



Internal Quality Assurance (IQA) Document

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EDUCATION
SPORTS
BUSINESS

avanza
TRAINING ACADEMY

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Preface

Founded in 2019, Avanza Training Academy is a licensed Further & Higher Institution by the Malta Further & Higher Education Authority (MFHEA, License No. 2019-004).

Built on the core principles of providing an inspiring, supportive and caring learning experience for all students and members of staff, Avanza Training Academy strives to provide inclusive high-quality education for all. Avanza Training Academy provides a suite of both academic and professional training programmes and qualifications in Malta. Central to this endeavor is the development and implementation of a robust internal quality assurance structure as a core pillar of its operational management.

-Within this context, the development of this updated Internal Quality Assurance (IQA) document aims to achieve this strategic objective by addressing all ten quality assurance standards as defined in the National Quality Assurance Framework (NQAF).

Avanza Training Academy believes that harnessing a culture of quality is dependent on both structural and procedural aspects of provision. Through investment in people, time and resources coupled with a transparent conceptualization of quality education, Avanza Training Academy presents this IQA to all stakeholders. Presented by ten sections, this IQA policy reflects all key aspects and expectations of the ten quality standards as defined in the NQAF.

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Section One

IQA Policy

This IQA policy covers all aspects of the academy's operation. Academic and administrative activity is governed by this IQA policy, forming part of the academy's strategic objective to offer high-quality education and professional training courses.

Within this context, the organisation of the IQA system covers all ten quality criteria as defined in the National Quality Assurance Framework (NQAF). This IQA policy is made public as part of the academy's public information policy.

This IQA forms an integral part in the relationship between learning, teaching and assessment. As presented in Section Four of this document, learning, teaching and assessment form the core business of the academy and all activity is closely monitored and evaluated as part of the academy's policy. Furthermore, all personnel of Avanza Training Academy are required to adhere to the academy's policies and procedures as part of fulfilling their duties and responsibilities.

Teaching staff engaged with Avanza Training Academy have the freedom and autonomy to deliver their teaching, learning and assessment with the highest level of academic integrity. This is achieved through ensuring that all teaching staff are familiar with the academy's quality policy, procedures and role expectations. In addition, all staff are expected to comply with the academy's respective policies and procedures as defined in this IQA document.

Avanza Training Academy adopts a zero-tolerance policy towards any form of academic fraud and breaches of academic integrity. This policy applies to teaching staff, academic management and students. This policy is enforced through continual monitoring of learning and assessment activity with the application of IQA tools presented in Section Five of this document.

No form of intolerance and/or discrimination against students, academic staff and administrative personnel is accepted. This policy ensures that Avanza Training Academy maintains a high standard of ethical practice throughout its lifetime as a Further and Higher Institute provider in Malta. This requires that all teaching staff adhere to this policy. In addition, the headship positions (Head of Academy (HoA), and the Director of Education, Studies & Development

(DoESD) also monitor the performance of teaching and academic staff as presented in this document.

In the event of a discriminatory case, an official report is written by the DoESD. This report is based on evidence collected from the respective parties concerned and is then forwarded to the HoA for evaluation and consultation. On the basis of evaluation, necessary actions are formulated, communicated and taken on as an individual case by case basis.

Avanza Training Academy is committed to conduct annual cyclical reviews on its quality assurance system. This ensures that the IQA policy, procedures and processes are developed constantly and maintain relevance.

Avanza Training Academy has a number of external stakeholders who are involved in curriculum development and review processes. Communication is sustained through focus group discussions/ online meetings with representatives of academia, employers, government bodies, and NGO's before a course is drafted for its design to be more aligned with industrial needs and those of society in general. Similar meetings are held with employers or representatives of organisations where student placements are being carried out. This serves as a checkpoint for Avanza courses gauging the extent that Avanza students are prepared for the workplace or to assume a particular position in an organisation.

A number of accredited courses have already been designed for several entities in particular in the sports sectors. While it is envisaged that such arrangements are sustained, it is projected that Avanza Training Academy will also formulate a number of more open-ended signed agreements with key stakeholders as training initiatives are designed, formed and implemented.

Alumni are also considered by the academy to be important stakeholders. Alumni networks are to be enhanced and woven into the teaching/learning process. Alumni can be asked to return to the Academy as guest lecturers or as work placement supporters.

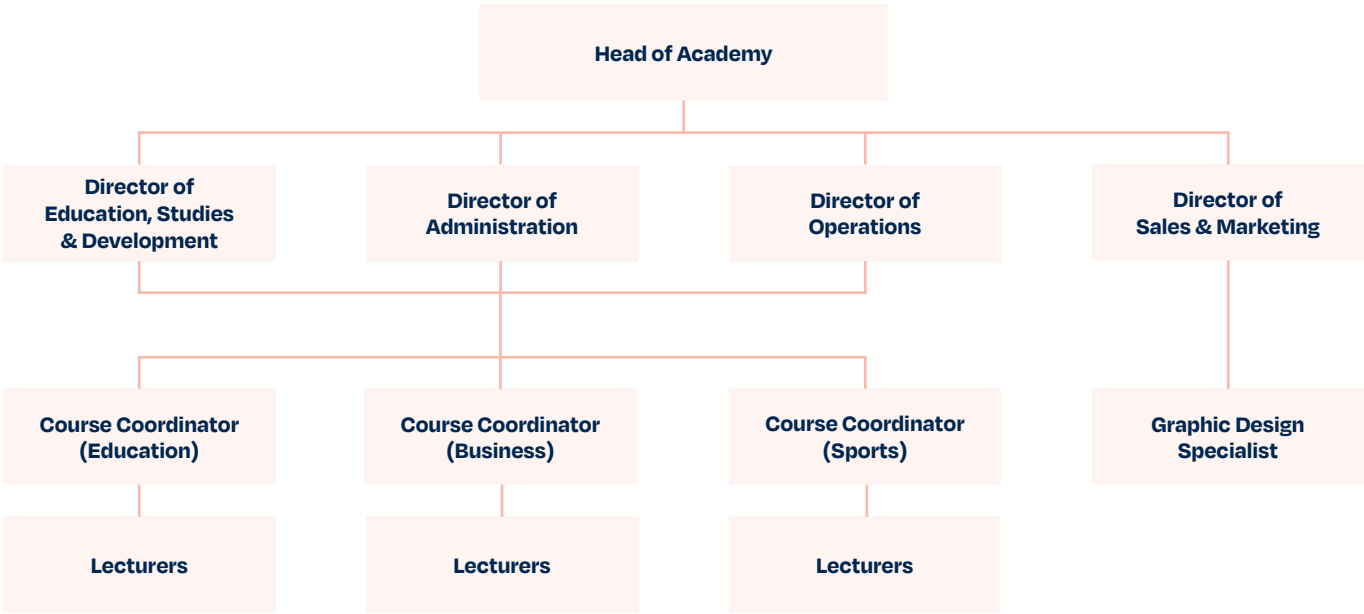
Section Two

Probity

As a start-up organisation, Avanza Training Academy operates under the Office Group Ltd. The latter is a fully registered company operating in Malta. Annual audited accounts and regular budget plans of the academy's activity is maintained and certified by the auditor of the company. In addition, the legal representation of the company and of the academy is under the responsibility of Mr Robert Micallef who is also acting Head of Avanza Training Academy (HoA).

Avanza Training Academy has now passed its fifth year of operations. During this period, the academy focused on establishing itself in the market by developing and delivering a range of courses that laid the foundation for long-term growth. Having successfully positioned itself within the education and training sector, Avanza is now moving into a transition phase aimed at increasing productivity and translating its groundwork into sustained profitability. Guided by its strategic business plan, the academy will leverage its experience, market presence, and resources to enhance efficiency, strengthen its financial performance, and ensure continued growth in the years ahead.

The organisational structure of Avanza Training Academy is presented below:



The minimum qualifications and associated roles and responsibilities are defined below:

Role	Responsibilities	Qualifications
Head of Academy (HoA)	Overall operational management of the academy Development and management of business plans Financial & HR management Corporate management Review academy's procedures & policies (with DoO and DoESD) Chairs academy team meetings	Min MQF Level 7 10 years management experience
Director of Sales & Marketing (DoSM)	Responsibility of study programme/initiatives marketing & sales Oversee public information/website/social media Digital marketing & B2B relations Coordination of other academic initiatives (e.g. talks, seminars) Coordination of academy events (e.g. graduation)	Min MQF Level 6 3 years marketing/sales experience
Graphic Design Specialist	Design of graphic art and visual materials for print and digital media. Design of solutions used for marketing, advertising, sales, and other forms of communication. Ensuring that layout and design are aligned with brand and production standards.	
Director of Administration (DoA)	Responsibility of student admissions (applications, handling of fees, acceptance letters, student registers, student point of contact & administration of certificates - alongside DoESD) Responsibility for sales/information of programmes Coordination of other academic initiatives (e.g. talks, seminars) Coordination of academy events (e.g. graduation)	Min MQF Level 4 3 years administration experience
Director of Operations (DoO)	Liasing with HoA to make decisions for operational activities and set strategic goals. Planning the day to day running of the academy to ensure smooth progress. Supervising staff and provide constructive feedback.	Min MQF Level 4 3 Years administration experience
Course Coordinators (CC)	Responsibility of overseeing respective Tutors, timetabling & programme coordination (with DoESD) Responsibility for student placement visits, observations & issuing reports Internal review of all student assessments (with DoESD) Coordinates all assessment administration Replaces tutor session Collates student feedback Oversees Tutor/Coordinators remuneration/personnel	Min MQF Level 6 3 years teaching/coordination/management experience
Course TutorTutors	Responsibility for module preparation & delivery of allocated sessions. Tracking student attendance & progress Responsibility for student assessments, observations & achievement feedback (with CC & DoESD)	Min MQF Level 6 1 year lecturing/teaching experience

The appointment of directors is the sole responsibility of the Head of Academy. The Head of Academy has the authority to nominate, evaluate, and appoint individuals as directors of the institution. The Head of Academy may solicit nominations for director positions from various sources, including internal stakeholders, external advisors and industry contacts. Potential directors are evaluated based on their skills, expertise, experience, and alignment with the organisation's strategic goals and values. After careful consideration, the Head of Academy makes the final decision regarding the appointment of directors. This decision is based on the best interests of the institution. The appointment process complies with all relevant legal and regulatory requirements including corporate governance guidelines and disclosure obligations. Newly appointed directors undergo an orientation process to familiarize themselves with the institution's operations, governance structure, policies and key stakeholders. The Head of Academy periodically evaluates the performance of directors to ensure they continue to contribute effectively to the institution's success. Reappointment decisions are made based on performance and ongoing alignment with the institution's objectives. The Head of Academy is committed to promoting diversity and inclusion in the boardroom and considers diversity factors such as gender, ethnicity, and background when appointing directors.

The policy of Avanza Training Academy is to apply a fair and a transparent process for the recruitment of course coordinators and teaching staff and to ensure that conditions of employment are in accordance with employment law. In order to effectively deploy this policy, Avanza Training Academy adopts a recruitment procedure whereby a call of interest is made publicly available. This is achieved through varying advertising media, including, website adverts and marketing on social media. Care is taken to ensure that the advert is not unlawfully discriminatory. The advert accurately reflects the post to be filled detailing the minimum qualifications or training, skills, experiences and competencies requirements for the effective performance of the role.

At the earliest opportunity, an interviewing board comprising more than one person is identified. Wherever possible, it is ensured that the board is appropriately gender-biased and diverse. Staff are thus selected on the basis of an interview process. The selection is objective, impartial and consistently applied. The interviewing board is to remain consistent across each element of the candidate assessment. Candidates are assessed against the criteria for the position and reasons are documented to record the selection decisions. Shortlisting decisions are only solely based on the evidence presented in the application that is relevant to the selection criteria. Generalized assumptions and stereotypes about applicants are avoided. Candidates who are not shortlisted are informed through a written notification. The selection documentation is retained for 12 months to ensure that selection decisions can be justified if challenged, the process by which decisions were reached can be demonstrated, structured feedback can be provided to candidates, and a response provided to any claims of discrimination.

Section Three

Design & Approval of Programmes

The design and approval of courses for Avanza Training Academy is governed by a dedicated process which consists of three main phases as illustrated below. The overall management of all the three processes is conducted by the Head of Academy (HoA)and Director of Education, Studies & Development (DoESD) with the assistance of dedicated experts within professional fields (if necessary) as explained in the process outlines described in this section.

Phase 1 Design

The design of all courses are aligned with the academy's strategy, involving three main stakeholders:

- ➔ Potential employers
- ➔ Teaching staff
- ➔ Alumni

The above are considered before the design of a course by means of a series of meetings with the HoA and DoESD in order to fully understand the needs and requirements. Needs and requirements are structured into a concept paper which is discussed within the Avanza team. During the design stage, the following course parameters are determined:

- ➔ Expected student workload in terms of ECVET/ECTS
- ➔ Target audience
- ➔ Minimum eligible entry criteria
- ➔ Course learning outcomes

Phase 2 Development

Once the design process is completed, the HoA, and DoESD engage professional field experts who are directly responsible for the design and development of programme content (knowledge, skills & competencies), delivery of teaching and student contact time (alongside DoESD where necessary). Indeed, tutor-student contact time takes on several forms, with the predominant form being that of facilitation of learning. Instruction-based interactions,

experience-based case studies and group work interactions furthermore forms part of the adragodgy.

At this stage of the operation, the professional field experts develop the following in accordance to their subject expertise:

- ➔ Learning outcomes of modules
- ➔ Associated knowledge, skills and competencies
- ➔ Assessment methods
- ➔ Delivery mode
- ➔ Indicated appropriate reading/information resources

**As outlined by the MFHEA Referencing Report (2016) learning programmes will be outcome based with distinguishable knowledge, skills and competencies.*

Phase 3 Internal Approval

The HoA and DoESD review the course design and development to ensure that the proposed course is fit for purpose. Feedback is provided to respective professional field experts, in order to, address any gaps and/or improve the overall quality of course development. As the developmental cycle is completed, the course is declared internally approved. The internally approved course is then submitted to the Malta Further & Higher Education Authority (MFHEA) for the external *---evaluation/approval process to commence.

Section Four

Learning, Teaching & Assessment

As outlined in Section One, the core business of Avanza Training Academy is centered on the provision of student-centred learning, teaching and assessment. In order to ensure that this is conducted effectively and to the highest level of quality, all courses are managed by Course Co-ordinators (CC) whoare recruited/appointed by the HoA/DoESD.

The latter may also conduct unannounced observations of learning sessions after which any issues identified are discussed with the respective tutor . In particular, learning and teaching activity respects the diversity of students and needs through the promotion of mixed methods of teaching and formative/summative assessment mode-s. This includes group work, sessions, direct teaching, tutoring, mentoring and individual attention. In addition, students with identified learning difficulties and/or special needs are provided with focused attention by ensuring that they are supported by respective tutors and academy staff. This involves the development of individual learning plans for students with learning difficulties/special needs that are administered by the HoA/DoESD.

Assessment tools are prepared by tutors based on the learning outcomes of the module and in sync with the academic calendar published by the Academy. The design of the assessment tool is left up to the tutor's professional skills and may take the form of assignments, individual or group presentations, exams, case studies, etc. Once an assessment tool is set, it is passed on to the DOESD for verification. Any issues are discussed with the tutor and the required changes are made accordingly. The end of module assessment rubric is then published and passed on to the students.

The work submitted by the student is corrected by the tutor who drafted the assessment tool. Module performance is graded according to the table overleaf:

	0-44 Marks Fail (F)	45-59 Marks Pass	60-79 Marks Merit	80-100 Marks Distinction
Understanding of Knowledge	Evidence of major gaps in knowledge & understanding, with significant errors.	Good, comprehensive & sound understanding of knowledge, evidence of understanding main concepts, key theories/ topic areas, however may have some errors.	Very good, sound & consistent knowledge & understanding of material/resources, demonstrates understanding of concepts, key theories/ topic areas at this MQF Level. Demonstrates existence of Knowledge limitations.	Excellent, sound, highly detailed knowledge & undertaking of material/ resources, Demonstrates Consistent understanding of concepts, key theories/topic areas at this MQF Level. Competent awareness of existing knowledge limitations & ambiguities.
Analytical Skills (Analysing & synthesising logical argument, supported by evidence, focus, drawing conclusions)	Mainly personal views, brief & irrelevant description. Unsubstantiated generalisations, lack of conclusion.	Main issues identified within given areas. Good awareness of different perspectives. Applying evidence to support statement, ideas & argument. Broad & valid conclusions made.	Very good analytical thinking, sound acknowledgement of perspectives/views & existing research. Logical argument/observation/ professional reflection. Sound conclusion.	Excellent analysis throughout. Persuasive argument. Detailed & critical acknowledgement of existing perspectives. Sound articulation, logical argument, appropriate use of existing research/evidence. Very strong conclusion.
Academic & Information Literacy (Appropriate information literacy, referencing, citation & academic writing)	Evidence of reading provided resources, superficial linking to provided texts. Evidence of some academic practices, with some weaknesses.	Evidence of further reading beyond provided resources. Literature, ideas, research used accurately, although remaining at descriptive level. General academic practices used.	Very good & sound knowledge of the topic area/field or research/ literature. Appropriate use of existing ideas to support claims/ argument & ideas. Research integrated into the main body of work. Very good application of academic conventions.	Excellent analysis & use of wide relevant literature/ research. Demonstration of critical reflection in support of claims/argument. Consistent & correct use of academic practices.
Research Skills (Conceptualising, interpreting, framing, creating questions, gathering evidence, ethics & integrity, analysing evidence - communicating findings/ideas)	Evidence suggesting ability to gather appropriate information/ data to conduct simple research tasks, under guidance. Ability to communicate largely orally, minimal communicative modalities, lacks confidence.	Demonstrates understanding in sourcing appropriate sources of information/data. Level of interpretation is appropriate for level of course. Requires little guidance. Sound & consistent communication skills, using range of communication modalities.	Very good demonstration of active research skills, sourcing, collating & interpreting information/ data. Can successfully conduct research tasks. Requires minimal guidance. Very good, consistent communication skills, ability to use wide range of communicative modalities conducive to the course.	Excellent demonstration of active research skills. Confident in sourcing, collating & interpreting information/data. Autonomous in conducting research tasks. Excellent communication skills, using a wide range of communicative modalities, highly effective.
Vocational Skills & Competencies (Demonstration of interpersonal skills, time/self management, presentation skills, project management, leadership & communication, competent in self-reflective practices, abilities & weaknesses)	Little or no evidence of required skills & competencies.	Good at working effectively with others & individually. Good interpersonal skills. Can meet obligations to peers/academic staff with confidence & professionalism. Demonstrates sound problem-solving skills, & competent appreciation of topic/issues related to field complexity. Good at taking own initiative. Shows signs of autonomy. Competently reflects & evaluates on abilities, strengths & weaknesses, relating to professionalism, digital & practical literacies.	Very good at working with a diverse range of individuals, within groups & individual basis. Competent interpersonal skills. Goes beyond meeting obligations to peers/academic staff with confidence & professionalism. Demonstrates very good problem- solving skills & very competent appreciation of topic/issues related to field complexity. Very good at taking own initiative. Autonomous learner. Competently reflects & evaluates on abilities, strengths & weaknesses, relating to digital & practical literacies.	Excellent at working with a diverse range of individuals, within groups & individual basis. Excellent & consistent interpersonal skills. Goes beyond meeting obligations to peers/academic staff with confidence & professionalism. Demonstrates excellent problem- solving skills & excellent appreciation of topic/issues related to field complexity. Excellent at taking own initiative. Autonomous learner. Competently reflects & evaluates on abilities, strengths & weaknesses, relating to digital & practical literacies.

Once correction is completed, a random sample of assessments are chosen and passed on to the DOESD, or a peer tutor, for review and verification. Where there is disagreement between the feedback of the two assessors, the work submitted is discussed so that a final mark is agreed upon within three weeks of submission. Once this process is finalised, students are provided with formal feedback on the end of module assessment sheets. The result of the assessment is then added to the student's data and a soft or a hard copy of the students’ work is also saved.

Students who get less than 45%in their final module mark are obliged to resubmit the work. When a student attains less than 45% in the re- submission, the student cannot repeat the module in question. In the case of mitigating circumstances, students are expected to write directly to the CC at least one week prior to the final submission/ assessment date. All cases are discussed with the DoESD who decides whether the student is permitted extra time or other concessions.

Following any decisions taken or marks assigned, students are permitted to submit their academic appeals and/ or complaints regarding grades, special arrangements, etc. directly to the DoESD. Such an application is to be submitted only in circumstances where informal attempts at resolution of the matter with the original decision-maker have failed. An appeals application is to include: a statement outlining the details of the academic decision; details of the outcome of the request for informal resolution; the relevant assessment task if review of a mark or grade is being sought; and any additional supporting documents. The DOESD, in consultation with the HoA, will decide on the case of appeal and the outcomes are communicated within 15 days

Student results are kept in Malta by the HoA at the business address of the academy for a period of 15 years.

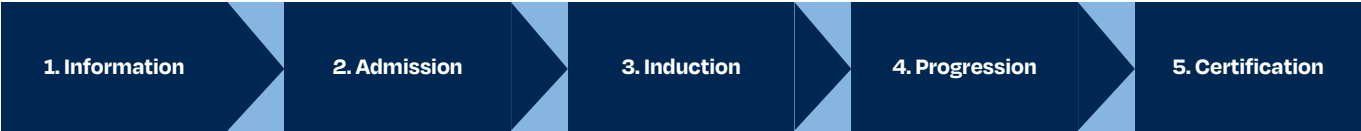
Section Five

Student Admission, Progression & Certification

The admission, progression and certification of students within the academy is managed by the HoA and DoESD team, together with respective CC's and the DoA.

This collaborative approach ensures that students are supported effectively throughout their life cycle in accordance with the academy's internal quality policy.

Avanza Training Academy operates a five-stage process as depicted below:



The five stages are under the responsibility of specific key owners who conduct the associated activity as described in the table below:

Ref	Stage	Description	Key Owner/s
1	Information	Information concerning all courses is made publicly available (refer to Section 8). Potential students are assisted/provided with further information via one-to-one meetings/briefing sessions.	DoSM DoA DoESD
2	Admission	Students apply for respective course of interest through an application form. During this process all entry requirements are checked against the presentation of documentation. In the case of evidence presented in the form of foreign qualifications, students are requested to submit an MQRIC statement. In case of mature students, a Recognition of Prior Learning (RPL) that allows to use existing qualifications and experience towards the entry requirements or to exempt from modules that overlap closely with existing awards is applied. Reference is here made to Avanza's RPL policy.	CC's DoA DoESD
3	Induction	Every student is provided with a course induction session. The induction session is structured into three parts: • Welcome to Avanza Training Academy • Policies & Regulations • Course Overview & Expectations • Optional Student Support Services	DoESD CC's
4	Progression	Throughout students learning journey, attendance and all assessment results are monitored by respective CC's. On successful completion, students' progress to course achievement subject to rules and regulations. This data is collected, monitored and analysed.	CC's DoESD
5	Certification	All students who successfully complete their respective course(s) are certified by Avanza Training Academy with a full certificate and transcription of programme details.	DoESD HoA

Section Six

Teaching Staff

Avanza Training Academy is committed to its mission of contributing to society through the pursuit of education at high quality levels. The Academy recognises that a leading position can be achieved and maintained in the academic world if it employs and retains the highest tier of talented people in the academic world.

Teaching staff are offered a teaching role on a definite basis to cover all the module preparation, learning, teaching and assessment activity as described in Section Four. In addition, teaching staff are also expected to actively participate in course development (refer to Section Three) and course evaluation (refer to Section Ten) in collaboration with respective CC's and DoESD.

Avanza Training Academy is committed to offering Continuous Professional Development (CPD) to all/teaching staff. Customised in-house discussions are organised on an annual basis for all/teaching staff by the DoESD and teaching staff is updated/informed on the following themes:

- Quality Assurance
- Pedagogy
- Assessment methods
- Innovative teaching strategies
- Educational management and leadership

In addition, teaching staff are assisted by their respective CC's/DoESD. The latter also acts as a mentor to teaching staff to foster an academic community of practice at Avanza Training Academy. It is also important to state that CC's are supported by the academy by providing funds for learning resources which are needed to be managed by the coordinators themselves with their respective teaching team.

Section Seven

Learning Resources & Support

Appropriate learning resources for each respective course are identified at the development stage of each programme (refer to Phase Two in Section Three).

All resources identified by the respective course developers, are assessed for their feasibility and viability by the HoA and DoESD. This analysis ensures that while adequate resources are made available, the financial capacity of the academy is kept on track.

All courses have the following minimum resources made available for students and teaching staff:

- Specialised reference textbooks
- Course notes and material
- Access to online material

Such resources are made available for both student and academic staff. Once students enroll and as part of their induction process, access to resources is made available. As stated above, additional resources are made available subject to the approval of a feasibility analysis meaning that once the resource requirements have been made, such requirements are analysed by the management team of the academy to ensure that resource requirements are within the budgets.

Students are supported along three main paths during their life-cycle at the academy as illustrated below. Students are informed as part of their induction session and by means of their respective student introduction pack.

STUDENT SUPPORT		
ACADEMIC MATTERS	ADMISTRATIVE MATTERS	PERSONAL MATTERS
Course co-ordinators and teaching staff provide the necessary support to students in terms of teaching, learning and assessment	All administrative affairs fall under the co-ordination of the DoA who provides all the necessary support on administrative matters	All personal matters are handled by the DoA/ DoESD. Specialists in respective professional fields are appointed based on an ad hoc basis

Section Eight

Information Management

Avanza Training Academy understands the responsibility of confidentiality and the secure management of data. The confidentiality of all information falls under the responsibility of the HoA, assisted by the DoESD. All records are archived at the main business address of the Avanza Training Academy for the mandatory period of 15 years.

In addition, Avanza Training Academy is compliant with the GDPR regulations and requests the consent for the inputting and processing of data from all stakeholders including students and teaching staff.

Avanza Training Academy ensures all the information is made widely available through effective communication constantly. Avanza Training Academy categorizes information and data into six main categories as follows:

Category	Description
Student Records	Records of course admission, including student demographics, existing qualifications, course progress reports, record of meetings, assessment marks, results and respective certification.
Specialist Records	Records of students with dedicated needs/access requirements are archived separately. Database includes individual (SEN) cases, appeals, other mitigating circumstance and decisions.
Performance & Analysis	Records concerning performance analysis of all students and teaching staff against pre-established assessment criteria.
Feedback Survey & Evaluations	Records concerning periodic teaching staff/students surveys & course evaluation, reports & analysis of results.
Traceability	The academy maintains contact with graduated students, for trace of employability and career progression. Established through an alumni network, that is subject to GDPR compliance and the individual right to be forgotten.
Learning Resources	All learning resources are archived and made available in a dedicated repository system.

Section Nine

Public Information

Avanza Training Academy publishes information about its activities via a dedicated website and respective social media platforms.

The information that is made public is categorised to provide information in a clear and transparent manner, as illustrated in the following table;

Categories for Public Information			
Strategic Nature	Selection Criteria	Teaching Team	General Activity
Mission of the Academy Organisational Structure IQA Policies & Procedures	Selection Criteria Intended Learning Outcomes Qualification Course Structure Expected Workload in ECTS & EQF/MQF Level Course Fees Teaching, Learning & Assessment Methods Pass Rates Available Further Learning Opportunities	Teaching Staff TutorTutor Bio	General Academy Activity Events of the Academy Graduation Ceremony

Material is routinely updated and made easily accessible to the general public. Public information is managed by the DoESD and DoSM. The frequency of such updates is dependent on development of courses, as new programmes are launched, public information is updated. In addition, Avanza commits itself to review and update content at least once a year as a minimum requirement. Furthermore, the evaluation and review of public information forms part of the annual meetings that take part with teaching staff, in addition to, student feedback reviews are also taken into consideration. Ensuring standards of reliability and relevance are met.

Section Ten

Ongoing Monitoring & Periodic Review of Programmes

Avanza Training Academy is committed to monitor all activity as an integral feature of its internal quality assurance system. Avanza Training Academy conducts an annual quality assurance cycle of a selected number of academic or administrative operations that are proving to be a challenge or which are presenting an opportunity for the Academy.

An annual QA plan is drafted featuring a number of targets that are measurable and attainable. The blueprint that will be employed to reach those targets, the persons responsible and resources needed for implementation, as well as the IQA tools that will indicate success are also identified. . Actions set within the plan are implemented on a small scale the following year. When analysis of results shows that the action in question has been a success, then it is implemented on a larger scale. When the desired targets are not reached, then different roots are explored leading to the planning and implementation of a fresh QA cycle.

The following are a number of IQA tools that may be used exclusively or in conjunction to measure the extent of attainment of a particular target set in the QA cycle.

Ref	IQA Tool	Description	Frequency
1	Student Survey	DoESD/Course Coordinators are responsible for the administration and collection of student survey/ questionnaires, during and at the end of each course. Data is gathered and analysed to gauge the level of student satisfaction and any related issues. At the end of the course/programme of study, DoESD/Course Coordinator can compile a course review, or highlight key recommendations for improvements to be discussed with DoESD/HoA.	Mid-way and end of each course.
2	Teaching Observations/ Tutor survey	DoESD conducts a minimum of one teaching observation per tutor. Teaching observations highlight key areas of strengths and improvement needs directly to the respective tutor. In addition tutors are also asked to fill a survey regarding the modules taught.	Annual observation/survey per tutor.
3	Performance Analysis	Attendance rates and assessment performance of students is monitored by DoESD and respective Course Coordinators (and tutors were needed). Analysis meetings are coordinated by the DoESD/ Course Coordinators and tutors.	Mid modules and at the end of modules.
4	Corporate Monitoring	DoO conducts a series of systems checks on several areas of operation to ensure the smooth running of administrative operations. These include: • Financial tracking • Admission processes • Recruitment process • Public Information • Information Management • System check reports are conducted every 3 months	Every 6 months
5	External Stakeholders.	Focus group discussions/online meetings with representatives of academia, employers, government bodies, NGO's and the community are carried out before a course is drafted for its design to be more aligned with industrial needs and those of society in general. Focus group discussions/online meetings are carried out with employers or representatives of organisations where placements are being carried out. This serves as a checkpoint for Avanza courses as it sheds light as to the extent Avanza students are prepared for the workplace or to assume a particular position in an organisation. Alumni networks are to be enhanced and woven into the teaching/ learning process. Alumni can be asked to return to the Academy as guest lecturers or as work placement supporters. They can also serve as ambassadors for the institution helping to build its reputation.	At course design stage At the beginning or end of courses
6	Programme Reviews	All courses approved by MFHEA are reviewed on an annual basis (for the first three years) by DoESD so as to conduct process improvement on matters related to: • Assessment delivery • Teaching delivery • Course notes • Textbooks & resources It is not expected that courses are subjected to structural modification, in terms of credits, MQF Level descriptors and module changes. However, in this eventuality, a progress review will result in the resubmission of the course to MFHEA as per procedure define in section 3.	Annually



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