

## Application Form ACCREDITATION OF EDUCATION PROGRAMMES

Application Version No. (Administrative use only): \_\_\_\_\_

The **entire** application form needs to be filled in electronically in **Word format** to allow for efficient processing and feedback. Upon completion, kindly submit this form to [accreditation@mfhea.mt](mailto:accreditation@mfhea.mt)

The accreditation process is the necessary procedure that an institution has to go through in order for the courses they offer to be pegged to the Malta Qualifications Framework as indicated in the [Referencing Report 2016](#).

Section A – General Information		
<b>Date of Submission</b>		
<b>Title</b>	<input type="checkbox"/> Mr	<input type="checkbox"/> Ms <input type="checkbox"/> Other
<b>Name and Surname of the Contact Person</b>		
<b>Email Address of the Contact Person</b>		
<b>Telephone/Mobile Number</b>		
<b>Name of the Education Provider</b> (Entity already licensed or requesting new, or revised license from MFHEA)		
<b>Institution License Status</b>	Licensed, with License number: _____  <input type="checkbox"/>	Licensed, but requesting a change in the mode of delivery to provide online learning  License number: _____ <input type="checkbox"/>
	Licensed, but requesting a change in category due to this application  License number: _____	Not licensed, and requesting provider accreditation through separate application  <input type="checkbox"/>

	<input type="checkbox"/>	
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Section B - Overall Course Description		
<b>Brief Profile of the Education Provider</b>	<i>(if available on website indicate specific URL)</i>	
<b>Type of Course</b> Refer to pages 53-56 of the <a href="#">Referencing Report 2016</a>	Qualification <input type="checkbox"/>	Award <input type="checkbox"/>
<b>Mode of Delivery</b> Kindly tick a box, as applicable	Fully Face-to-Face Learning <input type="checkbox"/>	Blended Learning <input type="checkbox"/>
	Fully Online Learning <input type="checkbox"/>	Work Based Learning <input type="checkbox"/>
<b>Title of the Qualification/ Award</b> Please also include the appropriate abbreviation (e.g. Award, B.Sc, M.Psych, PhD, etc.) adjacent to the title		
<b>Proposed MQF Level</b> (Refer to pages 37-52 of the <a href="#">Referencing Report 2016</a> for more information)		
<b>Hours of Total Learning</b> <u>1 ECTS is equivalent to 25 total hours of learning</u> , inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) <u>must be contact hours</u> or as otherwise established from time to time by MFHEA.	<b>Total Contact Hours</b> <input type="checkbox"/> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums))	<b>Supervised Placement and Practice Hours</b> <input type="checkbox"/> (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here)
	<b>Self-Study Hours</b> <input type="checkbox"/> (Estimated workload of research and study)	<b>Assessment Hours</b> <input type="checkbox"/> (Examinations/ presentations/ group work/ projects, etc.)
<b>Total Learning Hours</b>	_____ Hours	

<p><b>Blended Learning</b></p> <p>This section is to be only filled in if the programme consists of blended learning. Kindly indicate the percentage of contact hours delivered online and those delivered face-to-face, e.g. 50% contact hours delivered face-to-face, and 50% online.</p>	<p>Contact Hours Delivered Fully Online <input style="width: 50px; height: 30px;" type="text" value="%"/></p>	<p>Contact Hours Delivered Fully Face-to-Face <input style="width: 50px; height: 30px;" type="text" value="%"/></p>
<p><b>Total Number of ECTS for Programme Completion</b></p> <p>Figures with a decimal point will <b>NOT</b> be accepted. <u>ECTS must be rounded integers.</u></p>	<p>_____ ECTS</p>	
<p><b>Mode of Attendance</b></p>	<p>Full-Time <input type="checkbox"/></p>	<p>Part-Time <input type="checkbox"/></p>
<p><i>(Double click on the box and mark checked under Default Value)</i></p>		
<p><b>Programme Duration</b></p> <p>(a full-time programme cannot have more than 60 ECTS per academic year. Please refer to the <a href="#">Referencing Report 2016</a>, page 55)</p>	<p>Full-Time: _____ Weeks Full- Time: _____ Months Full- Time: _____ Years <i>(choose as applicable)</i></p>	<p>Part-time: _____ Weeks Part-time: _____ Months Part time: _____ Years <i>(choose as applicable)</i></p>
<p><b>Target Audience</b></p>	<p>Ages 3 - 16 <input type="checkbox"/>                      Ages 16 - 18 <input type="checkbox"/></p> <p>Ages 19 - 30 <input type="checkbox"/>                      Age 31 - 65 <input type="checkbox"/></p> <p>Age 65+ <input type="checkbox"/></p>	
<p><b>Language/s of Instruction of Programmes</b></p>		
<p><b>Target Group</b></p> <p>Indicate the type of learners that you anticipate joining this course</p>		
<p><b>Address/es where programme will be delivered:</b></p> <p>Entity should also indicate premises of placements/clinical</p>		

<p>training, if applicable. Include also what activities will take place in each address/es indicated.</p>	
<p><b>Subject Area</b></p>	<p>More than one option possible:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Generic programmes and qualifications</li> <li><input type="checkbox"/> Education</li> <li><input type="checkbox"/> Arts and Humanities</li> <li><input type="checkbox"/> Social Sciences, Journalism and Information</li> <li><input type="checkbox"/> Business, Administration and Law</li> <li><input type="checkbox"/> Natural Sciences, Mathematics and Statistics</li> <li><input type="checkbox"/> Information and Communication Technologies</li> <li><input type="checkbox"/> Engineering, Manufacturing and Construction</li> <li><input type="checkbox"/> Agriculture, Forestry, Fisheries and Veterinary</li> <li><input type="checkbox"/> Health and welfare</li> <li><input type="checkbox"/> Services</li> </ul>
<p><b>Relationship to Occupation/s</b></p> <p>List the occupations for which this programme prepare the students. Make reference to skills frameworks and/or occupational/professional standards wherever possible. Kindly refer to the <a href="#">NOS</a> (National Occupational Standards) on the <a href="#">MQD</a> (Malta Qualifications Database) and if the programme matches any of the NOS then ensure that it is in line. In addition, please indicate whether the programme leads to a warranted profession or regulated occupation.</p>	
<p><b>Entry Requirements</b></p> <p>Specify what requirements the students should have before joining this programme (including qualifications/ language and/or digital competences).</p>	

<p><b>Overall Programme Description</b></p> <p>in this section kindly provide a general description of this programme.</p>	
<p><b>Learning Outcomes for Knowledge obtained at the end of the programme</b></p> <p><u>Knowledge and Understanding:</u> count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write</p> <p>(Example of learning outcome structure: Action Verb + Object + Context <i>Identify basic different range of glassware and state their use.</i>)</p>	<p>The learner will be able to:</p> <p>a) b) c) etc.</p>
<p><b>Learning Outcomes for Skills obtained at the end of the programme</b></p> <p><u>Applying Knowledge and Understanding:</u> apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange</p> <p>(Example of learning outcome structure: Action Verb + Object + Context <i>Apply principles of good practice to dispense, supply and administer medicinal products and other activities in a pharmacy.</i>)</p>	<p>The learner will be able to:</p> <p>a) b) c) etc.</p>
<p><b>General Pedagogical methods used for this programme</b></p> <p>Consider an appropriate mix of teaching/learning methods that allow learners with different learning styles and abilities to successfully complete this programme.</p> <p>If the programme includes an online learning component, please explain from a pedagogical standpoint your</p>	<p><i>(if available on website indicate specific URL)</i></p>

<p>selection of specific modes of delivery such as video-lectures, asynchronous vs synchronous discussions, peer-learning, connected learning etc.</p> <p>In particular, show how the digital methods chosen, if any, are equivalent or superior to non-digital methods of teaching/learning.</p>	
<p><b>Selection Criteria for Tutors/Lecturers for this programme:</b></p> <p>The selection criteria shall include the minimum qualifications (in terms of level of qualification and area) required and experience as part of the teaching staff for this programme.</p> <p>If different modules require different selection criteria kindly indicate this here.</p> <p>When these roles are performed by third parties, please provide information relating to such arrangements (such as contracts).</p>	
<p><b>CVs of Tutors/Lecturers</b></p> <p>For each individual lecturer, attach a CV and a copy of the main qualification/s, i.e. the qualification/s that will make the lecturer eligible to provide the programme. In the case of a foreign-awarded qualification, a recognition statement is to be submitted with the copy of the qualification. One can apply for a recognition statement from <a href="#">MQRIC</a>.</p> <p>In case, where there is more than one module please include who of the teaching staff will be teaching each module (as per section C of the application).</p>	
<p><b>General Assessment Methods</b></p> <p>Consider an appropriate mix of assessment methods that are fit for purpose and that allow learners with different learning styles and abilities to successful completion of the programme.</p>	

<b>Section C – The Programme Structure:</b>					
<b>Module/Unit Title</b>	<b>Compulsory (C) or Elective (E)</b>	<b>ECTS</b> (Figures must be whole integers and with a value of at least 1 ECTS)	<b>MQF Level of each module</b>	<b>Mode of Teaching</b> (Lectures, workshop, placement, asynchronous, forums, VLE, etc.)	<b>Mode of Assessment</b> (Examination, assignment, project, blog, etc.)
<b>Total ECTS Requesting Accreditation</b>		_____ ECTS			
<b>Total ECTS for Programme Completion</b>		_____ ECTS			
<b>Exit Awards/Qualifications</b> Should the programme contains any Exit Point/s kindly specify: - the full name of each Exit Award/Qualification - the MQF level, - number of ECTS and - list the modules leading to each Exit Award/Qualification  This information shall be provided for each Exit Point.					
<b>Structure of Programme</b> If the programme has a duration of more than one semester, a structure of how the modules shall be divided per semester and academic year has to be provided. If the programme has both Full-time and Part-time duration, the structure shall take into consideration both modes of attendance.					

Section D – to be filled in for each module. Applicable for programmes with more than one module/units listed in Section C – The Programme Structure	
Sub-Section D __ (Insert a consecutive number according to module)	
<b>Title of the Module/Unit</b>	
<b>Module/Unit Description</b> In this section kindly provide a brief description of the module	
<b>Learning Outcomes</b>  <b>Autonomy and Responsibility:</b> Collaborate, comply, deal with, ensure, be responsible for, carry out tasks, guide, supervise, monitor, authorise, manage, create, produce, represent, advise, negotiate, sell, etc.  <b>Knowledge and Understanding:</b> count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write, etc.  (Example of learning outcome structure: Action Verb + Object + Context <i>Identify basic different range of glassware and state their use.</i> )	<b>Competences:</b>
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:  a) b) c) etc.
	<b>Knowledge:</b>
	At the end of the module/unit the learner will have been exposed to the following:  a) b) c) etc.



<p><b>Applying Knowledge and Understanding:</b> apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange</p> <p>(Example of learning outcome structure: Action Verb + Object + Context <i>Apply principles of good practice to dispense, supply and administer medicinal products and other activities in a pharmacy.</i>)</p>	<p><b>Skills:</b></p>	
	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>a) b) c) etc.</p>	
	<p><b>Module-Specific Learner Skills</b> <i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit the learner will be able to</p> <p>a) b) c) etc.</p>	
<p><b>Module-Specific Digital Skills and Competences</b> <i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit, the learner will be able to</p> <p>a) b) c) etc.</p>		
<p><b>Hours of Total Learning for this Module/Unit</b></p>	<p>Total Contact Hours <input type="text"/></p> <p>(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer</p>	<p>Supervised Placement and Practice Hours <input type="text"/></p>

<p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. Minimum 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>(e.g. lectures participation in online forums)</p>	<p>(During these hours the learner is supervised, coached or mentored)</p>
	<p>Self-Study Hours <input type="text"/></p> <p>(Estimated workload of research and study)</p>	<p>Assessment Hours <input type="text"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p>_____ Hours</p>	
<p><b>Mode of Delivery</b></p> <p>Kindly tick a box, as applicable</p>	<p>Fully Face-to-Face Learning <input type="checkbox"/></p>	<p>Blended Learning <input type="checkbox"/></p>
	<p>Fully Online Learning <input type="checkbox"/></p>	<p>Work Based Learning <input type="checkbox"/></p>
<p><b>Blended Learning</b></p> <p>This section is to be only filled in if the programme consists of blended learning. Kindly indicate the percentage of contact hours delivered online and those delivered face-to-face, e.g. 50% contact hours delivered face-to-face, and 50% online.</p>	<p>Contact Hours Delivered Fully Online <input type="text"/></p> <p style="text-align: center;">%</p>	<p>Contact Hours Delivered Fully Face-to-Face <input type="text"/></p> <p style="text-align: center;">%</p>
<p><b>Total Number of ECTS of this Module/Unit</b></p> <p>Figures with a decimal point will <b>NOT</b> be accepted. The ECTS must be rounded integers and have a value of at least 1 ECTS.</p>		
<p><b>Explain how this module/unit will be taught</b></p> <p>Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for the programme, and any other relevant information.</p>		
<p><b>Explain how this particular module/unit will be assessed</b></p> <p>Please include assessment weightings for this particular module.</p>		

<p>(Example: Presentation: 40% and Assignment: 60%)</p> <p>In addition, identify and describe the digital learning tools being used for the assessment chosen and indicate the pass mark.</p>	
<p><b>Reading List</b></p> <p>Please distinguish between core and supplementary texts as applicable. Programmes at MQF level 5 and above should not just present the main legislation or one textbook/ source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For programmes at MQF level 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF levels especially in particular content areas. The exception is 'classic/canonical' texts, such as the original texts by Piaget in psychology or Plato's Republic in Philosophy.</p>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> </ol> <p><b>Supplementary Reading List</b> (can include additional online resources)</p> <ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> </ol>

**For further assistance:**

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