

TYPE: Policy
SUBJECT: Design and Approval of Programmes
REFERENCE: LWP23
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APPROVED BY: The Board of Directors
<p>The Approval Process</p> <p>The decision whether a programme is approved is a two-step process:</p> <ol style="list-style-type: none"> 1. Developing a business case approved by the CEO/Head of Institution of Learning Works and the Board of Directors after consultation with industry stakeholders. 2. Developing an academic case approved by the IQA and the Head of Institution prior to onward transmission to the Malta Further and Higher Education (MFHEA). <p>Learning Works determines whether a proposal for a programme meets its requirements of feasibility, quality and provision of a high quality of educational experience through an approval process carried out by the Internal Quality Assurers (IQA). It assesses the quality and standards of proposed schemes and their awards and stimulates curriculum development through a process of critical evaluation by the teaching staff, and external peers.</p> <p>Documentary Requirements</p> <p>The precise format of documentation is a matter for the curriculum development team within the institution to decide. There are, however, several principles governing the relevant documentation and application as requested by the MFHEA.</p> <p>A Proposal for a Programme will include:</p> <ul style="list-style-type: none"> • Subject area • Title proposed • MQF/EQF Level proposed • Target candidates • Total amount of ECTSs proposed: • Mode of delivery of programme: face-to-face, online, blended or work-based learning • Programme duration

- Mode of attendance
- Language/s of instruction of programme
- Overall course objectives
- General description of course programme
- Learning dynamics
- Total Learning Hours
- Total Contact Hours
- Total Assessment Hours
- Total Self-Study Hours
- Total Practice Hours
- Contact hours delivered fully online and contact hours delivered fully face-to face in blended learning
- Entry requirements
- Mode and ratio of assessment per module
- Resources
- Electives

The decision whether a programme is developed, once the business case has been approved by the Head of Institution, is normally based on the quality of the proposal submitted and on an analysis of the quality and quantity of resources available to support the programme including the prospective availability of qualified tutors.

Once a decision is taken to proceed with the development of a programme the curriculum development team identifies the:

- Occupations for which the course/programme prepare the students;
- Overall knowledge, skills and competences acquired by the learner at the end of the course;
- General pedagogical methods and procedures for this course;
- The main qualification that will enable the lecturer/tutor to deliver this course
- Tutors for this programme who would need to be identified together with their updated *curriculum vitae* (CV) Description of minimum formal qualifications and experience required for the module;
- Detailed general assessment procedures including a ratio of assessment types;
- Exit awards/qualifications;
- Breakdown of each module with a detailed module description, competences, skills, knowledge and understanding expected to be achieved;
- Learning outcomes and credits for school-based and work-based learning, defining the knowledge, skills behaviours and attitudes to be gained;
- Judgement skills, critical abilities for the module and other 21st Century skills;
- Module-specific communication skills;
- Module-specific learner skills;
- Module-specific digital skills and competences;
- Hours of total learning for the module broken down into total contact hours, hours for supervised placement (if required), self-study hours, assessment hours;
- Percentage of total contact hours delivered online (if applicable);
- Total number of ECTSs for the module;

- Description of how this module will be taught;
- Explanation how this module will be assessed;
- Core Reading and Supplementary Reading Lists;

Students and stakeholders from the world of work will, when possible, be involved in the design of programmes. Administrative staff will necessarily be involved in the consultation process particularly in drawing up a schedule for the development of the course programme.

The programmes' structure and content ensure a logical sequencing of their components with a balance between theoretical and practical activities where relevant. Students will have the opportunity of achieving the learning outcomes within a reasonable timeframe.

Programmes are developed in line with similar programmes in leading foreign higher education institutions.

The last stage of the programme development process will be to transfer all the information on to the programme application form. In the case of courses/programmes developed in-house the application form to be used is that supplied by the MFHEA.

The final approval for a programme to be sent to the MFHEA is given by the Head of Institution who is to ensure that the updated details pertaining to the institution are included.

Monitoring and Evaluation

Learning Works carries out an Internal Quality Assurance Review on the completion of a programme which considers assessment evidence, learner feedback and tutor/assessor feedback and evaluation.

This review along with other reports and feedback go together to provide Learning Works with an overall evaluation report on the programme.

Fully-fledged reviews of programmes are not only carried out when issues are flagged by students or lecturers but also in accordance with timeframes determined by the institution. The review process involves the following steps:

- Course content is matched with Learning Outcomes;
- Analysis of the curriculum and its learning outcomes as reflected in the set assessment tasks;
- Study of feedback resulting from meetings with lecturers to discuss *inter alia* relevance of subject matter, assignments set and assessment issues among others;
- Analysis of feedback from meeting with students to analyse their comments about the course and analysis of the feedback submitted when their course came to an end;
- Analysis of the feedback submitted by lecturers after they deliver their courses as well as suggestions made during departmental meetings;
- Study of the materials used by lecturers;

- Submission of report that incorporates the conclusions reached on the basis of the above procedures.

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