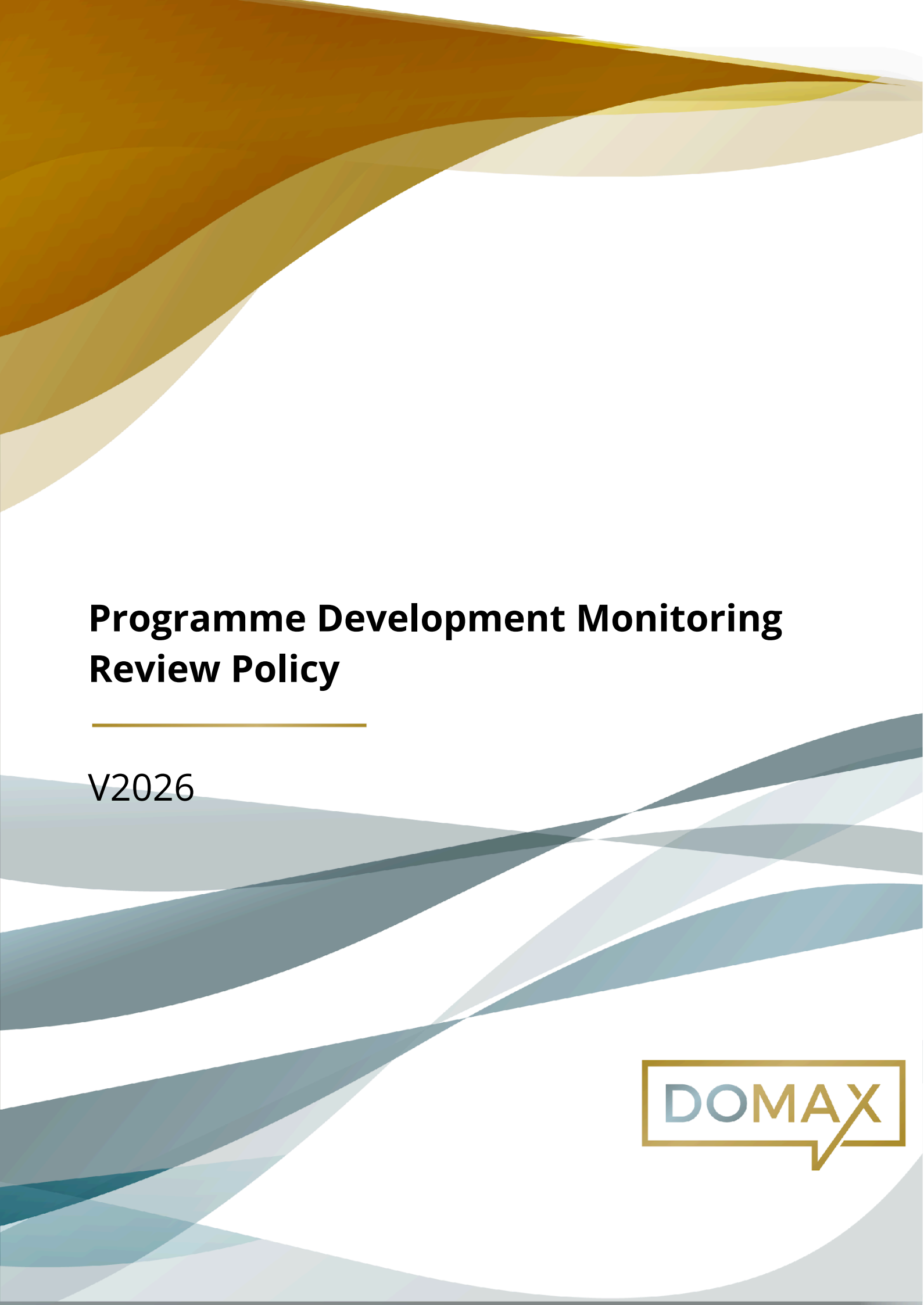




Programme Development Monitoring Review Policy

V2026





Programme Development Monitoring Review Policy

This policy ensures that all DOMAX programmes are systematically monitored and reviewed to maintain high academic standards, relevance, and compliance with MFHEA and European quality frameworks. Regular review supports continuous improvement, enhances student learning experiences, and sustains stakeholder confidence.

This policy applies to all accredited and validated programmes offered by DOMAX, including distance, blended, and collaborative provision.

Monitoring and Review Cycle:

- Ongoing Monitoring (Semester Level): Programme Tutors evaluate student performance, feedback, and moderation outcomes each semester. Findings are recorded and discussed by TLAC.
- Annual Programme Review (APR): Conducted yearly by subject experts or a panel to analyse data, feedback, and outcomes, resulting in an Action Plan reviewed by TLAC and QAC.
- Periodic Programme Quality Review (PQR): Every 2–5 years, programmes undergo an in-depth review assessing compliance, relevance, and strategic fit.

Programme Quality Review Procedure:

1. Preparation and Data Collection: TLAC notifies departments six months before review. Programme teams complete a Self-Evaluation Report (SER) based on data, feedback, and graduate outcomes.
2. Internal Review Panel: Includes the Academic Director (Chair), external subject expert, student representative, and QA Officer. The panel reviews documentation, interviews stakeholders, and assesses delivery quality.
3. Site Visit / Virtual Review: Observation of teaching, LMS analysis, and assessment moderation.
4. Panel Report: Within 20 working days, the panel issues findings and recommendations, forming a Programme Quality Review Report.
5. Follow-Up: TLAC monitors implementation every six months. Recommendations inform CPD, curriculum updates, and revalidation.
6. Revalidation or Modification: Substantial changes are submitted for MFHEA notification or revalidation.

All reports are stored in the Programme Register and QA Archive for five (5) years.

2. New Programme Development and Approval Policy

2.1 Purpose

This policy defines the process for developing and approving new qualifications at DOMAX. It ensures that all programmes are academically rigorous, strategically relevant, and aligned with the institution's mission, the Malta Qualifications Framework (MQF), and MFHEA standards.

Proposals for new qualifications or reviews of existing ones require formal approval by the Management Board, acting on the recommendations of the Academic Director.

2.2 Principles

DOMAX adopts a research-informed and stakeholder-engaged approach to programme development. Every new qualification must:

- Align with DOMAX's strategic objectives and educational philosophy;
- Address demonstrated needs in the labour market, community, or academic field;
- Meet MQF/EQF/CEFR standards for learning outcomes, assessment, and credit load;
- Incorporate inclusive and innovative pedagogical design;
- Demonstrate sustainability, feasibility, and institutional capacity for delivery.

DOMAX makes use of AI tools to enhance its programme-quality processes by providing faster analysis, deeper insights and more consistent interpretation of evidence. AI is used to support human judgement, not replace it, and all decisions remain the responsibility of academic and governance bodies.

2.3 Identifying the Need for a New Programme

The need for a new qualification or a major revision of an existing one may arise through one or more of the following mechanisms:

- **Market Research and Industry Analysis**

DOMAX conducts continuous environmental scanning to identify emerging trends, skills gaps, and employment opportunities. Industry reports, government forecasts, and sector studies are used to inform the design of relevant qualifications that respond to the evolving workforce and social context. This process is facilitated by AI support for the analysis of labour-market trends and skills-demand data; the mapping of proposed learning outcomes to MQF/EQF descriptors; the identification of alignment gaps between programme aims and assessment methods; and the review of international benchmarks and comparable programmes.

- **Student and Alumni Feedback**

Input from current and prospective students is gathered through surveys, focus groups, and feedback forms. These help gauge demand

for potential new courses and collect opinions on existing ones, providing valuable insight into learner expectations and career aspirations.

- **Academic and Faculty Input**

Academic staff contribute through departmental meetings and design workshops. Their expertise ensures that new programmes reflect current disciplinary developments, research findings, and innovative teaching methodologies.

- **Benchmarking and Comparative Analysis**

DOMAX reviews offerings from comparable institutions—locally, regionally, and internationally—to identify market gaps, innovative delivery models, and opportunities for collaboration. Benchmarking ensures that DOMAX's qualifications remain competitive and aligned with international best practice.

- **External Stakeholder Consultation**

Employers, industry representatives, professional organisations, and partner institutions are engaged throughout the design process.

Consultations and surveys are held to understand skill requirements, workforce trends, and professional standards.

Formal feedback mechanisms (e.g. stakeholder meetings, advisory panels, and structured surveys) ensure continuous dialogue and external validation of programme relevance.

2.4 Development and Approval Procedure

Concept Proposal

- The Programme Developer completes the *New Programme Proposal*, summarising the rationale, target audience, qualification level, resource requirements, and alignment with market demand.
- The proposal is reviewed by the Academic Director, who submits a recommendation to the Management Board for initial authorisation to proceed.

Feasibility and Design Phase

- The authorised proposal moves to detailed design by the **TLAC** and subject experts, instructional designers/consultants, and QA officers.
- Activities include curriculum mapping to MQF/EQF levels, development of intended learning outcomes, assessment strategy design, and workload distribution.
- A Feasibility Study is conducted to assess student demand, resource availability, staffing, and financial viability.

Stakeholder and Peer Review

- Draft specifications are circulated for feedback to internal academics, students, and external stakeholders.
- An **External Subject Expert/Consultant** provides an independent review on academic integrity, relevance, and comparability with other qualifications.

Internal Validation and Approval

- The final programme documentation (including assessment matrices, module descriptors, and staff qualifications) is submitted to the Academic Director
- TLAC ensures alignment with quality standards and institutional strategy, then recommends the programme for approval to the Management Board through the Academic Director.

A definitive document should include sections on:

- a) Programme title
- b) Mode(s) of attendance
- c) Subject category
- d) Expected student workload in ECTS or ECVET learning credits
- e) Breakdown of student-tutor contact hours, self-study, practice, and assessment appropriate to the level and credits of the proposed programme
- f) Target audience and minimum entry requirements to the programme

External Accreditation and Implementation

- Once approved internally, the full programme documentation is submitted to the Malta Further and Higher Education Authority (MFHEA) for accreditation. Refer to IQA for Details of the planning and development of the programme.
- Upon MFHEA approval, the programme is entered into the DOMAX Programme Register and prepared for launch.

Initial Delivery and Monitoring

- During its first year, each new programme is monitored closely for student feedback, tutor reflections, and assessment performance to confirm that objectives and learning outcomes are being achieved.

All programmes are subject to Domax's regulations governing assessment and academic policy including its procedures for dealing with academic appeals, allegations of plagiarism and unfair practice, illness or other valid causes affecting candidates' performance.

3. Programme Suspension and Termination Policy

This policy provides a transparent process for suspending or terminating programmes that are no longer viable or strategically relevant, while protecting student interests.

Procedure:

1. Proposal for Suspension/Termination: Initiated by Programme Leader, Head of Department, or Academic Director, supported by a Programme Cessation Proposal.
2. Consultation: TLAC consults staff, students, and partners; equality impacts are assessed as well.
3. Approval: TLAC provides feedback to Academic Director and MFHEA is notified.
4. Teach-Out and Transition: Current students complete under existing conditions, with transfer options provided.
5. Closure Reporting: A final report summarising actions and lessons learned is submitted to QAC.

All closure records are archived for a minimum of five (5) years in the QA system.



Programme Development, Monitoring and Review Policy

Document Code: DOMAX-IQA-01A

Version: 2026.1

Date of Issue: July 2022

Review 1: March 2024

Review 2: March 2026

Approved by: Academic Director