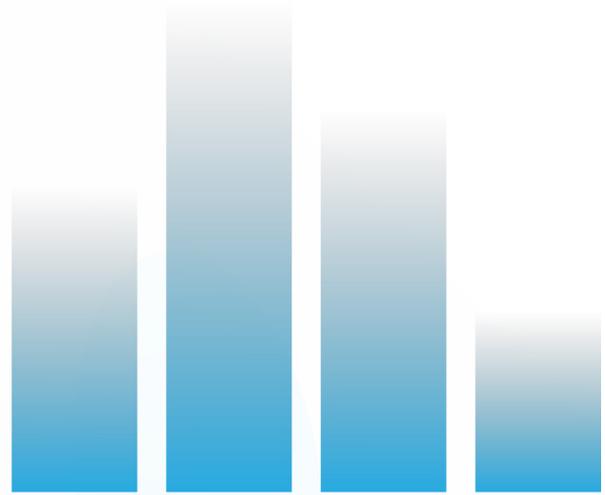




DR. HILLA LIMANN
TECHNICAL UNIVERSITY



TVET DIRECTORATE

***COMPETENCY BASED
TRAINING (CBT)
STRATEGIC
PLAN POLICY***

OCTOBER ***2020***

**DR. HILLA LIMANN TECHNICAL
UNIVERSITY(DHLTU), WA**



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STRATEGIC PLAN POLICY**

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1. INTRODUCTION

In developing suitable human capital for national development through industrialisation, it has become necessary, as a government policy, to introduce the *competency-based training* (CBT) mode of teaching delivery for technical education. This mode of delivery is to be implemented across board in all technical institutions and technical universities in the country (Ghana).

Implementation of a scheme or a new idea, policy, product, etc., to be well accepted and successfully executed in any setup or organisation would require the application of some form of strategy, which will cause prospective members to buy into it in preference to others, thus, outwitting competitors. It is a tool to outmanoeuvre opponents so as to gain a competitive edge to remain relevant in the course of operation.

This policy document is therefore aimed at serving as both a guide to implementing the CBT system in Dr. Hilla Limann Technical University (DHLTU), Wa, and a working document outlining its strategic approach to enable DHLTU stay ahead (outwit) of other similar implementation agencies such as other technical institutions and technical universities. Indeed, the bracket of competitors goes beyond just the scope of technical universities alone, but it should be recognised the competition is with all universities and tertiary institutions of higher learner in Ghana and globally.

The strategic plan, among other things, will highlight the vision and mission of the University with its core values, its institutional goals, strengths and weaknesses and others. An approach to its strategic implementation process will also be outlined in an implementation plan, which will be regularly monitored and evaluated using a clearly set out quality assurance procedures. This will be accompanied by a modest budget to make the whole exercise cost-effective and value-for-money.

It is recommended that this strategic plan policy be reviewed after every five-years as need may arise

2. VISION STATEMENT

To become a world-class centre for applied science and technology and applied arts to provide career-focused education for rural poverty reduction and national development.

3. MISSION

The Dr. Hilla Limann Technical University is a Government Institution devoted to providing quality tertiary education through offering three-year Higher National Diploma (HND), Bachelor of Technology (BTech) and Master of Technology (MTech) degrees, and non-formal short-term programmes and courses. The University aims at becoming a leader in providing courses in a variety of subject areas using competency-based learning, especially in engineering, applied science and technology and management to meet the needs of business and industry, the service sector and society at large.

4. STATEMENT OF INSTITUTIONAL VALUES

The core values of the University may be encapsulated in the list below, though not limited to the list.

- Quality
- Equity
- Transparency
- Team spirit
- Innovativeness
- Environmental sustainability

5. INSTITUTIONAL GOALS OF COMPETENCY BASED TRAINING (CBT)

The proposed institutional goals of CBT at Dr. Hilla Limann Technical University include the following:

- To become a Centre of excellence for competency-based-teaching and learning in Engineering, Applied Science and Technology, Vocational and Technical Education.
- To establish sustainable partnerships with industry.
- To provide equitable training opportunities for women and other disadvantaged sections of society.

- To facilitate the development of entrepreneurial skills
- To establish strong linkages with alumni for institutional development

6. INSTITUTIONAL ANALYSIS IN RELATION TO PROGRAMME AND CENTRE TO BE ACREDITED

The institutional analysis of the University is based on the broad exploration of its core competences highlighting the strengths, weaknesses, opportunities and threats, commonly referred to as SWOT analysis. This is to identify areas of competence that may require some attention.

Strengths

The strength of the university may be captured as follows:

- Highly-trained and qualified Facilitators/Lecturers.
- Well-equipped workshops/studios, and laboratories

Weaknesses The University though has its strengths but it has some weaknesses too. Below are some of the weaknesses of the University

- Lack of institutional hostel facility
- The institution is located at the outskirts of the town

Opportunities

- The University has some opportunities that it takes advantage of as far as learning is concerned. Some of such opportunity may include:
- Strong collaboration with industry for student internship
- Potential for growth
- Vibrant growing young population

Threats

Though the University has some opportunities, there are both internal and external threats facing it. Some of these threats include:

- Existence of other TVET institutions closer to the Centre of town
- Limited recruitment to replace aging staff
- Frequent supply of state-of-the-art facilities to train students

7. MAIN THRUST

The main thrust will be defined by the set objectives, which are as follows:

i. Specific Objectives

The specific objectives to the running of CBT programmes at DHLTU are to: -

- Implement the use of CBT in all departments in the University
- Train staff on CBT modalities
- Appropriately disseminate CBT concept across board in the University
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ii. Implementation Strategies

The content of the CBT approach may need to take to cognisance the balance of cognitive application and hands-on training at the various levels. CBT is referred to as learning by doing. The strategy proposed here advocates for: beyond doing to knowing and making. This is in other words; doing to make using what has been known through knowledge transfer.

The strategy employed here to hopefully implement a seamless CBT methodology is to:

- Establish an in-depth familiarisation of the TVET system and benchmarking with other TVET Institutions in the Upper West Region, Ghana and beyond
- Hold workshop and consultative meetings with stakeholders
- Frequent refresher training on TVET qualifications
- Organise career-booster activities such as exhibitions, awards, etc., and attract sponsors thereby
- Assist Faculties and Departments to be well equipped in their various CBT areas

8. IMPLEMENTATION PLAN

The Competency Based Training (CBT) programme is designed to play a practical skills acquisition role in building trainees' skills capacity for increased trade, craft and technician-manpower for industrial development. To gain accreditation, it is essential that trainees show evidence that they have achieved competence in all the set criteria for each component of each module as programmed. In this regard, the

implementation plan is designed taking into consideration the following: activities, performance indicators, responsibility and timeframe.

Activities (Action)

Prior to the training of the trainees, activities regarding what skills set to train trainees for, and the training mode of that skill set would be thoroughly planned, discussed and executed by all trainers and assessors (both internal and external). The training activities will cover the following:

- Practical skills training activities will be programmed to take 60% of the training time and theory-related to the skilled area takes 40% of the training time.
- On-campus practical training activities with the promotion of do-it-yourself (DIY) concept will be adopted.
- On-the-job or off-campus practical training activities with the promotion of teamwork, innovation and creativity will be utilized.
- Formative and summative assessment methodologies will be heavily used in the assessment of the trainees.
- Special workshops will be organised from time to time purposely to promote creative competition which will attract prizes. This will encourage trainees to endeavour to always put up their best.

Performance Indicators

Competency Based Training programme totally has to do with hands-on practical training for the acquisition of vocational and technical knowledge of a particular trade or craft area. Therefore, the following would be used as performance indicators to assess trainees' competence and fitness for the job in the real world of work:

- Competence from Direct observation: This is a good performance indicator useful for the assessment of the consistency of trainees' performance. A 'flash in the pan' they say is no competence. Hence, the trainers will ensure that the observation serves to demonstrate that the trainee is competent at all times.
- Simulation: This reflects realistic pressures normally found in a work environment utilizing real machines, equipment, etc. The Training centres

will have model workshops, laboratories, etc, for the training and assessment of the trainees.

- Skill test: Industries use this test to measure trainees' ability to perform a specific task or tasks to the criteria required. Hence this method would be used during the training to assess the trainee speed and accuracy under test conditions.
- Oral questioning: This explores underpinning knowledge and understanding. By employing the skills of questioning and listening, the trainee will be drawn to examine a critical incident in such a way that the trainer can explore and determine additional information which is not available through direct observation.
- Written tests and examinations: This is a way of collecting evidence of knowledge and understanding and may involve open written answers or multiple choice question papers. Here every trainee will be subjected to the same test or examination under exactly the same conditions.
- Written assignments, projects and case studies: These are often used instead of standard examination papers and are often combined with student-centred learning approach. This method will be used to test the trainee's application of knowledge to ensure understanding, example, preparation of reports, business plans, data collection, etc.

Responsibility

In the CBT approach, training and assessment have to be carried out on all skilled activities including practical tasks. The University will ensure that Trainers follow the training standards closely and see that each trainee performs a task of acceptable standard.

Trainers and Assessors will be responsible for designing the assessment plan. The assessment plan will be subject to review and updates as and when necessary to reflect the progress within the CBT programme.

After the end of every assessment, Trainers and Assessors will give the Trainees feedback as soon as practicable, and where necessary point out trainees' strengths and weaknesses to them.

Timeframe

The timeframe for the training will be determined by the departments in line with their unique CBT programmes to be offered. The timeframe may vary from programme to programme as each case may be.

9. MONITORING AND EVALUATION PLAN

The TVET Directorate will liaise with the Directorate of the Quality Assurance and Planning Unit and the implementing Faculties/Schools and Departments to ensure effective monitoring and evaluation of the programme. The learning outcomes will be evaluated as specified in the performance criteria and evidence requirements. Written examinations, practical demonstrations, problem discussion, interviews, and roleplay will be used to evaluate the learning process and learning outcomes. Written examination questions and marked scripts will be vetted by the Directorate of Quality Assurance and Academic Planning.

The Programme Team Leaders (PTLs), Internal Verifiers (IV), Assessors, and Facilitators will be equipped with the appropriate skills and competencies through regular in-service training to effectively carry out the monitoring and evaluation process. Feedback from internal and external verifiers will receive the necessary action where practicable. As part of the evaluation process, questionnaires will be designed to ensure that feedback from the students and employers is processed and necessary steps are taken to improve the programme. Structured and unstructured interviews and discussions will also be conducted regularly as part of the data gathering process from stakeholders for the programme evaluation.

The Management and Information System will be used to keep a proper database of graduating students to ensure that tracer studies are effectively carried out yearly to assess the success of the programme for quality improvement. The programmes will be revised at least every five years. However, where the need arises for revisions before the five-year period, a recommendation will be made to CTVET and other regulating bodies for consideration.

DR HILLA LIMANN TECHNICAL UNIVERSITY

CBT INTERNAL BUDGET FOR 60 MONTHS

REVENUE AND EXPENDITURE SCHEDULE

REVENUE SCHEDULE

Funding Source	Government of Ghana	-
	GETFund	-
	Donor Support	
	IGF	3,215,100.00
	Total Revenue	3,215,100.00

EXPENDITURE

SCHEDULE

	Per month	60 Months =
2210100---Materials and Office Consumables		280,000.00
2210101---Printed Material and Stationery	500.00	30,000.00
2210117---Teaching and Learning Materials	1,666.67	100,000.00
2210115---Textbooks and Library Books	2,500.00	150,000.00
2210500----Transport Expenses	1,250.00	75,000.00
2210500---Travel and Transport (seminars conference cost)	1,000.00	60,000.00
2210503---Fuel and Lubricants - Official Vehicles	250.00	15,000.00

2210300---General Cleaning	500.00	30,000.00
2210301---Cleaning Materials	500.00	30,000.00
2210700---Training, Seminar and Conference Cost	916.67	55,000.00
2210700---Practical Training and associated Cost	500.00	30,000.00
2210701---Training Materials	416.67	25,000.00
2210703---Examination Fees and related Expenses	500.00	30,000.00
2210703---Examination Fees	500.00	30,000.00
2210708---Refreshments for participants	8,585.00	515,100.00
2210707---Lunch	5,750.00	345,000.00
2210706---water	735.00	44,100.00
2210705---Snack	2,100.00	126,000.00
2210711---Public Education and Sensitization	416.67	25,000.00
2210900---Graduation ceremony		

	250.00	15,000.00
2210900---Graduation ceremony	250.00	15,000.00
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2731102---Staff Welfare Expenses	500.00	30,000.00
2100000---Compensation for facilitators	36,000.00	2,160,000.00
1423834---Students Practical materials	500.00	30,000.00
NABPTEX Registration	666.67	40,000.00
NABPTEX Certification	666.67	40,000.00
Accreditations	1,000.00	60,000.00
TOTAL	53,585.00	3,215,100.00

