NATIONAL COUNCIL FOR TERTIARY EDUCATION

Notes to aid the Filling of the Guidelines for Requesting NCTE's Support for Introducing New Programmes

The following provides information to aid the filling of NCTE guidelines for requesting support for mounting new programmes.

1.0 Introduction

This section comprises the summary of the main propositions in the proposal. It should cover the motivation(s) to mount the programme, and should touch on the following:

- Developments in the sector - International and national developments.
- Emerging trends in the sector.
- The relevant section of the institutions strategic plan.
- Skill needs of the sector.
- The aim of the programme.

2.0 National Relevance

The relevance of the programme to national development policies, programmes and objectives. The institutions should assess the linkage of the programme to the relevant development policies and programmes enunciated by the government. In this regard, the institution should refer to the relevant national or sector strategic initiatives.

The institution should also consider the following:

- Refer to international development objectives, where necessary.
- Refer to recommendations by professional bodies on the content of programmes.
- Link the programme to the skill needs of the industries in the institution's "catchment area", where applicable.

- Refer to the advantages in running the programme in relation to the endowment of the catchment area.
- Analyse the emerging trends in the sector that needs to be incorporated in the programme.
- Assess the inadequacies in skills in a particular sector which necessitates the mounting of the new programme.
- Assess on how the new programme will assist in overcoming the challenges in that sector.

3.0 Aim, Objectives and Outcomes
3.1 Aim

The aim of the programme is a broad statement of the purpose of the programme and intended outcome.

3.2 Objectives

The objectives are brief clear statements that describes what is department or the institution is going to do to achieve the aim of the programme. It is guided by the questions:

Programme objectives may broadly define:

- The theoretical concepts to be taught:
    - What do we (department) want the students to know?

- Analytical and research skills as well as competencies to be transferred:
    - What do you want the graduates to be able to do?

- Professional knowledge and ethics to be transferred:
    - What values to we want to inculcate in our graduates?

***Some of these objectives may have different emphasis based on the programme and the level at which it is to be offered. For instance, research will feature prominently in graduate programmes**.

3.3.Expected Outcomes

The outcomes refer to what the graduate will know and be able to do by the end of the programme, which should emanate from your objectives. They encompass the knowledge, skills and values to be demonstrated by the learner at the end of the programme.

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 of the Institution

This refers to the mandate of the institution as established by the institution's enabling legislation, its niche area and programme priorities defined by the institutions strategic plan.

6.0 Target Market

In discussing the target market, the proponent of the programme should:

- State clearly the entry requirements for the programme; and

- Analyse the sectors of the economy that are likely to employ the graduates of the programme.

7.0 Similar Programmes run by other Institutions

In discussing similar programmes run by other institutions, the proponent of the new programme should provide the name/s of the existing programmes; discuss the emphases of the content of the existing programmes and programme delivery

methodologies. The institution should demonstrate the uniqueness of the new programme by:

- Identifying gaps in existing programme/s, and demonstrating how the programme make for the emerging trends in industry and academia.
- Discussing the novel training methodologies that will be applied to achieve stated outcomes.

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

8.0 Enrolment

The institution should provide realistic enrolment projections over a 5-year period. Where a programme is more than 4-years, the projection should be one year beyond the duration of the programme.

9.0 Staffing

In filling the section on staff:

- State number of core staff - The core staff are those of the department proposing the programme.
- State the number of cognate staff - These are staff of the institution who are in other departments or faculties in the institution.
- State the number of part-time staff – These are staff of other institutions who have been recruited to teach.

The institution should ensure that there is alignment between the qualifications of staff and the courses assigned to them.

10.0 Funding

- Realistic fees should be charged in line with Government and NCTE equity policies.
- Financial projections should be consistent with enrolment projections.

11.0 **Practical Training**

The institution should provide proof that that industry is willing to admit students for practical training. Evidence should be in a form of memorandum of understanding or written agreements between the institution and industries that have agreed to provide placement opportunities to students.

The competencies students are expected to acquire from practical training and the duration of the attachment programmes should be provided.

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. It may be in the form of letters or MoU's or some other formal agreements.

13.0 Evidence of approval by NABPTEX

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

14.0 Submitting a Proposal

An institution may submit one proposal in the same discipline at different levels, e.g MA, MPhil, PhD. In submitting one proposal in the same discipline at different levels, the write-up must clearly state the differences in the various sections. For instance, there should be separate objectives, expected outcomes, skills and entry requirements. It should also include different enrolment and financial projections. The proposal must also indicate clearly the line of progression from one level to another and the entry requirement for each level.

An institution may opt to submit separate proposals for the different levels e.g MA, MPhil, PhD. Institutions should ensure that the content of the separate proposals for the different levels are different.

15.0 Editing and Internal Review

It is advised that the document should be thoroughly edited to remove all grammatical, syntax and typographical errors. Where possible, the document should be subjected to an internal review process through a designated office to ensure quality and conformity to the NCTE guidelines.

There should be appropriate citation and referencing of materials used in the document.

16.0 Re-submitting a Proposal

Where a proposal is returned to the institution for amendments and corrections, the institution should, in resubmitting the proposal, clearly identify the issues raised by NCTE and indicate how those issues have been addressed. This must be presented in a tabular form as the first page. The table must indicate the exact pages where the amendments have been made.

The proposal should be revised to conform to the NCTE guidelines for introduction of new programmes at all times.