

# **NATIONAL COUNCIL FOR TERTIARY EDUCUCATION**

## **GUIDELINES FOR REQUESTING NCTE`s SUPPORT FOR INTRODUCING NEW PROGRAMMES IN PUBLIC TERTIARY EDUCATION INSTITUTIONS**

### **Background**

The Act establishing the National Council for Tertiary Education (NCTE) enjoins the Council to advise the Minister of Education on the development of institutions of tertiary education in Ghana. The Council is also required to enquire into the financial needs of institutions of tertiary education, and advise the Minister accordingly.

Currently both the National Council for Tertiary Education and the National Accreditation Board (NAB) have roles to play in the introduction and accreditation of new programmes in tertiary education institutions. It has, therefore, become necessary to develop guidelines to clarify the respective roles of these two supervisory bodies. While NCTE is responsible for ensuring that the objectives of new academic programmes align with national development objectives, determining whether or not public funds should be expended on the programme and ensuring that the programme aligns with the mission of the institution, NAB deals with ensuring that the programme meets certain basic standards such availability and quality of staff, facilities, as well as supporting regulations.

NCTE`s support for a new programme should precede the processes leading to programme accreditation, an exercise which is within the remit of the National Accreditation Board. NCTE`s support for commencement of new programmes is not accreditation.

### **Purpose of Guidelines**

For the avoidance of doubt, a programme is defined as a specialized field of study in a tertiary education institution. A programme consists of a number of courses including both required and elective courses, each having its own individual credit weighting.

The purpose of these guidelines for mounting a new programme in tertiary education institutions is to prevent duplication of effort at both the system and institutional levels.

Specifically, the purpose of the guidelines is to:

- Ensure that the objectives of new academic programmes align with national development objectives;
- Determine whether or not public funds should be expended on the programme; and
- Ensure that the programme aligns with the mission of the institution.

## **WRITING THE PROPOSAL – COMPONENTS**

### **TITLE PAGE**

This should clearly indicate the name of the institution and logo, the programme being proposed and the College, School, Faculty and/or department which will host the programme. The date of submission must also be indicated on this cover page.

### **1.0 INTRODUCTION**

The introduction should provide a summary of the propositions in the document.

### **2.0 NATIONAL RELEVANCE**

The institution should demonstrate the relevance of the programme to national development by linking the programme to national development objectives.

The institution should link the programme to development programmes enunciated by the government, and where applicable, the institution should link the programme to the skill needs of the institution's "catchment area".

### **3.0 AIM, OBJECTIVES AND OUTCOMES**

#### ***3.1 Aim***

The institution should state the purpose of the programme and its intended outcomes in broad terms.

#### ***3.2 Objectives***

The institution should describe what the programme is intended to achieve.

#### ***3.3 Intended/Expected Outcomes***

The institution should describe the knowledge, skills and competencies that would be acquired by students after graduation.

### **4.0 INADEQUACIES IN SKILLS**

The institution should describe the inadequacies in skills in a particular sector which necessitates the mounting of the new programme. This could be in areas of quantity, quality and type of skills from existing programmes or in the system generally.

#### **4.1 Addressing the Inadequacies in Skills**

The institution should demonstrate how the new programme will assist in overcoming the inadequacies in skills identified.

## **5.0 ALIGNMENT WITH THE MANDATE, MISSION AND NICHE AREA<sup>1</sup> OF THE INSTITUTION**

The institution should demonstrate how the new programme aligns with the mission of the institution as stated in the legislation establishing the institution and the institutions strategic plan.

## **6.0 THE TARGET MARKET**

Where applicable, the institution should identify the market for the programme.

*The institution should identify:*

- a. the sections of the population who will access the programme; and*
- b. the sectors of the economy which will potentially employ the graduates produced by the programme.*

## **7.0 SIMILAR PROGRAMMES RUN BY OTHER INSTITUTIONS**

The institutions should justify the need for the new programme and demonstrate how unique the new programme is. If there are other institutions running similar programmes, indicate the similarity or otherwise to those/that of the other institutions.

### **7.1 Uniqueness of the Programme**

The institution should demonstrate how unique the programme is from existing ones or state if it is a new programme.

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<sup>1</sup> Technical Universities should align their programmes to their Niche Areas as well.

## **8.0 ENROLMENTS**

The institution should make realistic projections of enrolments for the new programme for the first five years. Enrolment projections should not be broken down into male and female projections. Where a programme is more than 4-years, the projection should be one year beyond the duration of the programme.

There should clear distinction between the number admitted each year and enrolment, which is the total number of students in the programme at any point in time.

## **9.0 STAFFING**

The institution should assess the current staffing position; projections on teaching and support staff; and projections of student/staff ratios for the first five years.

- i. The institution should attach the list of staff (full-time [core], full-time [cognate] and part-time) who would participate in the new programme. And if part-time teachers would be employed, the institution should provide evidence that the part-time teachers have obtained permission from their “mother institutions”. The degree(s), duration of study, year of graduation and institutions awarding the degrees should be indicated for each staff listed.*

(See template on Appendix A of Guidelines)

## **10.0 FUNDING OF THE NEW PROGRAMME**

The institution should analyse the cost implications of the new programme for the first five years and demonstrate how it intends to finance the new programme.

- i. The institution should analyse the recurrent and capital costs associated with the new programme. These should include the cost of equipment, library, consumables and teaching and non-teaching staff.*
- ii. The institution should assess the various streams of income that will be used to finance the programme.*
- iii. The institutions should also indicate how the funding for the programme can be sustained.*

(See template on Appendix B of Guidelines)

### **11.0 EVIDENCE OF PRACTICAL TRAINING**

For competency-based programmes (CBT) and practical training, the institution should indicate how it intends to collaborate with industry to offer practical training. In so doing, the institution should:

- i. Provide written evidence that industry is willing to admit students for practical training*
- ii. Indicate the duration of practical training*
- iii. Indicate the competencies students are expected to acquire from the training.*

### **12.0 COLLABORATION WITH RELEVANT PROFESSIONAL BODIES**

For programmes that require collaboration with professional bodies in Ghana (e.g. medicine, engineering, accountancy, surveying and law) the institution should provide written evidence that the identified professional body is willing to collaborate and license graduates on completion of the programme.

### **13.0 EVIDENCE OF APPROVAL BY NAPBTEX (for HND programmes only)**

Institutions must show evidence of approval by NAPBTEX for all HND programmes.

### **14.0 SUBMISSION OF PROPOSALS**

Institutions are required to submit three (3) hard copies and a soft copy of the proposal (*significantly compressed*) to [academiccommittee@ncte.edu.gh](mailto:academiccommittee@ncte.edu.gh)

### **15.0 CONTACT PERSON**

Institutions are requested to provide information on the contact person for the new programme as follows:

Name:

Telephone number:

Email address:

**APPENDIX A – TEMPLATE FOR LIST OF ACADEMIC STAFF**

**Name of Department:**

**Name of Programme:**

**Name and Qualification of Head of Department:**

No	Name of Staff	Sex	Full time (Core)	Full time (Cognate)	Part Time	Highest Qualification obtained (indicate year and Awarding Institution)	Area of Specialization	Rank and Years of Teaching Experience	Courses to be taught	Workload (expressed in hours per week per teacher)

**\*Full-time (Core) refers to staff appointed as full time staff to the department and teaching the programme to be introduced**

**\*Full-time (Cognate) refers to staff employed by the University as full time staff but servicing the programme from other departments**



**APPENDIX B – TEMPLATE FOR FIVE YEAR FINANCIAL PROJECTION (BUDGETED INCOME AND EXPENDITURE FOR FIVE ACADEMIC YEARS)**

**Name of Department:**

**Name of Programme:**

<i>Projected Student Enrolment</i>					
<b>INCOME</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>
<i>a. Recommended Fees</i>					
<i>Academic Facilities User fees</i>					
<i>b. Government Subvention</i>					
<i>c. GETFund</i>					
<i>d. Donor Grants/Funds</i>					
<i>e. Others</i>					
<b>EXPENDITURE</b>					
<i>Employee Subvention</i>					
<i>Administrative Costs</i>					
<i>Goods and Services</i>					
<i>Examinations</i>					
<i>Equipment</i>					
<i>Library</i>					
<i>Teaching and Learning Aids</i>					
<i>Others</i>					
<b>TOTAL EXPENSES</b>					
<i>Surplus/Loss (Difference Income and Expenditure)</i>					