|  |  |
| --- | --- |
|  | Seychelles Qualifications Authority (SQA) |

# 

# Application for Programme Validation

**Cover page:**

|  |  |
| --- | --- |
| **Name of the provider:** | *Name:* |
| **Application for validation of:** | *Title of the programme:* |
| **This application is supported by:** | *Department staff/workplace experience employers/Advisory committee members*  *Name:*  *Designation:* |
| **This application has been approved by:** | *Internal Board/Committee name:*  *Date:* |
| **This application is submitted by:** | *Name:*  *Designation:* |
| **Date of the application:** | *Date:* |

**Description of the programme**

|  |  |  |
| --- | --- | --- |
| **1. Development of the programme** | | |
| **1.1 Rationale for the programme:** | If this is a revision:   * What currently exists? * When was the programme first offered? * What was the original purpose of the programme? * What problems/issues does the revision respond to? * Who is the target group? * How will graduates benefit - specify the likely employment outcomes * To what extent is the programme responding to community needs or market issues/demands including availability of job opportunities, skills requirements, capacity building etc.? What indicators are available from the market survey or need assessment? * What is the evidence that the programme is needed now in the country and what are the trends internationally and regionally (evidence from NHRDC)? * What other evidence is available to support the proposal for a change in programme or new programme development? For example: is there anything in the national strategy or development plans that support the need for the programme? | |
| **1.2 Consultation and support for the development of the programme:** | * Who led the development of the programme? * What has been the process of developing the programme? * What has been the input of teaching staff, qualified external experts, and industry representatives? * Who has been consulted and how was their feedback incorporated into the design? * What factors were taken into consideration in the development e.g. alternative modes of delivery, use of technology, International context? * What is the evidence of the international comparability of the programme? | |
| **1.3 Projected numbers** | Show projected numbers for the next 3-5 years:   * How many students will be accepted each year * How many graduates will be produced each year? | |
| **2. Programme details** | |
| **2.1 Programme leading to the qualification** | 2.1.1 Title of the programme  2.1.2 Vision/mission/philosophy of the programme  2.1.3 Aim(s) and objectives of the Programme  2.1.4 Graduate profile of graduates of the programme |
| **2.2 Qualification to be awarded** | Final, exit or embedded qualifications:  2.2.1 Title of the qualification(s) to be awarded  2.2.2 Level of the qualification  2.2.3 Credit value of the qualification  2.2.4 Awarding authority  2.2.5 Minimum requirements for the attainment of the qualification |
| **2.3 Entry requirements** | 2.3.1 Entry criteria (*Realistic minimum requirements for entry with no unnecessary barriers to entry*)  2.3.2 Selection criteria (*Sound and appropriate justification for any selection criteria*)  2.3.3 Provision for RPL and credit transfer |
| **2.4 Pathways of the Programme:** | Diagram or narrative showing:   * Entry pathways into the programme * Exit points within the programme * Employment and higher education destinations after completing the programme |
| **2.5 Structure of the Programme:** | **2.5.1 Duration of the programme**   * Years and semesters of the programme * Number of teaching weeks per year/semester of the programme * Total hours per week of student learning time divided into contact hours, supervised hours and self-directed learning hours   **2.5.2 Courses of the programme**   * Level and credit value of each course * Sequence of courses * Core, optional and elective courses * Pre-requisites and co-requisites * Total hours of each course divided into contact hours, supervised hours and self-directed learning hours   **2.5.3 Balance of theory and practice**   * Indicate courses which are mainly fieldwork/work based practice |
| **2.6 Delivery methods** | * How will the programme and its components be delivered * Justify delivery mode in terms of efficiency and effectiveness * Explain how flexible delivery methods meets the needs of the target group of learners * Describe arrangements for managing learner progress and achievement in the field/workplace (e.g. MoU, logbook) |
| **2.7 Assessment and re-assessment** | 2.7.1 Assessment methods used in the programme  2.7.2 Regulations for assessment and re-assessment  2.7.3 Recording of marks (*What is the grading system to be used for the programme)* |
| **2.8 Other specific regulations of the programme** | For example:   * Regulations for attendance * Regulations for voluntary exit/deferment * Regulations for dismissal/expulsion from the programme * Regulations for work placement components * Regulations for academic dishonesty * Guidelines for dealing with issues of concern including complaints, appeals against an assessment decision |
| **2.9 Student information** | 2.9.1 Programme Handbook  2.9.2 Textbooks and other required resources to be purchased by learners  2.9.3 Any costs or fees over and above basic tuition fees |
| **2.10 Quality assurance processes** | 2.10.1 Internal and external moderation of assessment   * What is the system/cycle for internal moderation of assessment? * What is the system/cycle for external moderation of assessment?   2.10.2 Programme review processes   * How frequently will the programme be reviewed? * What process/mechanism will be used for the review? * Who will be involved? * How will international comparability be assured?   2.10.3 Learners’ evaluation of teaching and learning   * What is the cycle/system for getting learner feedback on their programme/courses/teachers?   2.10.4 Quality assurance of results/eligibility to graduate   * How does the provider assure itself of the accuracy of results – what is the process for checking for anomalies/quality problems?   2.10.5 Annual reporting   * What are the processes for preparing/ receiving/following up annual reports? * What information is included in annual reporting? |
| **3 Resources for the programme** | |
| **3.1 Staff of the programme** | State the qualifications and experience of the relevant:  3.1.1 Technical staff (attach CVs)  3.1.2 Teaching staff (attach CVs) |
| **3.2 Other resources, facilities and accommodation** | For each type of resource distinguish between what is **currently available** and what **is needed**:  3.2.1 Physical facilities and resources   * Laboratories/workshop facilities * Clinical areas, if needed * IT facilities including internet * Specialised materials and equipment   3.2.2 Library – access on/off   * + 1. Financial * Adequacy of financial resources available to support the programme * Annual budget for the programme |
| **3.3 Academic Committee for the programme** | 3.3.1 Members of the Academic Committee  3.3.2 Terms of Reference of the Academic Committee  3.3.3 Latest minutes of Academic Committee |
| **3.4 Student support services** | Outline the services that are available to learners  e.g. Student Association, learning skills support, pastoral care, counselling, health, careers advice |

**[[1]](#footnote-1)**

**Course descriptors of the programme**

For each course state:

* Title of the course
* Level of the course
* Credit value of the course
* Co/pre requisite courses
* Purpose of the course
* Learning outcomes of the course
* Performance criteria for the achievement of each learning outcome
* Teaching and learning methodology to be used in delivery
* Assessment tasks (showing relationship to learning outcomes)
* Textbook(s) for the course
* List of recommended readings for the course.

**Appendices**

Examples of documents to be attached as Appendices if not covered in the body of the application:

* Letters of Support including support from industry, professional bodies
* Market Research Report
* List of Advisory Committee Members; Terms of Reference Minutes of the Advisory Committee
* Programme Handbook
* Brochure
* Memorandum of Agreement for work based learning
* Curriculum vitae of staff
* List of textbooks, with cost
* Library conspectus report
* List of equipment
* Budget for the programme

1. **Please ensure that:**

   **you are a registered training provider before submitting your application**

   **you submit 1 hard copy and 1 soft copy of filled programme validation application form and all associated documents to SQA** [↑](#footnote-ref-1)