refusal of Accreditation**
  Issued when major deficiencies exist (e.g., inadequate labs, unqualified staff).
- **Suspension or Termination of Accreditation**
  Applied when an accredited programme falls below minimum standards during monitoring.

Timeline for final decision: 4–8 weeks after the visit.

viii. Appeals System

Polytechnics may appeal within **30 days** if they believe:

- Evaluation criteria were misapplied
- Processes were unfair
- Key evidence was overlooked

CORENappoints an appeal committee to review the case.

ix. Accreditation Periods

Table 2: Accreditation Periods

Accreditation Status	Validity	Notes
Full Accreditation	5 years	Maximum period granted.
Interim Accreditation	2 years	Requires correction of areas of non-compliance.
Denied Accreditation	0 years	Programme may reapply when areas of non-compliance are corrected.
Suspended Accreditation	Until compliance	Result of post-accreditation monitoring failure.

x. Summary Timeline

Table 3: Summary of Timelines

Stage	Typical Duration
SAR Preparation	4–8 weeks
COREN Pre-Review	2–4 weeks
Team Selection	1–2 weeks

On-site Visit	2–3 days
Reporting	2–3 weeks
EAC Decision	4–8 weeks
Appeal Window	3

6.7. Criteria

When determining whether different criteria should apply to various engineering qualification levels—such as diploma, bachelor, and master degrees—accrediting bodies assess several core factors. These include the programme's purpose, expected learning outcomes, depth of technical knowledge, specialization requirements, and the degree of autonomy expected from graduates.

Diploma programmes (e.g., ND/HND) typically emphasize practical skills, operational competence, and application-oriented learning. Criteria therefore focus on workshop facilities, hands-on training, industrial attachments, and curriculum relevance to technician and technologist roles.

Bachelor programmes require broader theoretical grounding, analytical capability, and design competence. Hence, criteria weigh more heavily on mathematics and science foundations, engineering analysis, design projects, research exposure, and faculty qualification levels. Master programmes involve advanced specialization, research depth, and innovation capacity. Criteria assess the strength of research supervision, laboratory sophistication, publication expectations, and the intellectual rigor supporting advanced professional or academic practice.

By comparing the programme's purpose, expected graduate attributes, and level-specific academic standards, accreditation bodies determine whether uniform criteria suffice or differentiated criteria are required across diploma, bachelor, and master programmes.

6.8. Evaluation Team

Composition of the Accreditation Team

An accreditation evaluation team is typically composed of a Team Leader (or Chair), several programme evaluators representing the relevant engineering disciplines, a quality assurance specialist, and, where necessary, observers or

trainee evaluators. The composition ensures balanced expertise across academic, industry, and regulatory perspectives. COREN often includes seasoned engineering educators, practicing engineers, and representatives from its Accreditation/Recognition Board to guarantee objectivity, technical depth, and adherence to national and international benchmarks.

Qualifications of Team Members

Accreditation team members must possess strong academic and professional credentials. Common requirements include:

- Registration as a professional engineer/engineering technologist with COREN.
- Extensive teaching or industry experience (typically 10–15 years).
- Prior involvement in curriculum development, quality assurance, or engineering education leadership.
- Advanced qualifications such as a master's or doctoral degree for academic evaluators.
- Demonstrated expertise in the specific discipline being evaluated (e.g., mechanical, electrical, civil engineering).
- Strong understanding of outcome-based education (OBE) principles and global engineering standards such as those of the Washington, Sydney, or Dublin Accords.

These qualifications ensure evaluators can appropriately judge programme structure, facilities, teaching quality, and graduate competencies.

Training of Accreditation Team Members

Before being deployed for actual accreditation visits, team members undergo structured training provided by COREN. This includes:

- Workshops on accreditation criteria, policies, and scoring rubrics.
- Induction on Outcome-Based Education (OBE) and competence-based assessment.
- Training on evaluation ethics, impartiality, and conflict-of-interest management.
- Sessions on documentation review, interviewing techniques, and facility inspection protocols.
- Mock evaluations or mentorship under experienced team leaders to build confidence and consistency.
- Updates on changes to accreditation standards, national education policies, and Accord-aligned expectations.

This training ensures evaluators interpret standards consistently and conduct visits professionally and objectively.

Selection and Assignment of Team Members

The selection of accreditation team members is a deliberate and transparent process guided by fairness, expertise, and conflict-of-interest rules. Typically:

1. **Nominations** are drawn from a pool of trained evaluators maintained by COREN.
2. **Matching of expertise** ensures that each programme (e.g., mechanical, electrical, civil engineering) is evaluated by specialists in that discipline.
3. **Team Leaders** are chosen based on seniority, prior accreditation experience, and leadership capability.
4. **Conflict-of-interest screening** requires evaluators to declare any affiliations with the institution, such as previous employment, consultancy work, or family relationships.
5. **Balanced representation** is considered to include a mix of academia and industry to enhance evaluation quality.
6. **Approval by the Accreditation/Recognition Board** finalizes the assignment of evaluators and confirms the visit schedule.

Once selected, team members receive documentation—including the institution's Self-Assessment Report—to prepare adequately before the visit.

6.9. On-Campus Visit Procedures and Assessment

Selection of Visit Dates

Accreditation visit dates are chosen through a coordinated process that ensures readiness, transparency, and alignment with institutional schedules. Once an institution submits its request for accreditation or when its programme is due for periodic evaluation, the accrediting body proposes a range of possible dates. The institution then indicates preferred dates based on academic calendars, examination periods, and availability of key staff. Final dates are selected to allow adequate preparation time, ensure the availability of evaluators with the required disciplinary expertise, and avoid conflicts such as national holidays or peak institutional activities. After agreement, formal notification letters are issued, and the schedule becomes binding unless exceptional circumstances require adjustment.

Activities Conducted During the Visit

Day 1: Arrival, Briefing, and Preliminary Review

- Accreditation team members arrive at the host institution and hold an internal pre-visit meeting to review documentation and finalize the evaluation plan.
- The team pays a courtesy visit to the Chief Executive (e.g., Rector), after which an opening meeting with management is conducted.
- The institution presents an overview of its programmes, facilities, staff profile, and recent improvements.
- The team begins detailed review of documentation: curriculum, course files, student records, assessment methods, staff qualifications, OBE implementation, and quality assurance processes.

Day 2: Facility Inspection and Academic Interactions

- Comprehensive tour of physical facilities including laboratories, workshops, classrooms, studios, ICT resources, and safety infrastructure.
- Evaluation of equipment adequacy, currency, maintenance, and utilization.
- Meetings with academic staff, including heads of departments, programme coordinators, and teaching teams.
- Interviews or focus-group discussions with students to validate learning experiences, assessment practices, and workload.
- Review of student projects, logbooks, SIWES records, examination scripts, and internal moderation reports.
- Continued scrutiny of compliance with minimum standards and OBE requirements.

Day 3: Consolidation and Exit Meeting

- Team deliberates internally to finalize findings, identify strengths, deficiencies, and areas needing improvement.
- Conducts an exit meeting with institutional leadership to provide preliminary verbal feedback, clarify issues, and ensure transparency.
- Team highlights compliance status, observable gaps, and required corrective actions but does not announce the final accreditation decision.

Day 4: Departure

- Departure of team members and submission of materials for post-visit report writing and decision-making by the Accreditation/Recognition Board.

6.10. Post-Visit Policies and Procedures

Post-Accreditation Activities

After the accreditation visit, a structured sequence of actions ensures accuracy, fairness, and adherence to established protocols before a final accreditation decision is issued. The process begins with editing and validation of the evaluation report, where members of the visiting team consolidate observations, ensure consistency across sections, correct errors, and confirm that evidence clearly supports the team's findings. The draft report is reviewed internally by the accrediting body to ensure compliance with approved templates, objectivity, and methodological integrity.

Following report consolidation, the file proceeds through due-process protocols. These include internal technical reviews, verification of scoring accuracy, cross-checking with accreditation criteria, and confirmation that the institution was evaluated fairly and uniformly compared to similar programmes. The Secretariat prepares the dossier for presentation to the Engineering Accreditation Committee, the statutory body responsible for final decision-taking. During this stage, the Board may seek clarifications from the visiting team or request supplementary information from the institution if necessary.

The decision-taking phase involves EAC deliberating on the report, determining the appropriate accreditation status (e.g., Full, Interim, or Denied), and specifying the duration and conditions attached to the decision. The institution is formally notified through an official letter, which includes the accreditation outcome, justification, strengths, weaknesses, and required corrective actions where applicable. Programmes granted Interim or Denied accreditation also receive directives for remediation and timelines for follow-up visits.

Finally, institutions that disagree with the decision may activate the appeals process. Appeals must be submitted within a stipulated timeframe and supported by evidence demonstrating errors of fact, procedural irregularities, or unfair judgment. An appeals panel—independent of the original reviewing team—is constituted to reassess the case. The panel may uphold, modify, or overturn the earlier decision, ensuring accountability, transparency, and institutional confidence in the accreditation system.

6.11. Schedule of Up-Coming Accreditation Activities

Table 4: Schedule of Accreditation Activities

Timeline	Activity	Description

January – February	Notification of Due Programmes	COREN sends formal notices to polytechnics whose HND programmes are due for full or interim accreditation in the new cycle. Institutions acknowledge and confirm readiness.
February – March	Submission of Intent and Self-Assessment Report (SAR)	Institutions submit letters of intent, programme data, updated curriculum, staff lists, facilities inventory, and completed SAD/serf-evaluation templates. Secretariat screens submissions for completeness.
March – April	Pre-Visit Desk Review	COREN panels review submitted documents, identify gaps, and prepare preliminary observations that will guide the physical visit. Teams are constituted, trained, and assigned.
April – June	Accreditation Visits (Round 1)	First set of full accreditation and interim visits conducted. Activities include facility inspections, interviews, document audits, and assessment of OBE implementation and compliance with COREN standards.
July	Editing, Consolidation, and Due-Process Review	Visiting teams finalize reports. Secretariat vets reports for objectivity, format, completeness, and alignment with accreditation criteria.
August	Accreditation Board Meeting (Round 1 Decision)	Board deliberates and issues accreditation outcomes: Full Accreditation, Interim Accreditation, Denial, or Deferral. Institutions receive official notification.
September – October	Follow-Up and Targeted Monitoring Visits	COREN conducts follow-up checks for institutions previously given Interim Accreditation or issued corrective-action requirements.
October – November	Accreditation Visits (Round 2)	Second round of visits for institutions newly applying or those whose visits were deferred from Round 1.
November – December	Final Report Processing and End-of-Cycle Decisions	Reports from Round 2 undergo final review and are presented to the Board. End-of-cycle accreditation decisions are issued, and the annual cycle is formally closed.

6.12. External Relationships

Summary of Key Interactions with Industry, Professional Institutions, and Government

In Nigeria, COREN maintains structured and ongoing interactions with industry organisations, engineering professional institutions, and government agencies to ensure the relevance, quality, and national alignment of engineering education. Engagement with industry takes place through consultation forums, sector advisory committees, employer feedback mechanisms, and participation in curriculum reviews to ensure programmes produce graduates with skills that meet labour-market needs. Collaboration with engineering institutions—such as national engineering societies, discipline-based professional bodies, and international engineering organisations—involves joint standard-setting, harmonisation of competency requirements, contributions to accreditation teams, and continuous professional development initiatives for academic staff. The body also maintains strong linkages with government ministries, regulatory departments, funding agencies, and quality-assurance bodies through policy coordination, statutory reporting, and participation in national committees on education, skills development, and engineering workforce planning. These interactions collectively strengthen the accreditation process, enhance accountability, and ensure alignment with national priorities and global engineering standards.

7. Response to Schedule B1

Criteria for Admission to Provisional Signatory Status

7.1. Accrediting Agency Criteria

7.2. Governmental & Legal Status

B1-1a: Is non-governmental

Engineering Accreditation Committee (EAC) has been established and published as Federal Republic of Nigeria Official Gazette, No. 83, Vol. 109 of Government Notice No. 113. It is published as supplement to this Gazette with Serial No. 65, as an independent accrediting agency, known as **"**Regulations on Accreditation of Engineering Programmes in Nigeria".

For evidence, create a hyperlink to the Gazette as Appendix

B1-1b: Is legally incorporated in its home jurisdiction

Yes, EAC is the body delegated by the Council for the Regulation of Engineering in Nigeria (COREN) for accreditation of Engineering programmes at all levels.

COREN is a Statutory Body enacted by the National Assembly to regulate engineering profession including engineering education at all levels in Nigeria.

7.3. Uncontested Agency or Prominent Authority

B1-1c: Is the uncontested accreditation agency of the engineering community in the jurisdiction; or, if circumstances in the jurisdiction allows multiple accreditation agencies, the applicant must be the prominent authority in accreditation of programmes;

Yes, Engineering Accreditation Committee (EAC) is the only professional Engineering Accreditation agency in Nigeria.

ENGINEERS (REGISTRATION, ETC.) ACT Appendix B.

7.4. Recognition of Authority & Accredited Programmes

B1-1d: Is a statutory or professionally recognized authority to accredit programmes satisfying academic requirements for admission to practicing status (e.g. licensing, registration) in a jurisdiction;

Engineering Accreditation Committee (EAC) is the body delegated by the Council for the Regulation of Engineering in Nigeria (COREN) for

accreditation of Engineering programmes at all levels.

Accreditation is fundamental to attaining practicing license in Nigeria. **See the** ENGINEERS (REGISTRATION, ETC.) ACT **Appendix B.**

B1-1d: Is a statutory or professionally recognized authority to accredit programmes satisfying academic requirements for admission to practicing status (e.g. licensing, registration) in a jurisdiction

Engineering Accreditation Committee (EAC) is the body delegated by the Council for the Regulation of Engineering in Nigeria (COREN) for accreditation of Engineering programmes.

Accreditation by EAC under COREN is recognized by law and constitutes the official academic requirement for admission to professional practice in Nigeria.

See the ENGINEERS (REGISTRATION, ETC.) ACT Appendix B

B1-1e: Accredits programmes at institutions that have legal authority to confer higher education qualifications

The Engineering Accreditation Committee (EAC) accredits engineering programmes offered by legally recognized tertiary institutions, viz**.** universities, polytechnics, and technical colleges. These institutions possess the legal authority to confer academic degree and diploma qualifications in engineering and related disciplines, which are subsequently accredited by COREN for professional recognition and registration purposes.

7.5. Policies, Procedures & Criteria

B1-1f: Has policies to set, approve, evaluate and execute accreditation criteria and procedures

EAC has established policies to set, approve, evaluate and execute accreditation criteria and procedures. These policies are defined in the BMAPS, OBE Manual, Revised Edition and OBE Programme Evaluators Guidelines, which ensure consistency, transparency, and alignment with international best practices.

7.6. Independence & Autonomy

B1-1g: Is independent of the educational providers delivering accredited programmes in its jurisdiction:

Yes. EAC operates as an independent statutory regulatory body, distinct from all educational institutions whose programmes it accredits. Its accreditation activities are conducted through autonomous visitation

panels comprising qualified professionals from academia, industry, and regulatory bodies, ensuring objectivity, fairness, and transparency in the accreditation process.

B1-1h: Has autonomy to make accreditation decisions independent of stakeholder influence

Yes. EAC under **COREN** possesses full **autonomy in making accreditation decisions. The** accreditation outcomes are determined solely by the EAC based on established criteria and evaluation reports**, without external or stakeholder influence.**

"

7.7. Operational Accreditation System

7.8. Documented Criteria & Procedures

B1-2a: The accreditation criteria and procedures are documented, publicized, and applied in accordance with set policies.

Yes. EAC's accreditation criteria and procedures are fully documented and publicly available in the *COREN Engineering Accreditation Policy and Guidelines*. They are consistently applied in line with COREN's established policies and quality assurance framework, ensuring transparency, uniformity, and adherence to international standards.

B1-2b: The system accredits programmes or coordinated groups of individually identified programmes

Yes. COREN accredits individually identified engineering programmes or coordinated groups of related programmes offered by approved institutions. Each programme is evaluated on its own merit against EAC's established accreditation criteria to ensure that academic and professional standards are met.

7.9. Assessor Selection & Training

B1-2c: Programme assessors are academic and industry peer reviewers

Yes. EAC's accreditation panels are composed of peer reviewers who trained Programme Evaluators drawn from academia and industry**.** These assessors are experienced practitioners and educators who evaluate programmes objectively to ensure alignment with established academic and professional standards.

See a list of trained Programme Evaluators in Appendix I

B1-2d: There are mechanisms and documentation for training the programme assessors

Yes. EAC has established mechanisms and documented procedures **for the** training and orientation of Programme Evaluators. This ensures that all assessors are familiar with accreditation criteria, evaluation processes, and reporting standards**,** maintaining consistency and quality in programme assessments.

A team of Programme Evaluators (PEV) were identified and trained in different practical sessions using the developed Programme Evaluator

Guidelines.

COREN has a database of trained and knowledgeable OBE Programme Evaluators. There is a planned periodic training for Programme Evaluators by EAC.

See list of trained Programme Evaluators as Appendix I

7.10. Programme Evaluation

B1-2e: Programme evaluation requires a self-evaluation and site visit

The accreditation process requires each institution to submit a detailed self assessment report demonstrating compliance with accreditation criteria. This is followed by an on-site visitation by EAC's accreditation panel to verify the information provided and assess facilities, staff, students, and programme outcomes etc.

See OBE Manual, Revised Edition Appendix G**.**

B1-2f: Periodic re-evaluation is required to maintain accreditation

Yes. EAC requires periodic re-evaluation of all accredited engineering programmes to maintain accreditation status. Programmes are typically re-accredited before the expiration of the existing accreditation approval status. Full accreditation is valid for five (5) years, ensuring continuous compliance with EAC's standards and alignment with evolving academic and professional requirements.

See OBE Manual, Revised Edition Appendix G

7.11. Procedural Integrity

B1-2g: Individual programme evaluation is conducted in confidence

Yes. EAC conducts all programme evaluations in strict confidence**.** Accreditation panel members are bound by confidentiality and ethical guidelines, ensuring that all institutional information, reports, and deliberations remain secure and used solely for accreditation purposes.

B1-2h: Mechanisms for addressing conflict of interest at all stages of the process exist;

Yes. COREN has established clear mechanisms **to** identify, disclose, and

manage conflicts of interest at all stages of the accreditation process. Panel members and stakeholders are required to declare any potential conflicts prior to participation, and such individuals are recused from related evaluations to ensure fairness, integrity, and transparency.

This is addressed in the OBE Manual, Revised Edition Appendix G

B1-2i: A list of accredited programmes is published;

Yes. COREN maintains and publishes an official list of accredited engineering programmes in Nigeria. The list is regularly updated and publicly accessible through the COREN website and official publications, ensuring transparency and public awareness of accredited institutions and programmes.

7.12. Appeals

B1-2j: An appeal process exists.

Yes. EAC has an established appeal process that allows institutions to **f**ormally contest accreditation decisions. Appeals are reviewed by an independent Appeals Committee in accordance with EAC's Accreditation Policy and Guidelines, ensuring fairness, due process, and transparency in all accreditation outcomes.

7.13. Accreditation Criteria

7.14. Programme Outcomes, Purpose & Curriculum

B1-3a: Programme outcomes that are consistent with the purpose of the programme. Note

EAC ensures that programme outcomes of all accredited Engineering Technology programmes align with the programme's purpose and the expected competencies of Sydney Accord technologists. Outcomes are clearly defined, measurable, and linked to curriculum content, teaching methods, and assessment. During accreditation, EAC verifies consistency between outcomes and objectives, ensuring graduates possess the knowledge, skills, and professional attributes required for effective engineering technologist practice. Programme Educational Objectives and Programme Outcomes are among the accreditation criteria for scoring and listed in the BMAPS Appendix (Annexure 5), OBE Manual, OBE Manual, Revised Edition **(Annexure 6) and** OBE

Programme Evaluator Guidelines **(Annexure 7) create hyperlinks for these Annexures**

B1-3b: A curriculum providing a broad basis for engineering practice

Curriculum is among the criteria for scoring as listed in the BMAPS **(Annexure 5),** OBE Manual, Revised Edition **(Annexure 6) and** OBE Programme Evaluator Guidelines **(Annexure 7)**.

EAC ensures that all accredited Engineering Technology programmes have a curriculum that provides a broad foundation for engineering practice. The curriculum combines fundamental engineering sciences, applied technologies, design, laboratory and workshop practice, management, and communication skills. It is regularly reviewed to reflect industry needs and emerging technologies, ensuring graduates are well-prepared for diverse engineering practice at the technologist level.

7.15. Environment for Delivery

B1-3c: A suitable environment to deliver the programme

COREN ensures that accredited institutions provide a suitable environment for effective delivery of Engineering Technology programmes. This includes adequate physical facilities such as classrooms, laboratories, and workshops; qualified academic and technical staff; access to modern equipment and learning resources; and adherence to safety standards. COREN's accreditation process verifies that these conditions support quality teaching, practical training, and applied research consistent with the programme's objectives. All these are among the criteria for scoring listed in the COREN BMAPS, **(Annexure 5) hyperlink**

7.16. Leadership & Qualifications

B1-3d: Adequate leadership for the programme

COREN ensures that all accredited Engineering Technology programmes have adequate leadership to maintain academic quality and professional relevance. The regulation demands that each programme is headed by a qualified and experienced registered engineer or engineering technologist who provides academic, administrative, and professional guidance. During accreditation, COREN verifies that programme leadership demonstrates effective management, industry engagement, and commitment to continuous improvement in line with COREN's standards and the Sydney Accord requirements.

***B1-3e:* Suitably qualified engineering practitioners teaching in the programme**

COREN ensures that Engineering Technology programmes are taught by suitably qualified engineering practitioners. Academic staff must possess relevant engineering qualifications, professional registration with COREN, and practical industry or teaching experience appropriate to their courses. During accreditation, COREN verifies staff credentials, professional status, and competence to ensure that students are instructed and mentored by practitioners capable of delivering quality engineering education in line with Sydney Accord standards.

7.17. Entry & Progression Requirements

B1-3f: Appropriate entry and progression standards

COREN ensures that all accredited Engineering Technology programmes maintain appropriate entry and progression standards. Admission requirements align with national regulatory frameworks such as NBTE and NUC guidelines, ensuring students possess the foundational knowledge for successful study. Progression through the programme is based on clearly defined academic performance criteria, continuous assessment, and demonstrated attainment of learning outcomes. These standards guarantee that only competent students advance and graduate at the technologist level consistent with Sydney Accord expectations.

See BMAPS (Annexure 5) for appropriate entry and progression standard

7.18. Resourcing

B1-3g: Adequate human, physical and financial resources for the programme

COREN ensures that accredited Engineering Technology programmes are supported by adequate human, physical, and financial resources. Institutions must demonstrate sufficient qualified staff, well-equipped laboratories and workshops, and appropriate learning facilities to deliver the curriculum effectively. COREN also verifies that institutions have sustainable funding and resource management systems to maintain programme quality and continuous improvement. These provisions ensure that programme delivery meets the standards expected under the Sydney Accord.

Staffing", "Physical Facilities/infrastructures for the Programme", Library Facilities", and "Funding of the Programme" are among the criteria listed for scoring in the COREN BMAPS **(Appendix F)** OBE Manual, Revised Edition **(Appendix G) and** OBE Programme Evaluator Guidelines (Appendix H)

1.0 CONCLUSION

The application for admission of the Council for the Regulation of Engineering in Nigeria (COREN) to the Provisional Signatory Status of the Sydney Accord is hereby submitted.

COREN is the only statutory body empowered to regulate engineering in all its aspects and ramifications in Nigeria, including the accreditation of engineering programmes in Nigerian Polytechnics. COREN has, in this application, therefore demonstrated full authority and power to determine the standards of knowledge and skills to be attained by persons seeking to be registered and to practice as Engineering Technologist in Nigeria. This application has explicitly documented efforts by the Council to ensure the attainment of the graduate attributes that conform to the Outcome-Based Engineering Education.

COREN's accreditation framework for engineering technology programmes reflects substantial alignment with the principles and objectives of the Sydney Accord. The Council has established transparent policies, rigorous accreditation procedures, and well-trained evaluators to ensure that programme outcomes meet international standards of quality and relevance. As a regulatory body with proven experience through its engagement with the Washington Accord, COREN demonstrates the institutional capacity, commitment, and consistency required for recognition as a provisional signatory of the Sydney Accord.

To effectively achieve this mandate, the Council established an independent Engineering Accreditation Committee (EAC) and instituted a functional accreditation framework. COREN has also trained programme evaluators and produced an Outcome-Based Engineering Education (OBE) Manual, complemented by detailed Programme Evaluator Guidelines.

The Board of Engineers, Malaysia (BEM) and Engineers Ireland (EI) have agreed to nominate COREN. The two signatories have examined the Nigerian Accreditation processes, policies, and procedures and have found that they substantially aligned with the standard set by the Sydney Accord. They have also confirmed that COREN has appropriate systems and processes that eminently qualify it for the attainment of Provisional Signatory Status of the Sydney Accord.

This application underscores COREN's dedication to continuous improvement, global collaboration, and the advancement of engineering technology education in Nigeria.

In its commitment to achieving the Provisional Signatory Status of the Sydney accord, COREN respectfully seeks favourable consideration of this application.

Thank you.

Yours faithfully,

Engr. Prof. S. Z. Abubakar, FNSE, FAEng

President, COREN

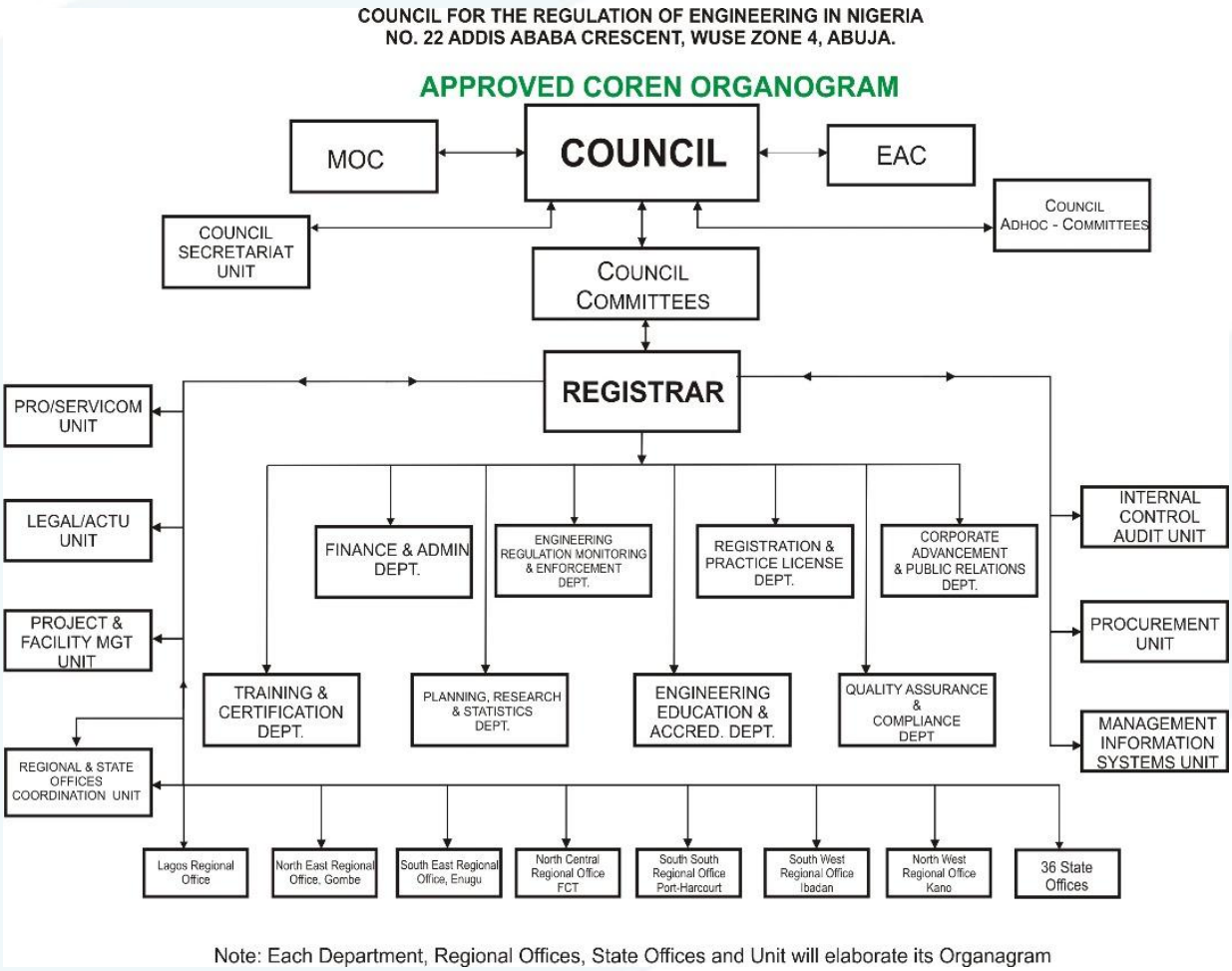
APPENDICES & SUPPORTING DOCUMENTS

APPENDIX A – Accreditation Status of HND Engineering Technology programmes of Nigerian Polytechnics as at 2025.

APPENDIX B –ENGINEERS (REGISTRATION ETC) ACT

(https://coren.gov.ng/about-us/coren-act/

APPENDIX C – COREN ORGANOGRAM AND RESUME OF OFFICERS



Resume of COREN President

Professor Sadiq Zubair Abubakar born 61 years ago is a graduate Ahmadu Bello University (ABU) Zaria where he obtained his Bachelor of Engineering in 1987; MSc. in 1992; and PhD in 2002 all in Agric. & Bio-Resources Engineering, respectively. He attended several academic and professional courses in local and Israel, France, India, Japan, USA, UK, Brazil to enhance his erudition, competence, and capabilities in teaching, research, and professional services. He is a registered member of many professional bodies including local: NIAE, NSE, AESON, NINCID and international: ICID, ISTRO, ASABE. He was later admitted into the Fellowship cadre of NIAE in 2008, NSE in 2011 and NAE in 2023. He became COREN registered Engineer in 2008 with Reg. No 16041 and was elected a Director, Board of Trustee for NINCID in 2017.

Professor Abubakar joined the service of ABU, Zaria in 1988 as assistant lecturer with triple tasks of teaching (AED), research (IAR) and extension service delivery (NAERLS). He rose to the rank of Professor in 2006 in ABU Zaria through diligence, hard work and rich outputs in his area of competence establishing a niche for himself in and outside Nigeria. He supervised and mentored several postgraduate and undergraduate students and assessed candidates for professorial positions in Agricultural and Bio-Resource Engineering across many universities.

Professor Abubakar held leadership positions during his 34 years academic career. He was HOD of AED in ABU; N-W Zonal Director, Deputy Director, and Executive Director all in NAERLS spanning 1996-2012. He was further elevated to the position of Provost of Agric Complex and Dean Fac of Engineering in ABU between (2012-2014). Abubakar was appointed the pioneer VC of Alvan Ikoku University of Education Owerri in early 2015 which was short lived due to FG policy change. He returned to ABU to be appointed as the Dean School of Postgraduate Studies (2017-2019) and subsequently became DVC Admin (2019-2021). He was appointed as pioneer VC of Capital City University, Kano in January 2022 where he is currently serving.

Professor Abubakar led the development of several research/development projects grants proposals which were won and successfully implemented. He was involved in several missions that developed policy and strategic documents on Irrigation and Drainage for Nigeria and several other countries in West African Sub region. Abubakar has to his credit as output of his 34 years of academic career 199 publications including journals, edited books, book chapters, edited proceedings, conference papers, extension bulletins, extension guides, training workshop papers, research/technical reports, edited training manuals. He has produced radio and TV programmes, video documentaries and slides shows on various aspects of engineering related to agriculture. The adoption of Participatory Irrigation Management (PIM) in the public Irrigation Schemes under the 11 RBDAs is one visible achievement of Abubakar.

Professor Abubakar is a recipient of several awards including NSE Presidential Merit Award for Exemplary Commitment; ABU Home Coming Distinguished Honours Award of 'Pillars of Nation Building; AGRO-SUMMIT Award of Honours in recognition of contributions associated with Agric Education & Training; Nigerian Trucks Manufacturers, Kano, best University graduant in Agricultural Engineering Programme.

Professor Abubakar is the Editor-in-Chief of NSE Technical Transaction journal from 2011 to 2022. He served as the Chairman of Technical Committee for NSE Conferences since 2011 to 2022. He is a member of COREN Council from 2018 to date and the Chairman of Education & Training Council Committee of COREN responsible for planning and conduct of accreditation of all engineering programmes in Universities and Polytechnics in the country. He was National Chairman NIAE; Member National EXCO of NIAE, NSE and member of several committees at national level including PDB, Codes & Standards, Rules & Business and NSE CPC.

Professor Abubakar led the packaging and publishing of OBE Implementors

Manual and Evaluators Guidelines used to create awareness on and campaign for change in the accreditation process of Engineering Programmes in Nigerian University system from input based to OBE and also led the conduct of the 6 regional and 2 national training workshops were 734 University lecturers and 217 evaluators of Engineering Programmes in tertiary educational institutions were trained on OBE.

Resume of COREN Registrar

Engr. Prof. O.A.U. Uche, FNSE is a Professor of Civil/structural Engineering in the Department of Civil Engineering, Bayero University, Kano.

Engr. Prof. O.A.U Uche, FNSE was born August 1st 1965 at Amuda – Isuochi in Umunneochi Local Government Area of Abia State to the Family of Elder Anyabuoke Jude Uchegbusi.

He attended Development Primary School Owerri 1972- 1978 for his Primary Education, Isuochi Secondary School and the prestigious Emmanuel College Owerri 1978-1983 for his Secondary Education. From 1983-1988, he attended College of Technology Owerri (Federal Polytechnic Nekede Owerri) where he graduated with HND Distinction in Agric. Engineering and was a joint Valedictorian in the Polytechnic's 1989 convocation having graduated as the best Student. After his NYSC in then Plateau State's College of Agriculture Lafia 1989, the young Uche joined the services of Champion Newspapers Ltd, Lagos. His chanced posting to Kano State in 1991 saw him enrolling into Bayero University Kano, where he graduated in Civil Engineering with upper second class degree in 1994. He won the best graduating student honours among other awards in that year.

His desire for excellence saw him obtaining Master in Science (MSc) degree in Civil Engineering from the famous Ahmadu Bello University Zaria by year 2000. By 2001 Engr. Uche joined the services of Bayero University, Kano by divine arrangement as Assistant lecturer.

His zeal and steadfastness, coupled with workaholic attitude and divine grace saw him obtaining a Doctor of Philosophy degree (PhD) in Civil Engineering in December 2008 also from Ahmadu Bello University Zaria. Prof Uche's contributions to the Engineering profession have remained largely in Engineering Education and Administration that involves the training of manpower for the construction industry by teaching, researching and supervision leading to award of B.Eng., PGD., M.Eng and PhD degrees. From 2001 to date, Prof. Uche has been involved in the training of over 1000 undergraduate students and 300 post- graduate students. He has over 90 scholarly publications in reputable journals/conferences in and outside Nigeria. An author of 'The Fundamentals of Engineer in His Society' (2010) amongst other book chapters in peer reviewed textbooks.

Prof. Uche is Fellow of Nigerian Society of Engineers (FNSE), a Fellow of Nigerian Institution of Civil Engineers (FNICE), a COREN Registered Engineer, a member of American Concrete Institute (ACI) and member of Material Society

of Nigeria among other associations. He served as Chairman of Nigerian Society of Engineers (NSE) Kano and Kabuga Branches between 2010-2012 and 2016-2019 respectively among other services to the Society. Served in Various Committee of COREN Council since 2014.

A devout Christian of Methodist Church Nigeria, served as a Diocesan Technical Adviser and Lay President of Methodist Church Nigeria, Kano Diocese. Engr. Prof. OAU Uche is Worthy Knight of John Wesley (KJW) of Methodist Church Nigeria. He is happily married to Lady Ngozi Uche with four amiable and adorable children (Chukwunweizu, Amarachukwu, Tochukwu and Chimeremeze).

Resume of EAC Chairman

Education

1. Engr Prof Christian Amaechi Bolu, a Nigerian, born 8th June 1950, in Oba, Idemili South LGA of Anambra State, graduated with B.Sc in Mechanical Engineering from University of Nigeria, Nsukka in 1976, M.Eng in Industrial Engineering from University of Toronto, Canada in 1979 and Ph.D in Industrial and Systems Engineering from University of Wales, Swansea, United Kingdom in 1982.

Professional Qualification

2.Engr Bolu, Fellow, Academy of Engineering, Fellow, the Nigerian Society of Engineers, Fellow, the Nigerian Institute of Industrial Engineers and Member, Computer Professional Registration Council of Nigeria, is a certified consultant of SAP in Enterprise Resource Planning, Autodesk Certified Instructor in Computer Aided Engineering Design and IBM Artificial Intelligence Analyst.

Distinguished Career

3. Prof Bolu, a professor of Mechatronics Engineering, is a practicing engineer with engineering industry work experience spanning over 27 years. He was the first Nigerian Managing Director, Aluminium Extrusion Industries Plc, Owerri, Imo State, where he moved the Company from the 2nd-Tier securities market to the 1st-Tier; first African General Manager of Tower Extrusions, Lagos, where he set up the first CNC wire-cutting machine and the first powder-coating plant in Nigeria. As the first African Managing Director, International Data Management Services Ltd, Ikeja, he developed one of the early Enterprise Resource Planning software used in engineering manufacturing plants in Nigeria, Ghana and Kenya.

4. Engr Bolu served as Technical Manager/Consultant in Kaluworks (Kenya) Ltd, Mombasa, Kenya, and Ghana Aluminium Products Ltd, Tema, Ghana. He was a non-Executive Director in Asaba Aluminium Company Limited, Borno Aluminium Company Ltd, Maiduguri, Queensway Aluminium Company Limited, Kaduna, International Data Management Services Ltd, Lagos and Agric Industries Ltd, Zaria.

5. In Engineering Education, he distinguished himself as the pioneer Dean of

Engineering, Federal University Oye-Ekiti, where he started up seven Engineering degree Programmes. He was the Dean, College of Engineering at Covenant University Ota, Ogun State, after serving as pioneer Dean of the Faculty of Engineering at Federal University Oye-Ekiti (FUOYE) from 2012-2015 and very briefly as an Acting Vice Chancellor (FUOYE). He was a past chairman, Committee of Deans of Engineering and Technology of Nigerian Universities (CODET) and executive committee member of the Global Engineering Deans Council (GEDC).

Level of Responsibility

6. In 1987, was elected Chairman, Nigerian Society of Engineers, Lagos branch, and in 1989 elected the National Technical Secretary, Nigeria Society of Engineers. In 2018, Prof Bolu served as the Chair, Technical Advisory Committee, Nigerian House of Representatives Committee on Works on the Amendment of the Engineers (Registration, Etc.) Act 2014.

7. Presently, he is Chairman, Engineering Accreditation Committee of the Council for the Regulation of Engineering in Nigeria (COREN), member, Governing Council Evangel University, member, Governing Council, University on the Niger, Deputy Vice Chancellor of the University on the Niger as well as the Dean, Faculty of Science and Computing of the same University.

Prof Bolu is married to Vivian Chiamaka Bolu with children and grandchildren.

Resume of EAC Deputy Chairman

Baba El-Yakubu Jibril is a Professor of Chemical Engineering at Ahmadu Bello University (ABU), Zaria, Nigeria, and the current Director of Engineering Accreditation Committee (EAC) at the Council for the Regulation of Engineering in Nigeria (COREN), where he is on sabbatical leave. He earned his Ph.D. in Chemical Engineering from the University of Salford, United Kingdom, in 2002. He also holds an MSc in Chemical Engineering from the University of Petroleum and Minerals, Saudi Arabia (1996), and a B.Eng. in Chemical Engineering from Ahmadu Bello University, Nigeria (1992).

Professor El-Yakubu has held several academic and leadership positions, including PTDF-Chair Professor (2017–2025) and Head of the Department of Chemical Engineering at ABU (2017–2019). He established and headed the Department of Chemical and Petroleum Engineering at Bayero University, Kano (2015–2017). Earlier in his career, he served at Sultan Qaboos University, Oman, and King Saud University, Saudi Arabia. He has attended several training courses, including academic leadership and OBE Accreditation at the ABET Symposium and Training Workshops, Oregon, USA (2013). He later led his team to a successful ABET accreditation of the Chemical Engineering Program, College of Engineering, Sultan Qaboos University, Oman. The programs at the College were among the first to be accredited by ABET (2006–2008) in the Arabian Gulf.

He has shared his experiences at several seminars and workshops, including a presentation titled *“OBE Implementation in Engineering Programs: Challenges*

and Opportunities" at the 6th International Forum on Engineering Education (IFEE), Kuala Lumpur (2012). He later co-authored an article, *"A Sustainable Process for Continuous Program Improvement Towards Accreditation"* (*Procedia – Social and Behavioral Sciences*, 102, 352–360, 2013). In addition, he has published more than 110 articles in international journals and holds five registered patents. His current h-index is 35, and his i10-index is 69.

He has been deeply involved in accreditation, outcome-based education (OBE), and quality assurance in engineering education in Nigeria. Since 2018, he has served as a resource person for COREN on OBE implementation, leading numerous training workshops to align Nigerian engineering programs with Washington Accord standards. He has also been a panel leader and evaluator for both COREN and the National Universities Commission, and he served as Editor-in-Chief of the *Nigerian Journal of Engineering* (2019–2023).

His research spans renewable bioethanol as automobile fuel, enhanced heavy crude oil recovery, catalytic and adsorptive wastewater treatment, and engineering education reform. He has attracted significant research funding, including projects sponsored by PTDF and TETFund, such as the development of zeolite catalysts for aromatization of alkanes and enhanced recovery of Nigerian petroleum using green solvents. He has also consulted for NNPC Ltd and Raw Materials Research and Development Council (RMRDC) on bioethanol feasibility studies in Nigeria.

Professor El-Yakubu has supervised more than thirty graduate students, with recent works focusing on deep eutectic solvents for oil recovery and advanced sorbent materials for oil-water separation. He teaches both undergraduate and postgraduate courses, ranging from Process Design and Petroleum Refining to Renewable Energy and Biorefinery.

He has received national recognition for his contributions to engineering and education, including serving as a member and later briefly as Chairman of the Engineering/Technology Committee of Assessors for the Nigerian National Merit Award (2018-2023). He was also a member of the Nigerian National Energy Working Committee for Vision 2020.

APPENDIX D – GAZETTE FOR REGULATIONS ON ACCREDITATION OF ENGINEERING AND TECHNOLOGY PROGRAMMES IN NIGERIA

APPENDIX E – REPORT OF THE WORKSHOP ON SYDNEY ACCORD AND DUBLIN ACCORD APPLICATION BY NIGERIA

REPORT ON ONE-DAY WORKSHOP ON SYDNEY ACCORD (SA) AND DUBLIN ACCORD (DA) APPLICATION BY NIGERIA

1. 0 INTRODUCTION

The Council for the Regulation of Engineering in Nigeria (COREN), in line with its mandate to promote and regulate engineering practice and education in Nigeria, organized a one-day workshop on the Application for the Sydney and Dublin Accords by Nigeria. The workshop was aimed at sensitizing stakeholders on the requirements, processes, and benefits of attaining signatory status to the International Engineering Alliance (IEA) Accords, particularly the SA and DA Accords, which focus on engineering technologists and technicians respectively.

The workshop was held on Sunday, 19th October, 2025 at Engineering Accreditation Committee, (EAC) Office, 21/23 14 Road, Off 1st Avenue, Gwarinpa, Abuja.

The event was organized by the Council for the Regulation of Engineering in Nigeria (COREN) with support from National Board for Technical Education (NBTE).

2.0 OBJECTIVES OF THE WORKSHOP

The main objectives of the workshop were to:

1. Create awareness among engineering education stakeholders on the standards and requirements of the Sydney and Dublin Accords.

2. Assess Nigeria's readiness for application and membership of these accords.

3. Identify the gaps within Nigeria's engineering education and accreditation systems.

4. Develop a roadmap for Nigeria's formal application to the SA and DA Accords.

5. Strengthen collaboration among stakeholders toward global recognition of Nigerian engineering technologists and technicians.

3.0 ATTENDANCE

Participants were drawn from universities, polytechnics, and technical colleges across Nigeria. The workshop recorded forty-one (41) participants, including COREN President and Registrar, Executive Secretary (ES), NBTE, Head of Engineering institutions, Representatives from NBTE, COHTECH, COREN Secretariat Staff, Supporting Staff, Members of Media and programme of activities. **See Appendix I, II & III**

4.0 OPENING SESSION

The workshop commenced with an opening prayer, followed by workshop orientation and a welcome address by the President of COREN, who highlighted the importance of international recognition for Nigeria's engineering qualifications. He stated that after achieving provisional signatory status to the Washington Accord (WA) in 2023, Nigeria's next strategic goal is to extend similar recognition to its technologist and technician cadres through the Sydney and Dublin Accords.

In his goodwill message, the Representative of the Executive Secretary (ES) of NBTE commended COREN for taking proactive steps to ensure Nigerian engineering qualifications meet global standards. He emphasized the Federal Government's commitment to supporting initiatives that promote quality technical education and professional excellence.

5.0 TECHNICAL PRESENTATIONS

Several technical papers were presented during the workshop, including:

i. overview of the Sydney and Dublin Accords: Definitions, requirements, and benefits.
ii. Nigeria's Accreditation Framework and the Outcome-Based Education (OBE) System: Alignment with international standards.
iii. Gap Analysis of Nigerian Technologist and Technician Programmes: Identified areas requiring improvement in curriculum, infrastructure, and quality assurance.
iv. Lessons from the Washington Accord Journey: Steps Nigeria can replicate for successful application.

Resource persons from COREN-EAC, Engr. Prof. Christian Bolu and invited experts from Board of Engineers Malaysia (BEM), Prof. Megat J. Megat provided detailed guidance on the documentation, institutional readiness, and peer-review processes required by the International Engineering Alliance (IEA).

6.0 INTERACTION SESSION

Participants were given time to deliberate on critical aspects of the application process. The following key findings emerged:

i. There is inadequate alignment between existing technologist and technician curricula and the outcome-based education model required under the SA and DA.
ii. There is need for capacity building among accreditation evaluators and academic staff on OBE principles.
iii. The necessity of stronger policy support and funding to implement required improvements.

iv. There is need for more advocacy to HEIs management.

7.0 RECOMMENDATIONS

At the end of deliberations, the workshop recommended the following actions:

1. COREN should develop and adopt national accreditation manuals tailored to the requirements of the SA and DA.

2. Capacity-building programmes should be conducted for evaluators, lecturers, and institutional administrators on OBE and international accreditation standards.

3. The Federal and State Governments should prioritize funding for upgrading laboratories and workshops in technical and polytechnic institutions.

4. Pilot accreditation exercises should be carried out in selected institutions to test compliance levels.

5. Strengthen collaboration with international partners and existing signatory countries for mentorship and benchmarking.

6. Establish a clear roadmap and timeline for Nigeria's formal application, including periodic self-assessment reports.

8.0 CLOSING SESSION

In the closing session, the Registrar of COREN expressed appreciation to all participants for their contributions and reaffirmed COREN's commitment to achieving Full Signatory Status for Nigeria under the SA and DA. The workshop concluded with a vote of thanks and group photographs. **See Appendix IV.**

9.0 CONCLUSION

The one-day workshop on the SA and DA application by Nigeria was successful in sensitizing stakeholders and charting a clear pathway for Nigeria's participation in the international engineering education community. With sustained commitment, collaboration, and resource support, Nigeria is poised to achieve global recognition for its technologists and technicians in line with the standards of the International Engineering Alliance (EA).

Table 1: List of Participants that attended Workshop on Sydney Accord and Dublin Accord Application by Nigeria (Under the Joint Effort of COREN and NBTE)

S/N	NAME	ADDRESS	EMAIL	TELEPHONE
1	Engr. Prof. S. Z. Abubakar, FNSE,	COREN, Abuja	szabubakar@yahoo.co.uk	08035066982

	FAEng. **(President, COREN)**			
2	Engr. Prof. O.A.U Uche, FNSE **(Registrar, COREN)**	COREN, Abuja	registrar@coren.gov.ng	08065416822
3	Prof. Idris Bugaje **(Executive Secretary, NBTE)**	NBTE, Abuja	-	-
4	Prof. Megat Johari Megat **(Trainer)**	Board of Engineers Malaysia (BEM)	-	-
5	Engr. Prof. B. J. El-Yakub, MNSE **(Director, EAC)**	Department of Chemical Engineering, Ahmadu Bello University, Zaria, Kaduna State	byjibril@gmail.com	08148704070
6	Engr. Prof. Christian Bolu, FNSE **(Chairman, EAC)**	Mechanical Engineering Dpt. of Science & Technology, Lekki, Lagos, State	cbolu@pau.edu.ng	08037750954
7	Engr. Prof. Abdulkarim Nasir, FNSE **(Team Lead, Sydney Accord)**	Federal University of Technology, Minna, Niger State	nasirabdulkarim93@gmail.com	08033183561
8.	Engr. Prof.	Department	adeolorunmaiye@gmail.com	08036000053

	J.A. Olorumaiye, FNSE **(Team Lead, Dublin Accord)**	of Mechanical Engineering, University of Ilorin, Ilorin		
9	Engr. Fredrick Amawhe Edafioghor, FNSE **(Member EAC)**	Quadkay Consult, Asaba, Delta State	amawhef@yahoo.com	08033231263
10	Engr. Dr. Adhekowigbo Emuejevoke, FNSE **(Member, EAC)**	No. 10 Omaruma Street Rumuodalu, Off Rumuola, P.H., Rivers State	aemuejevoke@yahoo.com	07065212487
11	Engr. Ashiru M. Ashiru	Federal Polytechnic Nasarawa State	ashiruashiru@yahoo.com	07053293710
12	Craft. Tech. Solomon Yakubu	NBTE, Kaduna	soloyaksbosson@gmail.com	07065212487
13	Engr. Salihu A. Daneji	NBTE, Kaduna	salihudaneji@gmail.com	08033277740
14	Engr. Dr. Suliman Musa	NBTE, Kaduna	sumusa115@gmail.com	07030260451
15	Art. Ibrahim G. Abubakar	NBTE, Kaduna	ibrahimgar@gmail.com	08027278850
16	Engr. Abubakar	NBTE, Kaduna	alikotte84@gmail.com	0703033098

	Kabiru Yakasai			
17	Engr. Funmi Jemisenia	FCT Dept. of Science, Tech. & Innovation (COHTECH)	anumeto73@yahoo.com	08100016585
18	Queen Onwubiko	Federal Polytechnic Nekede	queenibe832@yahoo.com	08036726283
19	Engr. Johnbosco Aletor	Dorben Polytechnic Bwari, FCT-Abuja	nicejohnbosco@gmail.com	08068873281
20	Engn. Tech. Aminu Kangiwa	COREN Abuja	kangiwaaminu@gmail.com	08033173377
21	Engn. Tech. Andrew F. Onyilo	COREN Abuja	corencouncil@gmail.com	08064848988

Table 2: COREN Secretariat Staff, Supporting Staff and Members of Media

S/N	NAME	ADDRESS	EMAIL	TELEPHONE
1	Engr. John A. N. Joshua, MNSE	EE&A Dept. COREN, Abuja	joenggada@gmail.com	08036371528
2	Mrs. Ngozi Blessed Umeh	Head of Unit, EAC Secretariat, Gwarinpa, Abuja	blessedforme@yahoo.com	08035052774
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5	Engr. Jude Zhidaya, MNSE	EE&A Dept. COREN, Abuja	zhidayajude@gmail.com	08036797058
6	Engr. Suleiman Kakudi, MNSE	MIS Unit	sakudi7982@gmail.com	08038907687
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8	Faith Ocheh	CA & PR Dept.	cino4live@yahoo.com	07011539176
9	Johnson Abalaka	Council Secretariat	johnnel123@yahoo.com	07067145624
Supporting Staff				
10	Murtala Shuaibu	COREN Driver	-	07036974884
11	Jamilu Sani	COREN Driver	-	081043244
12	Gade Paul Pada	COREN Driver	-	07032874609
13	Ali Ishaya	COREN Driver	-	08100433428
14	Yusuf Salisu	NBTE Driver	-	09033007928
15	Lawal	NBTE Driver	-	08022262890
16	Rachael Katung	Cleaner	-	08031846669
17	Michael Renzshak	Office Asst.	-	08067720785
Media Team				
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		Aljezirah		
19	Eklcemini Ubong	Radio Nigeria (FRCN)	elceminiubong@gmail.com	08166482459
20	Funmilayo Adeyemi	News Agency of Nigeria (NAN)	dadakayode69@yahoo.com	0803470501

Table 3: Programme of Activities

COUNCIL FOR REGULATION OF ENGINEERING IN NIGERIA

No. 22 ADDIS ABABA CRESCENT, WUSE ZONE 4 ABUJA FCT

PROGRAMME FOR WORKSHOP ON SYDNEY ACCORD AND DUBLIN ACCORD APPLICATION BY

NIGERIA (UNDER JOINT EFFORT OF COREN AND NBTE SUNDAY 19TH OCTOBER, 2025)

TRAINERS (2): Prof. Megat Johari Megat of BEM and Engr. Prof. Nasir M. Khan of PEC

FACILITATORS (2): Engr. Baba El-Yakub and Engr. A.D.K Muhammad

PARTICIPANTS (28): Nomination Rectors of Polytechnics (6)

NBTE Nominees (6)

NBTE Leadership (4)

COREN Nominees (8)

COREN Leadership (4)

Objectives:

1. Expose the participants to the requirements of SA and DA membership
2. Expose the application procedure, process and critical timelines
3. Orient the participants towards the implementation of SA and DA requirements

Expected Outcomes

1. Requirements to join SA and DA
2. Application Procedure and Process

3. Roadmap including components of implementation, milestones and timelines
4. Identification of Strategic partners
5. Strategies for advocacy and sensitization

DATE: Sunday, 19th October, 2025

Venue: Office, 21/23/14 Road, Off 1st Avenue, Gwarinpa, Abuja

Training Workshop Session

Time	Activities
13:00 hrs	Arrival of participants and trainers
13: 20 – 13:25 hrs	Workshop Orientation by Engr. Prof. Baba El-Yakub
13:25 – 13:30 hrs	Welcome address by President COREN
13:30 - 13:35 hrs	Opening remarks by ES, NBTE
13:35 – 14:04 hrs	Requirements to join SA and DA Engr. Prof. Nasir M, Khan, PEC
14:04 – 15:00 hrs	Application Procedure and Process for SA and DA by Prof. Megat J. Megat, BEM
15:00 – 15:30 hrs	Interaction/Discussion guided by Engr. Prof. Baba El-Yakub
15:30 - 16:15 hrs	Tea Break
16:15 - 17:00 hrs	Roadmap including components of implementation, milestones, and timelines by Prof. Megat J. Megat
17:00 - 17:30 hrs	Identification of Strategic partners and strategy for advocacy by Engr. Prof. Christian Bolu
17:30 - 18:00 hrs	Interaction/Discussion guided by Engr. A.D.K. Muhammad

18:00 – 18:10 hrs	Response/Contributions from participants
18:10 – 18:20 hrs	Summary and Takeaways to be led by President COREN
18:20 – 18:25 hrs	Appreciation by Registrar, COREN
18:25 - 18:30 hrs	Closing Remarks by Engr. S. M. Yusuf NBTE
18:25 – 18:30 hrs	Closing

Photographs during the workshop

President of COREN, Registrar and Executive Secretary, NBTE

Technical Session by Prof. Megat Johari of BEM

Technical Session by Engr. Prof. Christian Bolu, FNSE, Chairman EAC

APPENDIX F – BENCHMARK MINIMUM ACADEMIC AND PROFESSIONAL STANDARDS FOR HIGHER NATIONAL DIPLOMA PROGRAMMES (ELECTRICAL, MECHANICAL, CIVIL, AND CHEMICAL IN NIGERIAN POLYTECHNICS

APPENDIX G – OBE ACCREDITATION MANUAL

APPENDIX H –OBE PROGRAMME EVALUATOR GUILDLINES

APPENDIX I – LIST OF TRAINED PROGRAMME EVALUATORS

DOWNLOAD THE LIST OF TRAINED PROGRAMME EVALUATORS

APPENDIX J–SAMPLE PROGRAMME EVALUATORS TRAINING MODULES