

FACT SHEET 11

ATTACHMENT

PROGRAMME PLANS

Introduction

The Quality Standards for Fiji Higher Education (2019) require a Higher Education Institute (HEI) to implement a system for quality assuring the programmes it delivers. These programmes are based on and provide for accredited Fiji Qualifications Framework (FQF) qualifications.

All HEIs need a plan for how they will deliver their programmes. A programme of an FQF accreditation qualification may run over an extended period of time, and it needs to be clear how it will be conducted. A programme plan provides an overarching view of how the programme design and some of the critical requirements that need to be met.

A programme plan provides a clear road map for coordinators and educators for delivery and assessment. The programme plan needs to reflect what is occurring in the HEI and can be adjusted as a result of changes to the programme design.

Template

There is no one way for an HEI to document its programme plan. What is important is that it provides a clear road map for coordinators and educators for delivery and assessment.

This attachment to Fact Sheet #11 includes a suggested template that HEIs can use and adapt for their own purposes.

References

Fiji Higher Education Commission 2019. *Quality Standards for Fiji Higher Education*, Fiji Higher Education Commission, Fiji.

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FIJI HIGHER EDUCATION COMMISSION

Level 1 Red Cross Building, 22 Gorrie Street, Suva

P: (679) 310-0031, E: info@fhec.org.fj

<http://www.fhec.org.fj/index.php/en/>

TEMPLATE 1: PROGRAMME PLAN TEMPLATE

The following is a **suggested** programme plan template. HEIs are encouraged to adapt this template to suit their own needs. Avoid deleting sections and the required detail. This **is not** a prescribed document.

| Table 1 Programme summary | |
|--|--|
| HEI Name | Click or tap here to enter text. |
| Recognition Number | Click or tap here to enter text. |
| Registration Number | Click or tap here to enter text. |
| Dates of programme | Insert the year and possibly the semester that this programme applies to. |
| Code/Title of FQF Qualification | Click or tap here to enter text. |
| Credit value | Include here the overall credit value of the accredited FQF qualification. |
| Industry or professional approval/recognition (if relevant) | Include here any programme approvals or recognition of industry or professional group that the HEI has. Outline the duration and date of approval. |
| Third-party or parent organisation arrangements | Include information about any third parties or parent organisation that will provide services related to this program. Services could include recruitment agents, teaching and or assessment. Indicate how the quality of the services will be monitored, duration and date of the agreement. |
| Learner cohort | Include here information about the target group, e.g. unemployed, literacy numeracy levels, learner needs, existing skills and knowledge |
| Entry requirements | Include here the entry requirements into the programme (qualification). This information is specific to the HEI but should meet any entry requirements specified in the accredited qualification document. |
| Pathways | Include here an outline of any progression opportunities from the proposed qualification to other qualification(s) within the HEI. |
| Duration of programme | Include here details of the duration of the programme, HEI scheduled holiday breaks, etc. |
| FQF credit value alignment | Include how the accumulated programmed hours relate to the credit value of the accredited qualification. Justify how the programmed hours and additional student effort |

| | |
|--|---|
| | align with that of the FQF Qualification descriptor and that of the learner cohort. |
|--|---|

| Table 3: Delivery and Assessment Approach | | | | | | | | | | | | |
|---|---|------------------|-------------------------|----------------------------------|----------|--------------|-----------|-----------------------|--------------|----------|----------|----------|
| Delivery modes | Outline the approach to delivery and justify how it aligns to the advice in the accredited FQF qualification document. | | | | | | | | | | | |
| Distance or Online | If distance or online delivery mode is to be used, then list the relevant components in which this mode applies. | | | | | | | | | | | |
| Structured workplace learning | If structured workplace learning is to be used, then list the relevant components for which this mode applies. | | | | | | | | | | | |
| Assessment | Outline the approach to assessment and justify how it aligns to the advice in the accredited FQF qualification document. In the table below indicate with a ✓ the assessment methods to be used for each component. This summary should align with the assessment tools. | | | | | | | | | | | |
| Assessment methods | Components | | | | A | B | C | D | E | F | G | H |
| | Click or tap here to enter text. | | | | | | | | | | | |
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| | KEY6 | A | Demonstration (process) | C | Product | E | Portfolio | G | Written test | | | |
| | B | Oral questioning | D | Case study, e.g. problem solving | F | Presentation | H | Third-party reference | | | | |
| Moderation process | Include here the processes used by the HEI to internally moderate assessment in this programme. Outline a schedule of units over the years that will be moderated. Specify if this qualification (or any NQ units) is subject to external moderation. | | | | | | | | | | | |

⁶ Change key as required.

Table 4: Delivery Schedule⁷

| Week | Component or clustered components⁸ | Teaching and learning resources⁹ |
|-------------|---|--|
| 1 | Include here in the order of delivery the units/modules/courses. If clustering units/modules/courses into a large subject, it is suggested that coding be used, e.g. MEC001 (Unit XYZ1, Unit XYZ2, UnitXYZ3). | |
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⁷ The format may need to be altered to suit the program design.

⁸ If specific weeks will be dedicated to structured workplace learning, workplace assessment or exams then this could be indicated in this column.

⁹ Include here details of key teaching and learning resources (e.g. PPTs, handouts) that support the teaching of unit or cluster of units. Indicate if texts are set texts or references. If learner guides are developed for each unit, indicate that this is the case. Outlines provided as information to students may also be listed here.

| Table 5: Resources | | | |
|--|---|---|--|
| Financial support | Attach documentary evidence of financial support of monies allocated over the duration of the programme. | | |
| Learner resources | Add here additional details about any additional learner resources required for the qualification. For larger HEIs included information could be in relation to library acquisition plan. | | |
| | | | |
| Educator Student Ratio | Insert the Educator Student Ratio. Include justification in relation to the field of study, learner cohort etc. | | |
| Educator | Component/Cluster code and name | Staff member | |
| | | Name | Employment status (F/T, PT, Casual) |
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| | | Employment status and copies of qualifications, licences, curricula vitae, professional development records, etc. should be on file at the HEI. | |
| Equipment and facilities requirements | List here the equipment and facilities required and in place for the provision of this programme. Attach a detailed list if preferred. | | |
| Associated documents | List here any additional plans or documents (such as timetables, lesson plans) that provide a further detailed overview of the Programme Plan. | | |
| Endorsement | Include here the name of the body responsible for internal approval, e.g. academic governing body. Include here the date of approval. Attach extract of meeting minutes. | | |