

Policy Title	CURRICULUM AND PROGRAMME DESIGN POLICY
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Responsible Executive(s)	Provost Office, Admissions, Registrar

The curriculum for a degree programme shall be appropriate to the aims and Level Learning Outcomes of the award to which the course leads.

The structure of the degree programme shall provide for the progression of students, from the level of knowledge and skills required for admission to the level specified for the award.

Titles of the Course

The title of each degree programme/course reflects the content and accord with the form generally accepted by institutions of higher education and by the relevant professional bodies. The title shall not be changed between periodic reviews without the prior approval of the Academic Council

Course Numbering and Sequencing

Each course offered by the university has a designated course prefix (or code) and number. The course prefix represents the discipline or field of study, and the number indicates the level of the course content. MAT 101 thus indicates that the course is Mathematics and is appropriate for students in or beyond their first year of study. FIN 450 indicates that the course is in Finance and is generally intended for fourth year students, although the course may be taken by juniors if there are no unmet pre-requisites, or it is only offered in alternate years.

The following course levels and uniform course numbers are defined at AUM to ensure consistency throughout the university curriculum.

000-099 Preparatory Courses that do not carry credit.

100-299 Lower-level undergraduate courses.

300-499 Upper-level undergraduate courses.

500-699 Graduate-level courses.

100- Introduction to subject or survey of a discipline

200 - Increased depth of study combined with application of theory 300 - Analysis, synthesis, evaluation of theory or data

400 - Creation of new ideas, behaviours, objects of art 500 - 600 graduate level work

Class Periods and Credit Hour Definition

Each course (excluding the EAP program) has a credit value. That credit value applies to specific degree programs but does not apply to all degree programs. Regardless of the format or the time period in which the course is offered the student work expectation for all courses is the same. **One semester credit hour (2 ECTS) represents about 50 contact/learning hours over the course of a 16-week semester** plus an additional 120 minutes of outside work on average during each week of the semester.

At AUM classes normally meet three times a week in 50-minute periods or two times a week in 75-minute periods. In some cases, usually advanced courses and practical work, class may meet once per week for 150 minutes. The university holds classes five days a week from Monday through Friday. If necessary, make up classes may be held on Saturdays. University administrative offices are closed on Saturday and Sunday.

All classes are expected to meet on the days and times published in the course schedule. Changes may only be made with the approval of the Provost and the assent of every student in the class. Independent study or research, internships and other programs for experimental learning, and other study opportunities may follow a different approved time frame and schedule.

Course Prerequisites and Corequisites

Course prerequisites or corequisites reflect necessary preparation and conditions for attempting a course. It is the student's responsibility to be aware of these requirements as stated in the AUM Academic Regulations, and they must have taken required prerequisites recently enough to be of value. The faculty member may drop students who have enrolled in a course for which they have not met the prerequisites or are not enrolled in a corequisite.

Aims and Level Learning Outcomes of the Course

Each programme and course shall have specified Learning Outcomes, as described in the Course Handbook; these shall be stated in the Programme, Course Handbooks and Module Descriptors as appropriate.

Programme Learning Outcomes/PLOs and Course Learning Outcomes/CLOs

The continuous improvement cycle begins with planning and articulating the programme learning outcomes (PLOs) and the student learning outcomes of the course (CLOs). Program learning outcomes (PLOs) are broad statements that describe the career and professional accomplishments the program's graduates are expected to achieve. Program learning outcomes (PLOs) are expanded into detailed statements, which are expressed in a way that enables them to be evaluated.

Program CLOs are more focused statements that describe what students are expected to know and be able to do by the time they graduate on the level of courses. These CLOs relate to the skills, knowledge, and competencies that students acquire through their successful completion of the program. A matrix is typically developed to correlate the program CLOs into the appropriate program learning outcomes/PLOs as shown in Table 1

Table 1 Correlation of PLOs to courses

Programme Learning Outcomes (PLOs)	Courses in core curriculum				
	Course in Maths	Course in...	Course in...	Course in...	Course in...
	MATH102				
	Math 120				
PLO 1	x		x		x

PLO 2		x	x	x	
PLO 3	x	x			x
PLO 4			x	x	x
PLO 5	x	x	x		
PLO 6	x	x		x	
PLO 7		x		x	x

4. Accreditation of Prior Learning (APL)

4.1 Accreditation of Prior Learning (APL)

APL is the generic term used for the award of credit on the basis of demonstrated learning that has occurred at some time in the past. This learning may have come about as the result of a course, or self-directed study, or as the result of experience either at work or in leisure pursuits. The latter is usually referred to as prior experiential learning.

The terms accreditation of prior learning (APL) or accreditation of prior experiential learning (APEL) are used to denote the procedures and arrangements for the formal recognition and the act of formal recognising, in the case of APL some kind of certificated learning, and in the case of APEL all forms of non-formal and informal learning.

The credit that may be awarded within higher education on the basis of prior learning may take the form of entry into a programme of study, advanced standing within a programme of study, or credit towards an award. Decisions about the type and amount of credits may be based on certificates the learner has gained which demonstrate that learning has been assessed, or may take into account learning from experience which is considered worthy of credit.

In all cases, credit is awarded for learning which can be demonstrated, or not for the experience itself. The resulting credit is of equal standing to that awarded to learners following a more traditional route to an award, for example, through taught or distance learning modules.

14.2 Accreditation of prior experiential learning (APEL)

Accreditation of prior experiential learning (APEL) systems "evaluate and recognise individuals' existing knowledge, skills and experience gained over long periods and in diverse contexts, including in non-formal and informal settings. The methods used can uncover skills and competence that individuals themselves may not have realised they possess and can offer to employers.

The University recognises two types of prior learning certificated (APL) and experiential (APEL) which may facilitate the following:

- entry to the first stage of a course for which the applicant does not possess the necessary entry qualifications
- exemption from specific modules/elements of a course, e.g., the work placement; advanced entry to a course.

The Course Management Team, operating with delegated authority from the Academic Council, must decide whether the candidate has achieved the learning outcomes associated with elements

of their chosen course as a result of their prior learning. It is the learning arising from the candidate's experience which should be accredited and not the experience itself. One exception to this rule is where candidates are seeking exemption from the work placement element of a course, in which case their prior work experience would be taken into consideration.

The simultaneous double counting of credit for the same module towards awards of the University shall not be permitted. Therefore, once credit has been counted towards one award of the University, it cannot be used towards another award of the University. In such circumstances where exemptions cannot be granted, alternative modules should be selected on the advice of the Course Management Team.

The requirements of the relevant professional body should be carefully considered by Course Management Teams. In particular, there may be restrictions on a candidate's entitlement to exemption from professionally recognised courses.

14.3 Maximum Credit per APL Claim

Credit per APL Claim applies to both Accreditation of Prior Certificated Learning (APCL) and Accreditation of Prior Experiential Learning (APEL).

14.4 Obligations

Responsibility for operating the APL scheme rests with the appropriate College.

The candidate is responsible for making the claim to have their prior learning accredited.

Where candidates qualify for entry with advanced standing, they may gain exemption from the whole or part of a stage of study. Where candidates are exempt from specific modules as a result of their prior learning, this should be indicated on each student's record and reported at the appropriate Assessment Board. Candidates' portfolios of evidence should be made available for consideration by the External Examiners. For Classification of Final Award.

For candidates who gain entry with advanced standing as a result of a successful claim to have their prior learning accredited the award classification will be based on the remaining non-exempt part. APL candidates shall be made aware of this as some might opt to study elements of the course in the traditional manner in order to maximise their final award classification.

5. Get Qualified Scheme

All AUM undergraduate and graduate programs are eligible for the Get Qualified scheme, where Maltese citizens and permanent residents can receive up to 70% refund of their tuition fees. Students can apply as early as their first semester of studies. The amount of refund received cannot be higher than what the student or the parents have paid in a particular year, but the tax refund may be spread over a number of years until the full 70% refund has been received. The refund is not deducted from taxes but is actually sent as a cheque at the end of the year.

6. Student Referral Program

The student referral program is designed for currently enrolled students who would like to refer their family and friends for admissions to AUM. Eligible students will receive a €750 tuition credit in their account. If they know of a friend, family member, co-worker or anyone else who might be interested in studying at an American-style university on one of the most beautiful islands in Europe, just provide our AUM Admissions Office with a completed Referral Form and a team member will follow up with the student directly and help guide them through the application process.

7. Scholarships

For eligible scholarships please see www.aum.edu.mt

10.3 Re-attendance for a part or for the whole of a stage of a course shall not confer the right to an increased number of re-assessment opportunities.

10.4 The University is not obliged to provide for re-assessment in elements no longer included in a course curriculum. The Assessment Board may at its discretion, however, make such special arrangements as it considers appropriate in cases where it is impracticable for students to be re-assessed in the same elements and by the same methods as at the initial attempt.

10.5 For both undergraduate and graduate provision, the actual grade obtained for a re-assessed module, including the attempt at which this is achieved, shall be recorded on the student's transcript. When a grade contributes to the determination of the classification or grading of an award, including the determination of distinction, then for this purpose the re-assessed module aggregate shall be attributed the maximum of a threshold pass of all study Levels. This applies to progression, all final and exit awards, and to the computation of the overall Level/Stage 3 aggregate grade, in the instances where this contributes to determination of degree award. Exceptionally, some other provision may be made where the circumstances have been specifically approved by Academic Council.

10.6 A student shall be permitted to be re-assessed for the component of a degree only exceptionally in case of some circumstances approved by the decision of the Academic Council.

10.7 Notwithstanding the general principle that re-assessment shall be permitted only in accordance with the decision of an Examiner/Assessment Board, in the case of an element of coursework contributing towards summative assessment the Course Leader may permit a student with a provisional failure grade to be re-assessed prior to the meeting of the Examiner/Assessment Board. If the student undertakes such re-assessment, it shall count as one of the re-assessment opportunities for the purposes.

10.8 Re-assessment opportunities shall be subject to the student completing the course within the normal maximum period specified.

11. Valid Reasons for Poor Performance

Where an Examiner/Assessment Board is satisfied that a student's absence, failure to submit work or poor performance in all or in part of an assessment is the result of illness or other causes genuinely out with the control of the student and which can be verified by reliable evidence, the Examiner/Board may exercise discretion in deciding on a particular form of re-assessment designed to clarify whether or not the student has satisfied the course learning outcomes; alternatively the Board may decide that sufficient evidence of achievement exists to support a recommendation for progress or award. In this event, the Examiner/Board must ensure that the student is not put in a position of unfair advantage over other students; the prevailing concern must be to ensure that the student is assessed on equal terms with other students.

The forms of re-assessment available to an Examiner/Assessment Board include viva voce examination, additional assessment tasks, normal assessment at the next assessment opportunity or re-assessment as for the initial assessment in all or any of the elements. Where an assessment affected by illness was itself a re-assessment, the consequent re-assessment shall not count as an additional assessment opportunity.

For Undergraduate

11.1 Where it is established to the satisfaction of the Examiner/Assessment Board that a student's absence, failure to submit work or poor performance in all or part of an assessment for an award was due to illness, or other cause found valid on production of acceptable evidence:

11.2 the Examiner/Board may permit the student to be re-assessed in any or all of the elements of assessment. Re-assessment in this case would not count as an additional assessment opportunity, e.g., if an assessment affected by illness was itself a second attempt, the student shall be permitted to rest as if for the second time.

11.3 where the Assessment Board is satisfied that there is sufficient evidence that the student has achieved the required academic standard, or where this evidence is subsequently obtained, the Board may determine that the student progresses or receives the award for which he/she is enrolled.

11.4 where the Assessment Board does not have sufficient evidence of the student's performance to recommend the award for which the student was enrolled, but is satisfied that, but for illness or other valid cause the student would have reached the standard required, it may award a Certificate or Diploma.

For Graduate

Where it is established to the satisfaction of the Assessment Board that a student's failure to submit work or poor performance in all or part of an assessment for an award was due to illness, or other cause found valid:

the Board may permit the student to be re-assessed as if for the first time in any or all of the elements of assessment.

If an assessment affected by illness and was itself the first attempt, the student shall be permitted to resit as it for the first time

where the Assessment Board is satisfied that there is sufficient evidence that the student has achieved the required academic standard, or where this evidence is subsequently obtained, the Board may determine that the student progresses or receives the award for which he/she is enrolled.

12. Viva Voce Examination

In addition to the assessments specified in the Course Document, an Assessment Board shall have the authority to require a student to attend a viva voce examination. The viva voce examination may be used to determine difficult or borderline cases or as an alternative or additional assessment where valid reasons for poor performance have been established; it shall be used only to raise and not to lower the rating of a student's assessment. The viva voce examination may be used also as a means of sampling across the range.

13. Appeals against a Decision of an Examiner/Assessment Board

Appeals against a decision of the Assessment Board shall be made in accordance with the provisions of *Regulation Part IX: Student Conduct, Appeals and Complaints*

14. Publication of Results

The names of the students authorised to progress or receive an award shall be published in OIS system.

19.1 The names of the students authorised to receive an award with Distinction shall be identified by the addition of the words, "with Distinction".

19.2 The disclosure of grades shall be in accordance with current data protection legislation; such information shall be made available only where the request is made by an individual in respect of his/her own performance.

15. Disability

Where a student is unable as a result of disability to be assessed by the normal procedures and methods, an Assessment Board may approve variations as appropriate, subject to the prevailing concern that the learning outcomes of the course of studies are satisfied and that the student is assessed on equivalent terms with other students.

16. University Grading Scheme

Each grade within the University Grading Scheme has both a definition and description. It is not expected that all items will be assessed in each individual assessment task but some exposure to each is expected at each level of the course/programme as stated in the level learning outcomes contained in the Course/Programme Document.

16.1 Grade Performance Description

Definition of Grade: Excellent - Outstanding Performance

Description of Grade: Outstanding performance and achievement overall. The work of the student has much exceeded the threshold standard. The characteristics of work at this standard are:

- a thorough grasp of the subject matter
- a very high ability and originality in applying key process skills
- a very high ability in analysis, synthesis, evaluation and problem-solving (higher cognitive skills)
- very high order ability over the specified range of subject-specific/professional practice skills.

Definition of Grade: Commendable/Very Good Meritorious Performance

Description of Grade: A very high standard performance and achievement overall. The work of the student is well above the threshold standard. The characteristics of work at this standard are:

- a very good grasp of the subject matter
- a high ability and originality in applying key process skills
- a high ability in analysis, synthesis, evaluation and problem-solving (higher cognitive skills) high order ability over the specified range of subject-specific/professional practice skills.

Definition of Grade: Good - Highly Competent Performance

Description of Grade: A highly competent performance and achievement overall. The work of the student has exceeded the threshold standard. The characteristics of work at this standard are:

- a good level of knowledge and understanding of the subject matter
- highly competent and displaying some originality in applying key process skills.
- highly competent in analysis, synthesis, evaluation and problem-solving (higher cognitive skills)

- a highly competent performance over the specified range of subject-specific/professional practice skills.

Definition of Grade: Satisfactory - Competent Performance

Description of Grade: *A satisfactory performance overall (as specified in the detailed grading schemes for each assessment). The work of the student overall is at the threshold standard. The characteristics of work at this standard are:*

- a satisfactory knowledge and understanding of the subject matter competence in applying process skills adequacy in analysis, synthesis, evaluation and problem-solving (higher cognitive skills)
- competence over the specified range of subject-specific/professional practice skills.

Definition of Grade: Borderline Fail Failure Open to Condonement

Description of Grade: *A standard of performance overall which marginally fails to achieve competence. The work of the student overall is just below the threshold standard. The characteristics of work at this standard are:*

- marginally unsatisfactory knowledge and understanding of the subject matter
- near competence in applying key process skills some evidence of ability in analysis, synthesis, evaluation and problem-solving (higher cognitive skills)
- competence over most of the specified range of subject-specific/professional practice skills.

Definition of Grade: Non-submission or unsatisfactory - Fail

Description of Grade: *Where a submission has been made the standard of performance demonstrated by the student overall is well below the threshold standard. The characteristics of work at this standard are:*

- no or very limited knowledge and/or understanding of the subject matter
- exhibited in a very patchy manner
- no or very limited success in the application of key process skills
- no or very limited evidence of some of analysis, synthesis, evaluation and problem-solving (higher cognitive skills)
- no or very limited competence over the specified range of subject-specific/professional practice skills

Definition of Grade: Non-Submission

Description of Grade: *if not supported by evidence acceptable to the Assessment Board and a re-assessment opportunity is lost, the Grade is recorded as an 'FX'.*

recognises the stations of an assessment over a long period of time, and that those candidates who are reply unsuccessful in an assessment should be given guidance on available options.