

Internal Quality Assurance (IQA) Document

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Version 3

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, reflecting 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 stakeholders from business/industry who are involved in curriculum development and review processes as explained in this document. A number of accredited courses have 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.

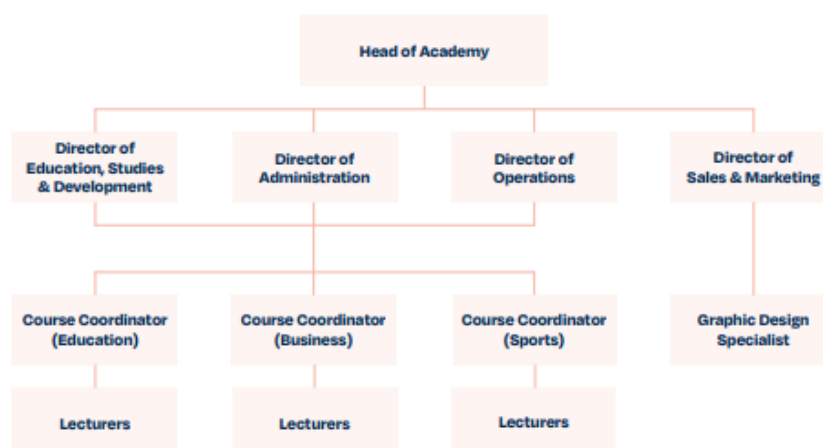
Section Two PROBITY

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).

The business plan spans over the first five years of operation. It is not expected that profit is registered during the first year of operation, revenue from courses and academic activity is expected to increase during the second year, turning into a profit margin. This pragmatic financial strategy can be categorised as low risk and it also ensures that the academy has the necessary financial capacity and reserves so that in case of unpredicted circumstances, the courses continue to run. The allocation of funds for staff and resources is also dependent on the business plan of the academy. Avanza Academy commits that 40% of its annual costs will be directed to allocation of such funds.

The business plan should be revised or a new one written every five years, as needed, to ensure that the company's strategic direction remains relevant and effective in the face of evolving market conditions. For Avanza, which is part of a group of companies, it is might also consider to adopt a consolidated business plan that encompasses all companies within the group. This approach ensures alignment of goals and strategies, optimizes resource utilization, and leverages synergies across the group, thereby enhancing overall efficiency and competitive advantage. A consolidated plan also provides a unified vision, facilitates better communication and collaboration, and presents a stronger financial position to stakeholders.

The organisational structure of Avanza Training Academy is presented below:



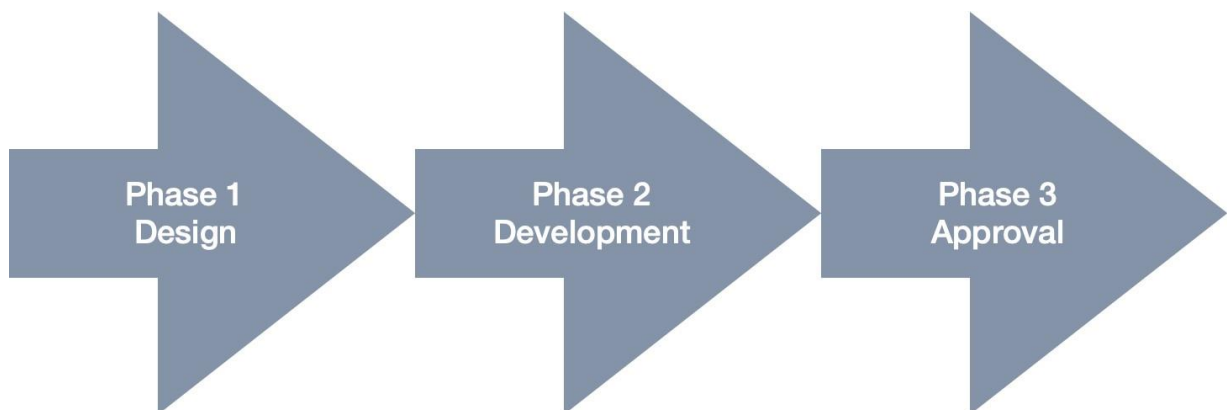
The associated roles and responsibilities are defined below:

| Role | Responsibilities |
|--|--|
| <p>Head of Academy (HoA)</p> | <ul style="list-style-type: none"> • Overall operational management of the academy • Development and management of business plans • Financial & HR management • Corporate management • Review academy's procedures & policies (with DoESD) • Chairs academy team meetings |
| <p>Director of Sales & Marketing (DoSM)</p> | <ul style="list-style-type: none"> • 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) |
| <p>Graphic Design Specialist</p> | <ul style="list-style-type: none"> • 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. |

| | |
|--|--|
| <p>Director of Administration (DoA)</p> | <ul style="list-style-type: none"> • 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) |
| <p>Director of Operations (DoO)</p> | <ul style="list-style-type: none"> • Liaising 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. |
| <p>Course Coordinators (CC)</p> | <ul style="list-style-type: none"> • Responsibility of overseeing respective Lecturers, 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 lecturer session • Collates student feedback • Oversees Lecturer/Coordinators remuneration/personnel |
| <p>Course Lecturers</p> | <ul style="list-style-type: none"> • Responsibility for module preparation & delivery of allocated sessions. • Tracking student attendance & progress • Responsibility for student assessments, observations & achievement feedback (with CC & DoESD) |

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 two main stakeholders:

- Potential employers
- Teaching staff

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 coordinated by a Course Coordinator (CC). The CC's are appointed by the HoA/DoESD.

The HoA/DoESD ensure all CCs follow the academy's policies and procedures to guarantee that student centered learning and teaching is implemented. In particular, learning and teaching activity shall respect the diversity of students and needs through the promotion of mixed methods of teaching and formative/summative assessment modes. This will include group work, session, 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 lecturers 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..

team. Furthermore, at Avanza Training Academy the criteria for and method of assessment as well as criteria for marking are published in advance. All modules/units of study are assessed through assessment criteria that are weighted to form an overall 100% mark for the module. Module performance is graded according to the table below:

| | 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 <i>(Analysing & synthesising logical argument, supported by evidence, focus, drawing conclusions)</i> | 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. |

| | | | | |
|---|---|---|--|---|
| <p>Academic & Information Literacy</p> <p><i>(Appropriate information literacy, referencing, citation & academic writing)</i></p> | <p>Evidence of reading provided resources, superficial linking to provided texts.</p> <p>Evidence of some academic practices, with some weaknesses.</p> | <p>Evidence of further reading beyond provided resources. Literature, ideas, research used accurately, although remaining at descriptive level. General academic practices used.</p> | <p>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.</p> | <p>Excellent analysis & use of wide relevant literature/research. Demonstration of critical reflection in support of claims/argument. Consistent & correct use of academic practices.</p> |
| <p>Research Skills</p> <p><i>(Conceptualising, interpreting, framing, creating questions, gathering evidence, ethics & integrity, analysing evidence - communicating findings/ideas)</i></p> | <p>Evidence suggesting ability to gather appropriate information/data to conduct simple research tasks, under guidance.</p> <p>Ability to communicate largely orally, minimal communicative modalities, lacks confidence.</p> | <p>Demonstrates understanding in sourcing appropriate sources of information/data. Level of interpretation is appropriate for level of course. Requires little guidance.</p> <p>Sound & consistent communication skills, using range of communication modalities.</p> | <p>Very good demonstration of active research skills, sourcing, collating & interpreting information/data. Can successfully conduct research tasks. Requires minimal guidance.</p> <p>Very good, consistent communication skills, ability to use wide range of communicative modalities conducive to the course.</p> | <p>Excellent demonstration of active research skills. Confident in sourcing, collating & interpreting information/data. Autonomous in conducting research tasks.</p> <p>Excellent communication skills, using a wide range of communicative modalities, highly effective.</p> |

| | | | | |
|---|---|--|--|--|
| <p>Vocational Skills & Competencies</p> <p><i>(Demonstration of interpersonal skills, time/self management, presentation skills, project management, leadership & communication, competent in self-reflective practices, abilities & weaknesses)</i></p> | <p>Little or no evidence of required skills & competencies.</p> | <p>Good at working effectively with others & individually. Good interpersonal skills. Can meet obligations to peers/academic staff with confidence & professionalism.</p> <p>Demonstrates sound problem-solving skills, & competent appreciation of topic/issues related to field complexity.</p> <p>Good at taking own initiative. Shows signs of autonomy. Competently reflects & evaluates on abilities, strengths & weaknesses, relating to professionalism, digital & practical literacies.</p> | <p>Very good at working with a diverse range of individuals, within groups & individual basis.</p> <p>Competent interpersonal skills. Goes beyond meeting obligations to peers/academic staff with confidence & professionalism.</p> <p>Demonstrates very good problem-solving skills & very competent appreciation of topic/issues related to field complexity.</p> <p>Very good at taking own initiative. Autonomous learner. Competently reflects & evaluates on abilities, strengths & weaknesses, relating to digital & practical literacies.</p> | <p>Excellent at working with a diverse range of individuals, within groups & individual basis.</p> <p>Excellent & consistent interpersonal skills. Goes beyond meeting obligations to peers/academic staff with confidence & professionalism.</p> <p>Demonstrates excellent problem-solving skills & excellent appreciation of topic/issues related to field complexity.</p> <p>Excellent at taking own initiative. Autonomous learner. Competently reflects & evaluates on abilities, strengths & weaknesses, relating to digital & practical literacies.</p> |
|---|---|--|--|--|

Each student assessment is reviewed and assessed initially by the respective module lecturer (examiner one). All assessments are internally reviewed by the respective CC (second examiner). All students are obliged to submit their first submission and a re-submission in the event of not passing the assessment first time. 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 to submit assessment as a first initial submission or as a re-submission.

In addition, students are permitted to submit their appeals and/or complaints directly to the DoESD. The latter, in consultation with the HoA, will decide on the case of appeal. Moreover, for

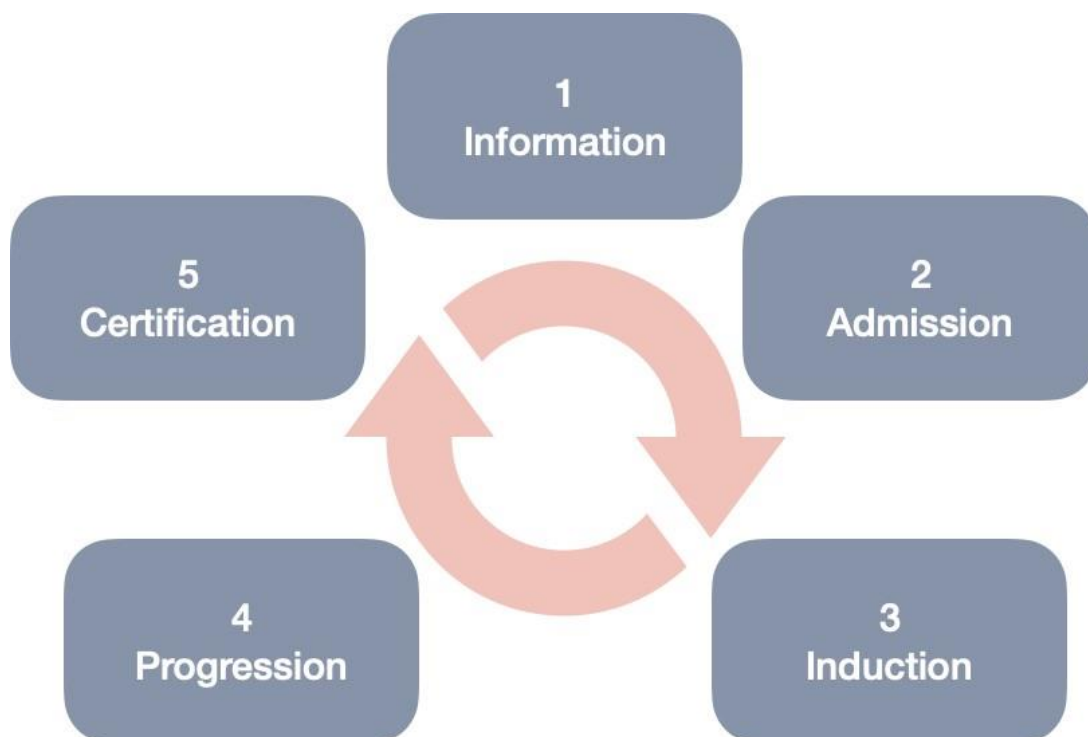
students with special needs and requirements, access arrangements will be provided on the basis of evaluation by the DoESD.

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. During the RPL process, applicants will be assisted to gather a portfolio of their learning experiences, that can be verified and validated. | CC's DoA DoESD |
| 3 | Induction | Every student is provided with a course induction session. The induction session is structured into three parts: 1) Welcome to Avanza Training Academy 2) Policies & Regulations 3) Course Overview & Expectations 4) Optional Student Support Services | DoESD CC's |
| 4 | Progression | Throughout students learning journey, 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**

The policy of Avanza Training Academy is to apply a fair and a transparent process for the recruitment of 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. Teaching staff are selected on the basis of an interview process that is initially carried out by DoESD, with a second interview that includes the HoA.

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 additionally assisted by their respective CC's/DoESD. The latter also act as mentors 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 AND 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 are 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 <i>ad hoc</i> 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 |
| <ul style="list-style-type: none"> • Mission of the Academy • Organisational Structure • IQA Policies & Procedures | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Teaching Staff • Lecturer Bio | <ul style="list-style-type: none"> • 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 AND 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 cyclical review of all its operations against all the quality standards as defined in the National Quality Assurance Framework.

In order to conduct this activity, Avanza deploys the following IQA tools. The data and results of from the IQA tools tabulated below forms the basis of an annual QA plan. The annual QA plan forms an essential part of the academy’s strategy and actions identified within the plan will be deployed the following year to continuously update and review academic and administrative operations.

| 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 compiles course review, highlighting key recommendations for improvements to be discussed with DoESD/HoA. | Mid-way and end of each course. |
| 2 | Teaching Observations | DoESD conducts a minimum of one teaching observation per lecturer. Teaching observations highlights key areas of strengths and improvement needs directly to the respective lecturer. | Annual observation, per lecturer, per annual teaching load |
| 3 | Performance Analysis | Attendance rates and assessment performance of students is monitored by DoESD and respective Course Coordinators (and lecturers were needed). Analysis meetings are coordinated by the DoESD/Course Coordinators and lecturers. | Every 3 months |

| | | | |
|---|-----------------------------|--|--|
| 4 | Corporate Monitoring | <p>DoO conducts a series of systems checks on several areas of operation to ensure the smooth running of administrative operations.</p> <p>These include:</p> <ul style="list-style-type: none"> - Financial tracking - Admission processes - Recruitment process - Public Information - Information Management <p>System check reports are conducted every 3 months</p> | Every 6 months |
| 5 | Employers Meetings | <p>During the course design stage, dedicated focus group meetings are conducted with employers working within the field of the intended course to be developed, to assist in the development of the learning outcomes of the course itself.</p> <p>Furthermore, the HoA organises an annual colloquium, to discuss the satisfaction levels of possible employees and address expression of needs, potential concerns and issues.</p> | <p>At course design stage</p> <p>Annual colloquium</p> |
| 6 | Programme Reviews | <p>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:</p> <ul style="list-style-type: none"> - Assessment delivery - Teaching delivery - Course notes - Textbooks & resources <p>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.</p> | Annually |

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