National Minimum Entry Requirements

NATIONAL MINIMUM ENTRY REQUIREMENTS FOR ADMISSION TO TERTIARY EDUCATION INSTITUTIONS

A. MINIMUM REQUIREMENTS FOR ADMISSION TO FIRST DEGREE PROGRAMMES

1. **Senior Secondary School Certificate Examinations (SSSCE) and West African Senior School Certificate Examination (WASSCE) Candidates**

The general requirements for admission of WASSCE and SSSCE candidates to first degree programmes are three (3) credit passes in three core subjects and three (3) credit passes in three relevant elective subjects.

i. *SSSCE Candidates*: Passes (A-D) in six (6) subjects comprising three core subjects, including English and Mathematics, plus three (3) relevant elective subjects.

ii. *WASSCE Candidates*: Credit Passes (A1-C6) in six (6) subjects comprising three core subjects, including English language and Mathematics, plus three (3) relevant elective subjects.

2. **General Certificate of Education (GCE) Advanced Level Candidates**

Passes in three (3) subjects (at least, one of the passes should be Grade D or better). Also, the applicant must have had credit passes (Grade 6) in five GCE Ordinary Level subjects including English, Mathematics and a Science subject (for non-science students) and an Arts subject for (Science students).

3. **Admission of Higher National Diploma (HND) Candidates to First Degree Programmes**

Applicant must have graduated with a good HND certificate (i.e. at least 2nd Class Lower Division). In addition, the applicant must have acquired a 2-year post-HND qualification

working experience. Institutions under mentorship should follow their Mentor Institutions ' practice with regard to entry levels for HND applicants.

Other Diploma qualifications from elsewhere assessed to be equivalent to HND may be similarly considered.

4. Advanced Business Certificate Examination (ABCE) Candidates
 Passes in three (3) subjects (at least, one
of the passes should be Grade D or better). Also, the applicant must have had credit passes in five (5) subjects including English Language, Mathematics, Integrated Science or Social Studies in the General Business Certificate Examination (GBCE).

 5. Mature Students' Entry

 Mature students entry avenues to tertiary education provide opportunities for people who could
not do so earlier in their lives to further their education at the tertiary level after some years in
the workplace (preferably, the formal workplace). Such applicants should normally not exceed

5% (for Public Tertiary Educational Institutions) and 20% (for Private Tertiary Educational
Institutions) of the total admissions of an institution in
a given academic year.

i.   The applicant must be at least 25 years old, and show proof of age with
birth certificate
or any legitimate documentary proof of birth date which is at least 5 years old at the time of application;

ii.   For admission into chartered institutions , applicant must pass Mature Students'
Entrance Examinations conducted by
the institution itself (English Language, Mathematics and an Aptitude Test).

iii.   In the case of non-chartered institutions, the examinations should be moderated and the marked scripts, vetted by
their Mentor Institution. In lieu of such examinations, the applicant should show proof of credit passes in English and Mathematics in WASSCE or any

other nationally recognized standard High School level examinations (for qualifications from countries outside WAEC's aegis).

B. MINIMUM REQUIREMENTS FOR ADMISSION TO DIPLOMA PROGRAMMES

1. Science and Technology Programmes

i.   SSCE Candidates: Passes (A-D) in
five (5) subjects comprising three core subjects, English language, Integrated Science and Mathematics, plus two (2) elective subjects.

ii.   WASSCE Candidates: Credit Passes (A1-C6) in five (5) subjects comprising three core
subjects, English language, Integrated Science and Mathematics, plus two (2) elective subjects.

2. Arts, Business and Humanities Programmes
i.   SSCE Candidates: Passes (A-D) in five (5) subjects comprising three core subjects,

including English Language and Mathematics, plus two (2) elective subjects.

ii.   WASSCE Candidates: Credit Passes (A1-C6) in five (5) subjects comprising three core subjects, including English Language and Mathematics, plus two (2) elective subjects.

C. DIPLOMA IN BUSINESS STUDIES (DBS) CANDIDATES

Four WASSCE credit passes (A1-C6) or four SSCE passes (A-D) including English Language and Mathematics, plus the DBS qualification could be used as entry qualification for relevant *Higher National Diploma* programmes.

 Diploma in Business Studies (DBS) qualification cannot, in itself, be used for admission into first degree programmes.

D. PROFESSIONAL AND OTHER ENTRY QUALIFICATIONS

 All professional certificates and any other qualifications beyond the ones specified above must be referred to the National Accreditation Board for the establishment of their equivalencies, to determine their eligibility for admission to tertiary education institutions-universities, university colleges, polytechnics, etc.

E. ACCESS COURSE FOR ADMISSION TO HND SCIENCE AND ENGINEERING PROGRAMMES

 The National Board for Professional and Technician Examinations and polytechnics will organize access course for SSCE/WASSCE holders who could not obtain the grades required for direct entry into tertiary institutions, to foster their enrollment in *Higher National Diploma* Science and Engineering programmes.

F. FOREIGN QUALIFICATIONS

 All foreign qualifications should be referred to the National Accreditation Board (NAB) for determination of equivalences and eligibility for admission to tertiary institutions in Ghana (National Accreditation Board Act, 2007 [Act 744 (2(2b)]).

 It should be noted that the American SAT, TOEFL etc. cannot in themselves be acceptable as entry qualifications into Ghanaian tertiary educational institutions.

GTEC/INFO.A.3

INFORMATION FOR ACCREDITATION APPLICATION FOR A NEW PROGRAMME

GTEC/INFO. A.3 (NEW)

INFORMATION FOR PROGRAMME ACCREDITATION (NEW PROGRAMME)

Please provide the following information in respect of the programme:

1) **Name of Institution:**

2) **Programme Title:**

3) **Level of programme (e.g Dip., HND, B-Tech, BA, BSc, MA, MSc, MPhil, PhD):**

4) **Name of the Mentoring Institution to which programme is affiliated (where applicable):**

5) **Proof of programme affiliation to the Mentoring Institution:**

6) **Support:**
A statement indicating that the proposed programme has the support of the following:
   a. the relevant Board/Council of the institution;
   b. the mentoring institution (in the case of mentored institutions);
   c. the Commission for Technical and Vocational Education and Training (CTVET) in the case of Higher National Diploma programmes by Technical Universities);
   d. and approval for funding by the Ghana Tertiary Education Commission (GTEC) (in the case of public institutions)
   e. Private Universities Colleges/Colleges must show evidence of approval by CTVET for all HND/Diploma programmes.

7) **Background information:**
7.1 National Relevance
The institution should demonstrate the relevance of the programme to national development by linking the programme to national development objectives.

7.2 Uniqueness of the Programme

The institutions should justify the need for the new programme and also demonstrate how unique the programme is from existing ones or state if it is a new programme.

7.3 Inadequacies in Skills

The institution should describe the inadequacies in skills in a particular sector which necessitates the mounting of the new programme and also demonstrate how the new programme will assist in overcoming the inadequacies in skills identified.

8) Alignment with the Mandate, Mission and Niche Area 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.

9) Programme Aims, Objectives and Outcomes programme.

9.1 Aim

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

9.2 Objectives

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

9.3 Intended/Expected Outcomes

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

10) Students' Admission, Progression and Graduation

Clearly state the policies on minimum qualifications for admission into the programme, retention and graduation.

11)   Target Market and Employability:

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

The institution should identify where applicable:
   a. the sections of the population who will access the programme.
   b. the sectors of the economy which will potentially employ the graduates produced by the programme.

12)   Consultations and Collaborations

12.1 Consultation

State the levels of consultations for the design of the programme including consultations with the appropriate professional and/or relevant supervisory body where applicable.

12.2 Collaborations

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) 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:

    a. Provide written evidence that industry is willing to admit students for practical training.
    b. Indicate the duration of practical training
    c. Indicate the competencies students are expected to acquire from the training.

14) Components of the programme

Provide details of the curriculum and mode of delivery to include the following:
    a. Required(core) course(s)
    b. Elective course(s)
    c. Research component
    d. Practical training, industrial attachment, internship, clinical experience, etc.
    e. Semester-by-semester structure/schedule of course, showing the credit value of each course

15) Course Description

Provide short description of the content of the courses in the programme to include:
    a. Objective
    b. Content
    c. mode of delivery
    d. reading material

16) Assessment of students' performance and achievements
    a. Regulations on students' assessment, performance and achievements should be clearly defined and there should be evidence of students' awareness of the regulations.
    b. Mode of certification: Please, state name of awarding institution.

17) **Staffing:**

    a. Provide information on staffing for the programme in the table below (this should include only those who have responded positively to appointment letters, or if existing staff, have received letters for re-assignment or additional responsibilities):

Staff Category	Name of staff	Sex	Full time	Part time	State all **Earned** degree-level and equivalent qualifications starting from the **Highest** indicating Title of Qualification, Institution of Award, Year of Award and Place of Award for each qualification	Area of specialization	Rank/Years of teaching experience	Courses to be taught	Expected workload(expressed in hours per week per teacher)
Teaching staff									
Technical staff	*Technologists:*								
	Technicians:								

Admin ist-rati ve staff								
Suppo rt staff								

NB:
1. State the name and details of the Head of Department First
2. Attach list of publications and technical reports of staff
3. High order ranks should be filled first

b. Details of staff development plan (if any) including but not limited to the following:
  i. Technical Assistance;
  ii. Overseas training;
  iii. Local training;
  iv. Mentoring.

18) **Student Enrolment:**

Projected student enrolments for the next five (5) years in the Table below:

Academic Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment					
Total					

19) **Resources:**
  a. Physical Resources:
   Provide details of the available physical facilities including the following:
    i. classrooms, laboratories/demonstration rooms, studios and farms workshops and their respective capacities (as applicable);
    ii. Pieces of equipment, instruments and tools;
    iii. Provisions made for the physically challenged;
    iv. Safety facilities provided.

  b. Sources of information (e.g. Library) and other relevant resources.

20) **Sources of Funding for the 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.

  a. *The institution should analye 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.*
  b. *The institution should assess the various streams of income that will be used to finance the programme.*
  c. *The institutions should also indicate how the funding for the programme can be sustained*

21) **Linkages:**
  Linkages with other organisations/institutions (national/international) for academic or other forms of support

22) Submission of Proposals

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

23) Contact Person

Institutions are requested to provide information on the contact person for the new programme as follows:
Name:
Telephone number:
Email address

AGREEMENT WITH PARTNER INSTITUTIONS		
N°	NAME OF INSTITUTION	COUNTRY
1	Universitat Kassel	Germany
2	University of Akron	USA
3	Coastal Carolina University	USA
4	University of Misissippi	USA
5	University of Cincinnati	USA
6	University of Hildeshiem	Germany
7	Johann Wolfgang Goethe- Universitat Frankfurt Am Main	Germany
8	Queen's Community College	Canada
9	University of Groningen	Netherlands
10	University of Nottingham	UK
11	Cours Lumiere	Togo
12	Delta State University	Nigeria
13	University of Electronic and Science Technology 1	China
14	Soongsil University	Korea
15	University of New England	USA
16	Uppsala University	Sweden
17	University of Bologna	Italy
18	Kennesaw State University	USA
19	Virginia Polytechnic Institute and State University	USA
20	West Chester University of Pennsylvania	USA
21	University of Pennsylvania	USA
22	Vice Chancellors and The French Embassy of France	France
23	Duale Hochschule Baden-Wurtteemberg	Germany
24	Leibniz Universitat Hannover	Germany
25	University of Tampere	Finland
26	Unversity of Kwazulu Natal	South Africa
27	Groupe BK	Togo
28	Institut regional dénseignement superieur et de recherche en developpement culturel	Togo
29	Millersville University of Pennsylvania	USA
30	University of Cordoba and University of Lincoln	UK/Spain
31	Canadian International School of Lome	Togo
32	AFOS Foundation for Entrepreneurial Development Cooperation	Germany
33	Eskisehir Osmangazi University Erasmus + Student and Staff Mobility Agreement	Turkey
34	University of Limerick	Ireland
35	The Board of Regents of the University of Georgia	USA

36	State University of New York College	USA
37	Hochschule Bonn-Rhein - Sieg University of Applied Sciences	Germany
38	Freie Universitat Berlin	Germany
39	Hochshule Dusseldorf University of Applied Sciences	Germany
40	University of Birmingham	UK
41	University of Colorado	USA
42	Howard University	USA
43	Tarlac Agricultural University	Philippines
44	Institut Universitaire d'Abidjan	Cote D'Ivoire
45	Brandenburg University of Technology	Germany
46	Tarlac Agricultuaral University	Philipines
47	Skaggs School of Pharmacy and Pharmaceutical Sciences, Uni Of Colorado	Spain
48	Tokat Gaziosmanpasa University	Turkey
49	Hanze University of Applied Sciences, Groningen	Netherlands
50	A. P. Leventis Ornithological Research Institute (APLORI)	Nigeria
51	Brandenburg University of Technology Cottbus-Senftenberg	Germany
52	University of Connecticut	USA
53	Grand Valley State University	USA
54	University of Antwerp	Belgium
55	Bordeaux Management School	Senegal
56	University of L'Aquila	Italy
57	Universite Catholique de L'Ouest	France
58	University of china	China
59	Salisbury University	USA
60	Howard Community College	USA
61	University of Lausanne	Switzerland
62	University of Girona (Faculty of Tourism)	Spain
63	University of Liberia	Liberia
64	Le Centre International d'Etudes Francaise	France
65	Haute Ecole Ephec	Belgium
66	Globsyn Business School	India
67	Chartered Institute of Management Accountants	UK
68	College of Charleston	USA
69	Thurgau University of Teacher Education	Switzerland
70	Bindura University of Science Education	Zimbabwe
71	University of Saskatchewan	Canada
72	Gujarat Technological University	India
73	Hochschule Osnabruck University of Applied Sciences	Germany

74	Bob Jones University Centre for Community and Global Health	USA
75	CY Cergy Paris University	France
76	Institution Antonia Santos, Cartagena De Indias	Colombia
77	New Dawn University (Ouagadougou)	Burkina Faso
78	University of Rhode Island	USA
79	Kent State University	USA
80	University of Gothenburg	Sweden
81	University of Tourism, Technology and Business Studies	Rwanda
82	University of West Indies	Jamaica
83	University of Minnesota	USA
84	Ecole Superieure des Technologies Avancees et de Management ESTAAM	Ivory Coast
85	Sumy State University	Ukraine
86	Oklahoma State University	USA
87	Trent University	Canada
88	Michigan State University	USA
89	University of Alabama	USA
90	University de Girona	Spain
91	University of Cordoba	Spain
92	Ghana International Development Consortium	Germany
93	Norwegian University of Science and Technology	Norway
94	The Free University of Bozen-Bolzano	Italy
95	University of Johannesburg	South Africa
96	Confucius Instiute	China
97	Norwegian University of Science and Technology	Norway
98	University at Buffalo	USA
99	Clarion University of PA	USA
100	University of Oklahoma	USA
101	Deutsche Welle Akademie	Germany
102	Oslo and Akershus University College of Applied Univ.	Norway
103	Norwegian University and Science an Technonlogy	Norway
104	Coastal Resources Center 1	Ghana
105	Auburn University	USA

106	University of Lincoln	UK
107	North-South-South	Finland
108	VUM University	Netherlands
109	Anhui Medical University	China
110	Hunan City University of the Peoples' Republic of China	China
111	China Jiliang University	China
112	Washington and Lee University	USA
113	University of Amsterdam	Netherlands
114	Micro Watch	Ghana
115	University of Brighton	United Kingdom
116	Vrije University	Netherlands
117	University of Winsconsin-Whitewater	USA
118	University of Stirling	UK
119	University of Maryland Baltimore Country	USA
120	University of Hull	UK
121	Morehead State University, Kentucky	USA
122	Hiroshima University	Japan
123	Davidson College	USA
124	Cuttington University College	Liberia
125	Cornell University	USA
126	Bloomsburg University	USA
127	Bayero University, Kano	Nigeria

128	Intra-Africa Academic Mobility Scheme	African Union
129	IOWA State University	USA
130	Pir Bright Institute	UK
131	Benhard Nocht Institute for Tropical medicine, Germany,	Germany
132	Free University of Boten-Boltano	Italy
133	Chinese University of Hong Kong, Shenzhen	China
134	Shanghai Jiao Tong University	China
135	CIREL Village Benin, Lome	Togo
136	Oxford University	USA
137	University of Nairobi	Kenya
138	Durham University	UK
139	Free University of Berlin	Germany
140	Centre for the Study and promotion of Cultural Sustainability	Nigeria
141	University of Hildesheim	Germany
142	Ruhr University of Bochum	Germany
143	Artic University of Norway	Norway
144	African Economic Research Consortium	Kenya
145	Uni of Alicante	Spain
146	Millenuim Promise Alliance Inc.	Ghana