

DEVELOPMENT OF LEARNING PROGRAMMES POLICY

QMS POLICY DOCUMENT	
QMS DOCUMENT CODE	IQA- HET/TL6
VERSION NUMBER	2
NUMBER OF PAGES	4

	IQ ACADEMY- HET DIVISION/FACULTY	DATE
COMPILED BY	Quality and Regulatory Compliance Division	2024
AMENDMENT/REVISION HISTORY	Faculty	11/2024
APPROVAL AUTHORITY	Faculty Management Committee	11/2024
DATE OF NEXT REVIEW	Head: Faculty	11/2027

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1. POLICY PURPOSE

This policy establishes a standardised process for developing, reviewing, and approving learning programmes, enhancing educational quality and relevance.

2. POLICY SCOPE

This policy applies to all new and existing programmes offered at iQ Academy.

3. TERMINOLOGY

The following terminology is defined:

- Distance Education: A learning mode where students engage with educational programmes remotely, without attending physical classrooms.
- Fully Online Programmes: Educational programmes delivered entirely through online platforms, enabling remote access to learning materials and assessments.
- Programme Proposal: A detailed document outlining the purpose, structure, competitive analysis, and learning outcomes of a proposed educational programme.
- Curriculum Design: The process of creating a detailed framework for a programme, including module purposes, outcomes, assessment criteria, credit allocation, and alignment with learning outcomes.
- Self-Directed Learning: A learning approach in which students take initiative and responsibility for their educational progress, receive support through structured, institutionally designed learning materials, assessments and digital systems.
- Vocational Orientation: An approach to education that focuses on practical, industry-specific skills alongside theoretical knowledge.
- Alignment Matrix: A tool used in curriculum design to link learning outcomes and assessment criteria to course content, ensuring coherence and relevance.

4. MODE OF DELIVERY

iQ Academy is a distance education institution. The programmes offered by iQ Academy are fully online.

5. PROGRAMME DEVELOPMENT PROCESS

The programme development process at iQ Academy is structured to ensure that new educational offerings are relevant, high-quality, and aligned with industry needs. The process is as follows:

- **Surveying:** By surveying potential students, current students, and alumni, we aim to identify their needs and discern prevailing industry trends. Based on this information, we identify new programme opportunities.
- **Feasibility Research:** A feasibility study uses desktop research, market analysis, and available institutional data (including analytics where applicable)
- **Programme Proposal:** A comprehensive proposal detailing the programme's purpose, rationale, structure, competitive analysis, progression pathways, module descriptions, and learning and exit-level outcomes is developed and presented to the Faculty Management Committee for discussion and approval.
- **Curriculum Design:** Prepare a curriculum document detailing the programme and module purpose, outcomes, assessment criteria, and an alignment matrix linking outcomes and criteria to the content.
- **Higher Education Qualification:** Prepare the online new programme application with the required evidence to submit online for accreditation. Only after the programme has received accreditation from the Council on Higher Education (CHE) is the qualification registered on the National Qualifications Framework (NQF) by the South African Qualifications Authority (SAQA). This is followed by iQ Academy's application to the Department of Higher Education and Training (DHET) to add the new programme to our Certificate of Registration as a Private Higher Education Institution. Only then can the programme be advertised and students enrolled.
- **Short Learning Programmes:** The subsequent step involves creating the course material for short learning programmes.
- **Development of Course Materials:** Course materials are meticulously developed to support and enhance self-directed learning, incorporating elements that encourage reflection, critical thinking, and application. The materials integrate South African examples and case studies, with a vocational orientation that imparts industry-specific knowledge alongside a solid understanding of theoretical principles. The development process concludes with the design of formative and summative assessments.
- **Content Planning for Digital Learning Platforms:** Content planning is conducted for Articulate Rise and LearnDash LMS. This informs how the written course material and assessments will be designed and developed on the digital learning platforms.

6. APPROVAL PROCESS

The programme proposal is submitted to the Faculty Management Committee for review and endorsement. For new higher education qualifications, detailed minutes are prepared as evidence to submit with the new programme application to the regulators and for internal quality assurance records.

7. PROGRAMME REVIEW CYCLE

Short learning programmes undergo review every five years, whereas higher education qualifications are reviewed every three years or as mandated by regulatory bodies.