

**THE NATIONAL COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING
(NACTVET)**



SITUATIONAL ANALYSIS TOWARDS CURRICULUM DEVELOPMENT OR REVIEW

***“Striving for
World-Class Excellence in
Technical Education and Training”***

NACTVET

1.0 INTRODUCTION

Situational analysis is a process of undertaking a detailed study of all the conditions that exist at a particular time and place in order to understand something. In this case situational analysis in curriculum development is done to:

- a) Identify the current and future needs of the target market and profession; and
- b) Assess and establish human and physical resources needed for effective teaching and learning.

2.0 CRITICAL AND CONDITIONAL FACTORS FOR CONSIDERATION IN THE SITUATIONAL ANALYSIS

- i) Vision and Mission of respective technical institution;
- ii) Employer needs;
- iii) Professional needs;
- iv) Societal needs;
- v) NACTVET norms;
- vi) Learners' constraints;
- vii) Teaching and Learning resources;
- viii) Feedback from employers, graduates, staff and other stakeholders; and
- ix) Feedback from external assessors.

2.1 Vision and Mission of Respective Technical Institution

A realistic curriculum is the one that has been developed in line with the vision and mission of a respective institution, because it is through them that the basic objectives and needs of an institution are reflected. In designing a competence based curriculum, the goals and objectives are structured towards meeting the mission and vision of the respective institution. In this endeavour therefore, the CDC and CDTT should be familiar with the vision and mission of the institution. Where an institution hasn't defined vision and mission it should advise owners or other responsible organ(s) to discuss and agree on the same.

2.2 Employer Needs

One of the ultimate goals of the curriculum is to be able to serve employers with workforce that will meet the work requirements in terms of skills, knowledge and understanding. Since the needs of employers are dynamic, it is important that their current and future needs of occupations are understood and accorded due consideration in curriculum development or review process. Analysis of employer needs requires focusing on:

- a) Occupational trends within the respective sector;
- b) Knowledge and skills required;
- c) Employment pattern; and
- d) Career routes.

The summary procedure in analysing the needs of employers requires the CDC to:

- i) Compile a list of occupations to be targeted by curriculum;
- ii) Identify potential employers for each occupation both in the formal and informal sectors;

- iii) Plan and conduct a study to establish occupational needs of the identified employers. The study shall aim at capturing among other things, the:
- Required field of specialisation.
 - Employers' expectations in terms of occupational skills and knowledge to be achieved by graduates.
 - The current and future projection of human power requirements e.g. in the coming 5 -10 yrs.
- iv) Analyse the data from the survey and summarise the results to indicate:
- Most preferred fields of specialisation;
 - Competence requirements for each occupation;
 - Specific areas of weaknesses exhibited by graduates from the programme (*review*); and
 - Human power requirements for each field of occupation.

A sample questionnaire for identification of employer needs is provided in the NACTVET document "Procedures for Curriculum Development, Review, Approval and Validation". Vol. I pgs 48 - 52

2.3 Professional Needs

Professional bodies whether they have mandatory powers to register individuals or institutions or not, need to be considered in curriculum development process. They must be given opportunity to practically evaluate curriculum of technical institution, so as to ensure that teaching addresses the changing needs of a given profession and is of the right quality to allow graduates register with them. The procedure to be followed by the CDC in carrying out professional needs analysis is as follows:

- i) Prepare, maintain and update a list of professional bodies that govern the practice of professionals in the relevant occupational areas;
- ii) Consult regulations of relevant professionals bodies and compile elements of regulations that are mandatory to the respective NTA levels;
- iii) Solicit views from professional bodies regarding the present and future requirements on competencies for each NTA level; and
- iv) Analyse and compile needs of professions at respective NTA.

A sample questionnaire for soliciting professional needs is found in the NACTVET document "Procedures for Curriculum Development, Review, Approval and Validation". Vol. I, pgs 63 - 67

2.4 Societal Needs

Views of the society on the type of training and preferred fields of study are an important consideration in curriculum development or review. In this context, the society represents groups of individual organisations other than professional bodies and employers. The importance of soliciting the needs of the society lies on the facts that:

- a) Adequacy or deficiency in performance of graduates from technical institutions can be reflected in the level of satisfaction of the society where they work; and
- b) Increased social demand for education, characterised by cost sharing, private sponsorship of students and the need for training students for self-employment, calls for curricula that are relevant and meet learners expectations.

The summary procedure for carrying out societal needs by the CDC is as suggested below:

- i) Categorise and list down relevant societal organisations belonging to each category e.g. commercial associations, religious organisations, Non-Governmental Organisations (NGO), Community Based Organisations (CBO), Cooperative Societies, parents and potential learners.
- ii) Carry out a survey to establish the needs of each category. The aim shall be to capture their:
 - Preference of fields of specialisation;
 - Mode of delivery of courses; and
 - Competence requirements.
- iii) Information obtained shall be analysed and results compiled to reflect needs for each occupation for respective NTA level.

A typical questionnaire for identification of society needs is found in the NACTVET document “Procedures for Curriculum Development, Review, Approval and Validation”. Vol. I pgs 70 - 73

2.5 Regulatory Body Norms

To make sure that holders of given qualifications are competent, a Curriculum has to specify a range of learning outcomes referred to as Principal Outcomes, which all students are expected to demonstrate at the end of learning. These principal learning outcomes must be competence focused and designed such that the holders of a given qualification will have requisite knowledge and understanding necessary to apply skills flexibly in the relevant occupation sector.

It is therefore required that members of the CDC must be conversant with the National Qualification Frameworks and Quality Assurance norms. In addition, the CDC must be familiar with generic competence requirements for each qualification level. An understanding of these will enable the CDC to address the broad curriculum requirements during development of the same.

2.6 Learners' Constraints

Outcome-based education focuses on organising a curriculum such that graduates have requisite abilities, skills, knowledge, and attitudes that are desired by the society. For this to be achieved one should ensure that the specific learners' constraints such as types of foundation courses required and planning, management and entrepreneurship skills, are taken aboard in curriculum development. Learners' constraints usually emanate from educational gap between pre-training and the desired training. The procedure for collection and analysing learners' constraints is summarised hereunder:

- i) The CDC compiles a list of lower level candidate institutions; and
- ii) Evaluation of curriculum of lower level institutions in terms of strengths and weaknesses of graduates based on:
 - Coverage of the prior qualification in terms of learning outcomes;
 - Demonstration of ability to apply competencies imparted;
 - Level of exposure to modern technology e.g. ICT: and
 - Communication skills.

2.7 Teaching and Learning Resources

Usually it is the curriculum that determines the required resources for realisation of the Principal outcomes. Availability of adequate teaching and learning resources enables students to get sufficient practical skills and hence be exposed to modern technology. To be specific, it is advised to categorise resources into **learning** and **teaching** resources as summarised below:

Teaching Resources

- i) Classroom teaching facilities and aids – *overhead projectors, public address systems, computers, whiteboards, blackboards, video players, cinema projectors, video tapes, films, audio players, audio records, maps, posters, models, etc;*
- ii) Teaching consumables – *papers, marker pens, chalks etc;*
- iii) Facilities for practical classes – *equipment, machines, tools, computers etc;*
- iv) Consumables for practical classes – *fuel, chemicals, specimens, paper, etc;*
- v) Special requirements – *special cloths, gloves, protective glasses, etc;*
- vi) Space – *Classrooms, laboratory rooms, studio rooms, etc; and*
- vii) Staff – *teaching staff, supporting technical staff, supporting administrative staff.*

Learning Resources

- i) ICT facilities – *computers, printers, plotters, software packages, photocopiers, etc.;*
- ii) Library reading materials – *periodicals, journals, reference books, reports, etc;*
- iii) Space – *Library space, other self study rooms;*
- iv) Students' welfare facilities – *hostel accommodation, sports facilities, recreational facilities, etc.*

It is through situation analysis that curriculum developers can be able to identify resources that are appropriate in terms of type, quality and quantity. Formats for assessing teaching and learning resources are found in the NACTVET document “Procedures for Curriculum Development, Review, Approval and Validation”. Vol. I, pgs 74 - 83

2.8 Feedback from Employers, Graduates, Staff and other Stakeholders (*Review*)

Feedback from employers, graduates, staff and other stakeholders serve to enhance the quality of curriculum by identifying weaknesses and strengths of graduates in meeting their professional obligations. Feedback also serves to expose deficiencies of graduates with regard to their competencies in respect to their occupations. The identified weaknesses can be addressed in the subsequent development/review of curriculum. In summary the following procedure for obtaining feedback from employers and graduates may be adopted by the CDC:

- i) Trace graduates from technical institutions and identify their employers. Since the number of employers may be so large that it is impossible to obtain feedback from all of them, sampling from a list is advisable.
- ii) Using an appropriate instrument (*developed or adopted*), carry out the study to capture employer’s opinions on the performance of graduates, with regard to their weaknesses, strength, and opportunities of curriculum as perceived by graduates themselves. A sample questionnaire for soliciting feedback is found in the NACTVET document “Procedures for Curriculum Development, Review, Approval and Validation”. Vol. I, pgs 88 - 99
- iii) The data obtained is analysed and the results summarised clearly to indicate observations and graduates’ perception for each occupation.

2.9 Comments by External Assessors (*Review*)

This group includes external examiners who carry out assessment regularly. To be effective, an already structured assessment form should be provided to the assessors so as to enable them indicate the:

- i) Relevancy of curriculum;
- ii) Adequacy and relevance of facilities;
- iii) Adequacy of qualifications and experience of teaching staff;
- iv) Availability of reference materials; and
- v) Adequacy and relevancy of assessment methods.

The form shall also help assessors make recommendations for enhancing the curricular.

After the actual situation has been analysed, a detailed report shall be prepared to reveal major findings and give recommendations. It is after the situational analysis that actual curriculum development can proceed.

3.0 CONTENT OF THE SITUATION ANALYSIS REPORT

ITEM/SUB TITTLE	REQUIRED
Cover page	a) Show name and address of the submitting institution
	b) Show title of the programme and the respective NTA Level(s)
Abstract/Executive Summary	Present Executive summary showing; a) Major findings of the survey; b) Recommendations supporting curriculum development and c) Institutional capacity.
Rationale of Establishing the programme	Provide rationale of establishing the programme showing; a) Significance of the programme; b) Perspective of the envisaged programme in the country c) National Policies supporting the programme and, d) Global Policies supporting the programme
Objectives of the Situation Analysis	Provide Objectives of establishing the programme showing: a) Labour market information and, b) Institutional analysis
Situation Analysis Methodology	Provide Situational Analysis methodology showing: a) Data collection methods b) Sample size and selection c) Instruments used for data collection and, d) Involvement and consultation with stakeholders
Findings/Results of Situation Analysis	Present findings of the Situational Analysis showing: a) Summary of findings b) Occupation(s) targeted by the exercise c) Employer Needs d) Professional Needs e) Societal Needs f) Views of the wider institution's community and,

	g) Institution's programme implementation strategy
Conclusion and recommendations	Present Conclusion and Recommendations reflecting: a) Labour market information b) Recommendations supporting curriculum development
References	Show relevant references or documents/appendices