



NBULETIN

APRIL 2025

The Exam Scare:
Full of Alarms,
Notes and Tension.
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COUNCIL OF LEGAL EDUCATION APPROVES AND RAISES ADMISSION QUOTA IN NIGERIAN BRITISH UNIVERSITY

The Council of Legal Education in Nigeria primarily focuses on ensuring the quality and standard of legal education and training for future lawyers. It manages the Nigerian Law School, accredits Law faculties and issues qualifying certificates to graduates. The council oversees continuing legal education and has disciplinary powers over students and graduates.

On this ground, The Council of Legal Education, has approved new faculties in 5 Universities in Nigeria. This came as a practical measure during the Council's 2nd Quarterly meeting held on Thursday, 17th April, 2025 at the Nigerian Law School Headquarters in Bwari, Abuja. The meeting was chaired by Chief Emeka Ngige OFR, SAN, Life Bencher. The approved universities are:

- Nigerian British University Asa, Abia State
- Modibbo Adama University, Yola
- Federal University Otuoke, Bayelsa State
- Prime University Kuje, Abuja
- Margaret Lawrence University, Abuja

Each of these universities has been granted an admission quota of 50 students at the 100 level, following the verification and assessment visit conducted by the team. The team was led by the General of the Nigerian Law School, Prof. Isa Hayatu Chiroma SAN, Life Bencher, who carried out the verification and assessment on the various institutions.

The team expressed satisfaction with the facilities and Academic structures.

—By Mrs. Blessing Austin



MEDICAL AND DENTAL COUNCIL OF NIGERIA ON AN ADVISORY VISIT TO NIGERIAN BRITISH UNIVERSITY

The Medical and Dental Council of Nigeria is a body that regulates the practice of Medicine, Dentistry and alternative medicine in the most efficient manner that safeguards best healthcare delivery. Their vision is to be the best regulating body in Nigeria, by fostering the right knowledge of clinical practice, bringing it to bear on the universities with adequate manpower and high standard equipment in all the medical practices.

The advisory visit of MDCN is a regulatory inspection of medical and dental institution, to ensure that

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IN PROGRESS**

institutions of higher learning meet established standards for training and practice. The visit helps the council determine if a school or facility is capable of providing quality education and training in the medical and dental fields. Medical and Dental Council of Nigeria advisory visits are crucial for maintaining the quality and integrity of medical and dental education in Nigeria.

On the 30th of April, 2025, a delegation from the Medical and Dental Council of Nigeria (MDCN) was on an advisory visit to Nigerian British University, Asa, Abia State. The delegation was led by the Registrar of the MDCN ,with the leading of Registrar of the

Medical Council of Africa on Medical Education, Dr Emeka, Prof. Edris Mohammad and other team of medical practitioners.

The visit was to uphold the high standard of medical education. The team was warmly received by the Vice-Chancellor of Nigerian British University: Prof. Hakeem Fawehinmi, the Deputy Vice-Chancellor (Academics): Prof. Innocent Uwah, the Registrar: Mr. Leonard Khama, the Bursar: Mr. Jam Chukwuemeke Nnamdi, and other members of the Senate.

The discussion held during the visit focused on enriching the curriculum, optimizing clinical



There is this thin line between a student who is on the edge of a major breakdown and one who is somehow keeping it together—it's what we call the exam scare. It's quite crazy how the transformation from relaxed to just barely holding it together can happen in a second—not literally of course. It's more of a mental shift, a switch that flips once you realize that there's no time left and you've got to make it work.

It's a feeling every student knows—especially as exam day approaches. The tension keeps building, regardless of how prepared you are (or think you are). It's the feeling of waiting for something, but you're not really sure of what. Then suddenly comes the flashbacks: "I'll start studying tomorrow", the sentiment that is repeated daily like a personal mantra. The best-laid plans vanish when reality hits. Your pre-made timetable staring at you, and then it hits that you haven't done what you said you'd do, and suddenly panic mode kicks in.

At that moment, the whole students around enter *survival mode*. Alarms get set, sleep schedules get sacrificed, and everyone is just racing against time—whilst some have accepted their fate. The few days leading to exam week are spent waiting for the

The Exam Scare: Full of Alarms, Notes and Tension.

feeling to kick in, whilst telling yourself, "Okay, I'll get started in the next hour or two, so I don't burnout during the week"...who are you kidding? Before you know it, you're scrolling through social media, or maybe watching a long video about the best hacks to survive exam week.

Suddenly, it's the day before the exams. At that point, you start to realize that time actually runs fast—except the hours in classes. Textbooks, manuals, notes, your laptop, and random flash cards from the semester are scattered on the table, ushering you into "last-minute cramming mode", where everything seems urgent even though you've had time to prepare. Here, we don't drink coffee but we have midnight snacks to keep us company and keep our eyes open...but of course, no amount of midnight company can keep distractions at bay. There's always something interesting to do when you're supposed to be studying, sometimes it's something you wouldn't do on a normal day. The first break turns into an hour of scrolling through memes, TikToks, Instagram stories, or even checking the time difference to know when the next Formula 1 qualifying or race starts, and boom it's been three hours, and unfortunately you've barely covered quarter of the semesters

work—are you taking a break or you're trying to avoid the inevitable? Then, you check on others and they've gone extremely far or some might even say, "I'm done, I just have to re-read my notes". Then, you think of how you can maybe borrow that person's brain just for the exam. You return back to your table or even bed (a fascinating place to study) and then the voice in your head goes, "Just start, you'll cover everything". But as you re-read the same sentence for the third or fourth time, you start wondering if you'll actually cover anything.

Then finally it's exam day, and soon enough the exam is over. After last night's nerves, you walk out of the exam hall feeling a sense of relief or panic, depending on if things worked out or not (if you understand what I mean). Then the question, "How was it, what did you put for this question?" start floating around, this is the moment when some students enter the post-exam regret zone, whilst some just retire to catch up on sleep before they have to be up and grinding again. But soon it hits: you've survived, the paper is done and onto the next you go...and the cycle goes on.

By the time the last paper rolls around, your mind is very much at ease—well, except you have a tough paper on that day. But if you

don't, you can barely even remember the name of the course you're taking anymore. This final paper is your ticket to freedom and parad-ease, you just can't wait for it to be over already. The moment you submit your paper and walk out of the hall, sweet relief washes over you. But the next thing on your mind is "Ahh, it's time to continue binge watching my favourite series." Or for some, "Omo, sleep is the only thing on my mind. Please, no one should enter my room." Whilst for people like me, it's, "I need to go and finish packing oo. I'm going home in the next few hours." But one thing is for sure, the atmosphere

switches from tense to relaxed.

In conclusion, yes, exam week is super stressful. It's very messy, chaotic and filled with blaring alarms and last-minute cramming. But it's an experience all students share, filled with distractions, laughs and a whole load of panic and PRAYERS. But the thing is that, no matter how stressful the process is, we always just make it through somehow. After all, it's not just about what we learn in class; it's about coordination and learning how to survive the chaotic, messy and incredible rollercoaster that is exam week.

Please, let's try and actually motivate each other to study weeks before the exam.

By: Chiamaaka Valerie Maduako



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NIGERIAN BRITISH UNIVERSITY HOLDS HER 3RD CONGREGATION



In the context of a university, congregation refers to the general assembly of all the senior and junior members of the university staff, including both academic and non-academic, who hold degrees from recognized universities. This assembly can make its opinions known on any matter affecting the university's interests and welfare with its key points on membership, role, and influence. It on this premise that Nigerian British University organized her 3rd Congregation meeting and staff training on the 7th of May, 2025. The exercise had its discussion on some issues of common interest as it concerns NBU. Several presentations were made by the key players of the institution, beginning with an opening remark by the Vice-Chancellor of Nigerian British University, Prof. Hakeem Fawehinmi. He highlighted on the uniqueness and innovative learning experiences in NBU that

combines the best British and Nigerian educational practices, with world-class academic and industrial mentorship. He also stressed on the fact that NBU had put together a formidable leadership to oversee the onerous task of pioneering a strong foundation and setting high standards.

In his presentation, he further stated the mission of the university. According to him, it is a 21st Century university that would develop business processes, administrative structures and policy framework, that would sustain and promote these strides well into the future. Among others, the aim is ***To develop globally competitive graduates by offering proactive and distinctive research opportunities, a learning and professional mentoring environment with adequate international collaborations, as well as commitment to vibrant industrial engagement to ensure practical and relevant academic experiences***. It is a

Nigerian British University that focuses on strategic management of the blended university, with its goals on promotion of academic culture and values, phasing of academic programmes, enhanced research and improved instructional resources. In his presentation, the Vice-Chancellor also harped on the strategies for different aspects of the university's operations, such as strategic engagements and partnership to encourage corporate participation and promote interactions between town and gown, as a way of sourcing for external funding. There are educational opportunities broadened for diverse students and faculties, through the maintenance and expansion of international partnerships, exchange and linkages with foreign universities, by improving social value which woo prospective collaborators with shared vision. This encourages pro-diversity and would align with the institutional mission, with dedicated desk officers to ensure that all 3rd party engagements are sustained.

The Vice-Chancellor also emphasized on improving staff/students' welfare and safety. He talked about the need to have





harmonious working relationship between the staff and the students, through an inclusive and transparent approach to their welfare, with zero tolerance on cultism. He also spoke on the need to strengthen the teaching and examination system via quality assurance policies and processes, staff recruitment and human resource development.

The Deputy Vice-Chancellor (Academics), Prof. Innocent Uwah, made an elaborate training presentation on cultivating work ethics in Nigerian British University and the place of employee pioneers. The DVC made emphasis on the culture of Britishness, conventional values and conduct, stressing work ethics and professionalism as the fundamental aspects of successful performance in a workplace. He referred to people's values and beliefs regarding their work, including aspects like punctuality, accountability and dedication. The DVC urged for professionalism in other areas in NBU, as it is obtainable in KEELE University UK, where he saw effective

communication, among other things. This encompasses how individuals conduct themselves, including communication, appearance and respect among the workers as they carry out their duties and roles.

The Deputy Vice-Chancellor (Academics), Prof. Innocent Uwah, encouraged everyone to apply action in the workspace based on principles, policies and self-discipline that promote integrity, by having the following in mind: Respect, Punctuality, Productivity, Responsibility, Integrity, Professionalism, Comradery, Orderliness and Protocol. With these, we all build strong relationships and create a positive work environment.

Thereafter, the Registrar of Nigerian British University, Mr. Leonard Khama, took the stage by also making presentation on some polices that exist in the institution and how the staff could navigate through them and not default on the policies. Some of these policies include: Policy on Staff Leave, Policy on the Relationship between the staff and the students, Policy on the Relationship between the staffs, Policy Guiding the Different WhatsApp groups, etc. He spoke on the Staff Leave Policy, stating

that the policies are not there to make things difficult for the workers but for the staff to abide by the rules. He stated the categories and processes of Leave applications and the steps to follow towards actualizing the policies.

ICT was not left out as Head, Information and Communication Technology – Mr. Paschal Nwankwo, analyzed NBU-Net. He talked about some challenges they experience, like unending admission and course registration window. He suggested that the management, staff and students' collaboration should be established for efficiency and effectiveness. He recommended that Students' Experience Office be used for students' matters where applicable.

The Chief Security Officer of the university–Mr. Gerald Akalonu, also took his turn, by introducing to the staff members what he referred to as Corporative Society Initiative. Afterwards, question and answer session was held. This made the exercise very interactive and eventful.

By Mrs. Blessing Austin

EDUCATION AS A SOCIAL INSTITUTION

Education is a fundamental social institution that transmits knowledge, skills and cultural norms to individuals, preparing them for their roles in the society. It plays a vital role in shaping individuals' beliefs and values and ensures the continuity and cohesion of the society. Education is a primary agent of socialization, teaching individuals the social norms, values and behaviours expected of them. It also enhances Knowledge transmission. It transmits knowledge and skills across generations, ensuring the continuity of cultural and intellectual traditions. It has its part on career and social mobility. Education often serves as a gateway to specific careers and can facilitate social mobility, allowing individuals to move up the social ladder.

The benefits of education are mostly seen on the social order. Education contributes to maintaining social order by teaching individuals how to function within the legal and social structures of a society.



On cultural innovation, education fosters critical thinking and problem solving. It can lead to interconnection with other institutions such as family, religion, economy and politics. It is influenced by their values, norms and ideologies. For example, religious institutions may influence educational curricula, while the economy shapes the types of skills and knowledge that are valued in the workforce.

The impact of education on individuals and society comes from personal development and social progress- by promoting knowledge, skills and critical thinking as keys to drive

economic development and civic engagement.

Educational system can perpetuate social inequalities, particularly if they do not provide equal opportunities for individuals from different socio-economic background. In summary, education is a crucial social institution that shapes individuals, transmits knowledge and culture, and contributes to both individual and societal progress.

Written by **Mrs. Blessing Austin**

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NO BAG SCHOOL DAY



PHOTO GALLERY





Still Basking in the Excitement of the Excursion to NBU

By Dr. Franklin Idamunya

Principal Christie Toby Inclusive Education Centre.

Christie Toby Inclusive Education Centre is one of the schools in ABEC Group of Schools. ABEC Group of Schools is made up of Christie Toby Inclusive Education Centre, ABEC Boarding School, ABEC Day School, ABEC A'Level School, CTIEC Special Primary, CTIEC Regular Primary and Mary Virginia Primary School

Last month, the corridors of Christie Toby Inclusive Education Centre (CTIEC) buzzed with an energy unlike any we have witnessed before. Our students had just returned from an educational excursion to the Nigerian British University (NBU), in Abia State and their faces shone with wonder, curiosity, and an unmistakable spark of inspiration. As Principal, I had the privilege of leading this diverse cohort of learners, and I can confidently say: we are still basking in the euphoria of that visit.

A Dream Realized

From the moment our buses wound their ways through the lush campus avenues of NBU, our students sensed they had stepped into a world where possibility meets preparation. For many, this was their first glimpse of a tertiary environment—a



Dr. Franklin Idamunya
Principal, Christie Toby Inclusive Education Centre (CTIEC)

place where aspirations take shape in lecture halls, laboratories, and libraries. It was in that moment we realized: this was more than a field trip. It was the unveiling of dreams.

"I never imagined a laboratory could look like that," whispered one of our Year 11 ICT students, eyes wide as she peered into the gleaming rows of computers and high-precision instruments.

Laboratories and ICT Powerhouse

The heart of our visit lay in NBU's science and technology complex. Here, our budding scientists and technophiles were treated to state-of-the-art laboratories equipped with the latest analytical tools. In the ICT "Powerhouse," banks of workstations hummed with activity, offering hands-on experience in network simulation, and digital design. Our students didn't merely observe; they engaged, under the guidance of NBU demonstrators—an experience that transformed

abstract textbook concepts into tangible reality.

A Mock Court in Session

Equally impressive was the Faculty of Law, where a fully operational mock courtroom stood ready for proceedings. Our young learners—some as young as 11—filed into the bench gallery with solemn excitement. They watched as NBU law students enacted a fictitious case, complete with prosecution, defense, and a presiding "judge." For our learners, many of whom had only read about legal processes in civics class, the mock trial was nothing short of theatrical magic. One of our CTIEC senior students later remarked,

"I felt like I could stand up and argue before a real judge. I want to study law now!"

Nature, Nurture, and Next-Generation Facilities

Perhaps what struck our students most was the harmonious blend of natural beauty and cutting-edge infrastructure. The NBU campus is dotted with groves of native trees, manicured lawns, and quiet courtyards—yet interwoven seamlessly are modern lecture theatres, digital libraries, and collaborative hubs. It is rare to see such

thoughtful integration of environment and engineering. Our learners paused to sketch the botanical gardens, to sit beneath the shade of trees, and to reflect on how a university can nurture both mind and spirit.

Impact and Inspiration

Back at CTIEC, the afterglow of the excursion has manifested in renewed classroom engagement, spirited debates, and a surge of questions about future careers.

A Nurturing Continuum

Christie Toby Inclusive Education Centre is proud to be part of the ABEC Group of Schools, which includes ABEC Boarding School, ABEC Day School, ABEC A' Level School, CTIEC Special Primary, Mary Virginia Primary School and CTIEC Regular Primary. Together, we provide a continuum of education that celebrates every learner's unique

journey. Our excursion to NBU was a powerful reminder that, regardless of age or ability, every student deserves to glimpse the horizon of possibility—and to know that with dedication, that horizon can become their reality.

Looking Ahead

As we settle back into our routines, the echoes of excited chatter and the bright smiles of our returning students continue to inspire our faculty. We are already exploring follow-up workshops with NBU, inviting their lecturers to CTIEC for masterclasses, and planning next year's excursion with even more interactive components. The seeds planted during this visit will, I believe,

blossom into a harvest of achievement, confidence, and ambition among our learners.

In the words of Master Miracle Tamunokonbia, the Information Prefect of CTIEC, "I felt like a real university student today. I'll never forget this experience."

For the Social Prefect, Miss Hannah Nyong, "I just want more of this." Indeed, we are still feeling that thrill—and we look forward to nurturing it into tomorrow's success stories.





NIGERIAN BRITISH UNIVERSITY PARTICIPATED IN LINCOLN UNIVERSITY COIL PILOT

At Lincoln University, the COIL(Collaborative online International Learning) program facilitates online collaborations between students and instructors from different countries by allowing them to engage in shared learning experience.

This program is a way to globalize the curriculum, provide international opportunities and foster intercultural competence.

The key aspects of the COIL program at Lincoln University is for faculties and students from different institutions to work together on a shared project or activity. Participating in COIL program is to expand perspectives where students gain broader understanding to global issues and diverse cultures, enhance skills such as project development communication, and problem solving skills.

Another point is for professional development participation in COIL projects that can enhance career prospects and provide valuable professional experiences. It also opens international collaboration without physically leaving their home country.

It is on this premise that Nigerian British University joined Lincoln University on the COIL Program, which started on the 2nd of May, 2025, aimed at digital literacy. This program is to bring internationalization into classroom and a new way of developing students' cultural awareness and communication skills. It was led by the COIL Project Team, University of Lincoln, UK

1. Dr. Paul Igwe, Associate Professor of Entrepreneurship and Innovation Lincoln International Business School.
2. Dr. David Rugara, College Director of Internationalization.
3. Prof. Nadia Gulko, Professor; Subject Lead A&F Group.
4. Dr. Anna Vysotskaya, Lecturer in Accountancy and Finance A&F Group.
5. Dr. Ngozi Okoye, Senior Lecturer Lincoln Law School.

The program captured year two students of Nigerian British University with the intention of familiarizing them into globalization and entrepreneurship skills. On the last day of the program also known as celebration and

award day, the organizers from Lincoln, having given the background of the institution through their International Regional Manager, Mrs. Yetunde Ogedengbe, highlighted the values of the institution as the most affordable university in United Kingdom, and ranking 23rd in the world with Gold award. She stressed that Lincoln offers 30% Global Leadership Scholarship and has Global Business as a newly included program as top-up-degree BA (HON) Program.

Then, Dr. Paul Igwe, Associate Professor of Entrepreneurship and Innovation, Lincoln International Business School, applauded the universities that participated in the program. Dr. David Rugara, College Director of internationalization of Lincoln, congratulated the participants. He was optimistic that the program would be extended fully to the institutions that are interested in Nigeria. Dr. Paul Igwe stressed that the certificates awarded were relevant and could be added to someone's curriculum Vitae and used for future purposes. One of the students that participated in the Lincoln COIL PILOT Program, expressed joy and said that the program as acquired would help him in his entrepreneurship and development venture.

The co-ordinator from Nigerian British University for the program, Dr. Sunday Adiele Okoroafor, Head Department of Social Sciences and assisted by Dr. Chizaram J. Obanu, explained in an interview with him the importance of the program in the lives of the students and to NBU in general. He stressed that the program would position NBU for global mobility and global recognition. Further in his speech, he stated that 23 universities applied for the program and the number was reduced to 10 at the 2nd stage. After thorough selection, it was brought to only 5 Universities. NBU merited and was the only Private University and the youngest University to participate on the

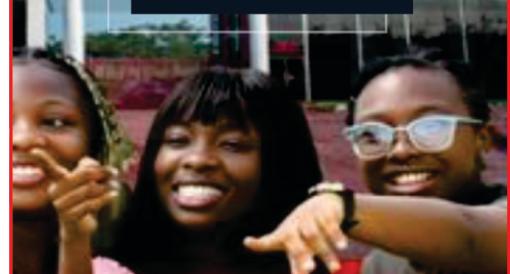
COIL program. With extreme happiness, he further explained that the Vice-Chancellor, together with other Principal Officers, showed maximum interest in the Lincoln University's COIL PILOT program with their proactiveness. The total number of students that participated in the program were 44 and 2 Faculty Members. Subsequently, Dr. Paul Igwe and representatives from Lincoln University appreciated everyone that took part in the exercise and expressed hope of collaborating again next year with maximum result.



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32 WAYS TO KEEP GETTING BETTER

- 1. Wake up early
- 2. Read daily
- 3. Eat well
- 4. Love yourself
- 5. Judge less
- 6. Be you
- 7. Create your mission
- 8. Plan your week



- 9. Meditate
- 10. Have purpose
- 11. Find your passion
- 12. Love others
- 13. Network
- 14. Save money
- 15. Automate
- 16. Delegate

- 17. Track finances
- 18. Build a brand
- 19. Face your fears
- 20. Fail fast
- 21. Acquire skills
- 22. Invest
- 23. Journal
- 24. Positive mentality



- 25. Get a mentor
- 24. Think big
- 27. Be productive
- 28. Challenge yourself
- 29. Spend wisely
- 30. Educate yourself
- 31. Have ambition
- 32. Just start now

SHARP EYES ONLY SPOT 10 DIFFERENCES





Nigerian British University participates in the UNIDO Circular Economy and Resource Efficiency Educational Program, 2025.



NIGERIAN BRITISH UNIVERSITY has been selected for participation in the UNIDO Circular Economy and Resource Efficiency Educational Program 2025. The program is to foster "*Advancing Nigeria's green and just transition to Net Zero through circular economy practices*", under the project, "Promoting small hydropower development and circular economy approaches in Nigeria", funded by the European Union and implemented by the United Nations Industrial Development Organization (UNIDO).

As stated by the Sustainability Officer, Dr. Marshall Ekpete, UNIDO Project seeks educational institutions such as Universities, Technical and Vocational Education and Training institutions (TVETs), etc in the fields of environment, business and engineering, who are willing to introduce/extend a course on circular economy (CE) and resource efficiency (RE) in its institution. In the light of the above, Nigerian British University, through its successful application, has joined the 30 educational institutions in Nigeria to undergo capacity development training in Circular Economy and Resource Efficiency.

Dr. Ekpete further disclosed

that building lecturers' competencies in circular economy and resource efficiency is crucial for fostering a future generation that understands and values sustainable practices. This takes into account that, circular economy principles, such as resource efficiency, waste reduction, and sustainable consumption, are essential for achieving the global Sustainable Development Goals. By equipping teachers with the knowledge and skills to teach these concepts, we can empower NBU students with critical thinking and problem-solving skills to become proactive global change agents in promoting sustainable futures.

This UNIDO CE and RE capacity-building programme will greatly enrich the teaching curriculum of our GST 213 Environmental and Sustainable Development course, and by extension, prepare our students to understand the interconnectedness of the environment, economy, and society. This would encourage them to adopt eco-friendly habits and make responsible choices. In addition, students would be equipped with the skills to transition from a linear economy (take-make/use-dispose) to a circular economy (reduce-reuse-recycle) pursuant to the global goals.

Dr. Ekpete underscores that NBU would benefit significantly from this integration of sustainable development into its curricula and practices through: enhancing visibility and global acceptance, building strong institutional partnerships, and contributing to the broader societal goals of the United Nations' Sustainable Development Goals.

The first Programme activity would commence with an interactive online course "UNIDO CE and RE course", to be led by international experts, and would consist of five series of 3-hour lectures from 17th May to 14th June 2025.

In conclusion, Dr. Ekpete thanked the Vice-Chancellor, Prof. Hakeem B. Fawehinmi and the Deputy Vice-Chancellor, Prof. Innocent E. Uwah, for their purposeful leadership during the application process. He expressed confidence that Nigerian British University's participation would deepen the implementation of DEEP and PRIME principles, aid experiential teaching and learning, and provide teaching faculties with deeper knowledge of new concepts such as Circular Economy and Resource Efficiency.

By Mrs. Blessing Austin

MEDICAL AND DENTAL COUNCIL OF NIGERIA ON AN ADVISORY VISIT TO NIGERIAN BRITISH UNIVERSITY



training and ensuring a conducive learning environment for the students. It also focused on enhancing the staffing mechanism with adequate incentives. This is geared towards ensuring that only qualified medical practitioners, who are members of the medical body, are inculcated; then, looking out for specialist hospitals for clinical training of the students.

The day was eventful with productive discussions and a thorough evaluation of the campus, including comprehensive sight-seeing tour. There was detailed

inspections of Nigerian British University Faculty of Basic Medical and Allied Health Sciences, led by the Vice-Chancellor, Prof. Hakeem Fawehinmi and at the center of the event was the Dean, Faculty of Basic Medical and Allied Health Sciences – Prof. Faith Diorgu, and staffs of the faculty. The laboratories visited were: Medical Biochemistry Lab, Anatomy Dissecting Lab, Physiology Lab and other important areas such as the school library and E-Library, where the text books were assessed also.

The Medical and Dental Council

of Nigeria found their recommendations for enhancing some specific areas during the visit. They stressed that they were aimed at playing key roles in maintaining public trust in the quality of medical education and practice and also ensuring that medical students' graduates perform excellently, as prepared and qualified medical practitioners.

The Vice-Chancellor of Nigerian British University, commended the team for their friendliness and stated that the key factor was to continue providing high standard of education, clinical training and compliance.



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- B. Sc. Political Science
- B. Sc. Mass Communication

- B. Sc. Public Administration
- B. Sc. International Relations & Diplomacy

COLLEGE OF HEALTH SCIENCES

- Bachelor of Medicine & Bachelor of Surgery (MBBS)
- Bachelor of Nursing Science (B.N.Sc)
- Bachelor of Medical Laboratory Sciences (BMLS)

FACULTY OF ENGINEERING & APPLIED SCIENCES

- B. Eng Computer Engineering
- B. Eng Mechatronic Engineering
- B. Eng Electrical and Electronics Engineering
- B. Eng Information & Communication Engineering

**PRIME ADMISSION
2025/2026 ACADEMIC SESSION**



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