

# Internal Quality Assurance (IQA) Document

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## Preface

Founded in 2019, Avanza 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 Academy strives to provide inclusive *high*-quality education for all. Avanza 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 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 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

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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 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 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 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 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 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), Director of Education (DoE) and Director of Studies & Development (DoSD) 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 Director of Education (DoE). This report is based on evidence collected from the respective parties concerned and is then forwarded to the Head of Academy (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 Academy is committed to conduct annual cyclical reviews on its quality assurance system. This ensures that the IQA policy, procedures and processes are develop constantly and maintain relevance. Avanza Academy has a number of stakeholders from business/industry. Stakeholders are involved in curriculum development and review processes as explained in this document.

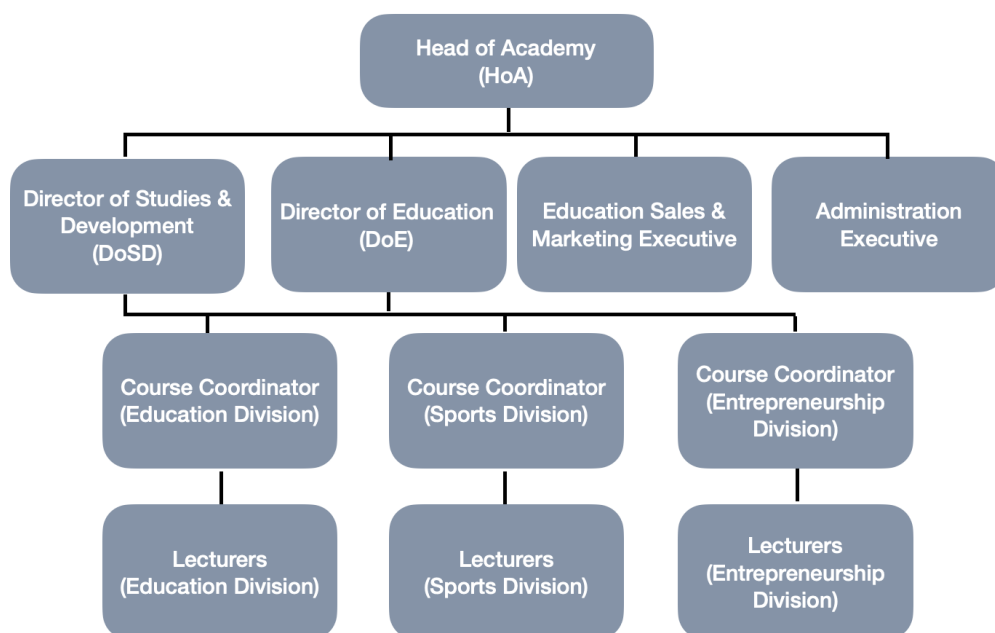
Currently Avanza Academy has no signed agreements with respective stakeholders, however, it is envisaged that Avanza Academy will formulate a number of agreements with key stakeholders as training initiatives are designed, formed and implemented.

## Section Two PROBITY

As a start-up organisation, Avanza 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 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 organisational structure of Avanza Academy is presented below:



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

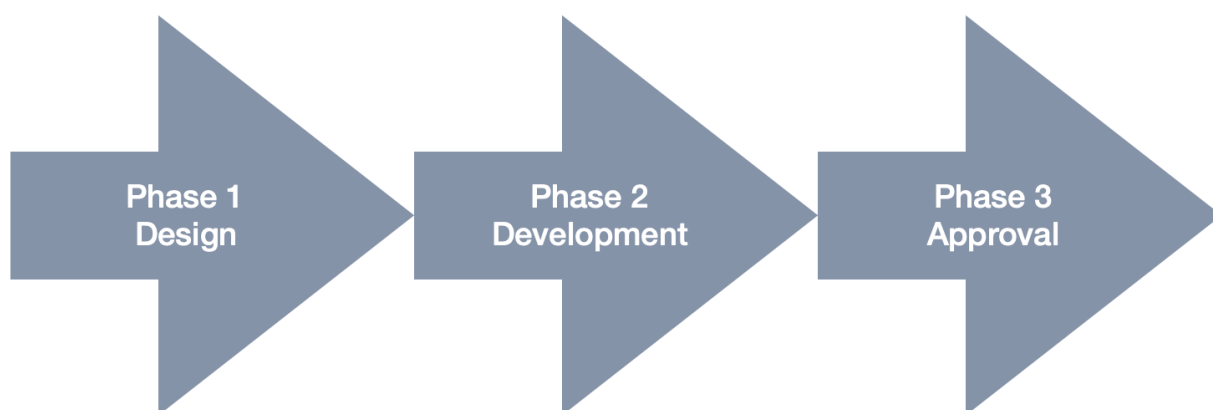
Role	Responsibilities	Qualifications
<b>Head of Academy (HoA)</b>	<ul style="list-style-type: none"> <li>• Overall operational management of the academy</li> <li>• Development and management of business plans</li> <li>• Financial &amp; HR management</li> <li>• Corporate management</li> <li>• Review academy's procedures &amp; policies (with DoE)</li> <li>• Chairs academy team meetings</li> <li>• Project EU Funding Committee (PFC) member</li> <li>• Students Research Ethics Committee (REC) member</li> </ul>	Min MQF Level 7 10 years management experience
<b>Director of Education (DoE)</b>	<ul style="list-style-type: none"> <li>• Responsibility of Internal Quality Assurance (IQA)</li> <li>• MFHEA Accreditation Communication</li> <li>• Responsibility of all teaching, learning &amp; assessment framework/criteria</li> <li>• Lecturer observations &amp; feedback</li> <li>• Review/update of academy's procedures &amp; policies</li> <li>• Development of programmes (with DoSD)</li> <li>• Chairs Project EU Funding Committee (PFC)</li> <li>• Students Research Ethics Committee (REC) member</li> <li>• Responsible for academy's annual staff CPD</li> </ul>	Min MQF Level 7 5 years teaching education/management/education administration experience
<b>Director of Studies &amp; Development (DoSD)</b>	<ul style="list-style-type: none"> <li>• Oversees Course Coordinators</li> <li>• Coordinates Lecturer &amp; Student Inductions</li> <li>• Oversees Lecturer/Coordinators remuneration/personnel</li> <li>• MFHEA Accreditation Communication (with DoE)</li> <li>• Responsibility of programme design, development, coordination &amp; timetabling (with DoE)</li> <li>• Student/Lecturer feedback reports &amp; data analysis</li> <li>• Internal Review of all student assessments (with CC's)</li> <li>• Oversee student admissions &amp; exits (with Administration Executive)</li> <li>• Chairs Research Ethics Committee (REC)</li> <li>• Attends academy's annual CPD</li> </ul>	Min MQF Level 7 5 years teaching/management/education administration experience
<b>Education Sales &amp; Marketing Executive</b>	<ul style="list-style-type: none"> <li>• Responsibility of study programme/initiatives marketing &amp; sales</li> <li>• Oversee public information/website/social media</li> <li>• Digital marketing &amp; B2B relations</li> <li>• Coordination of other academic initiatives (e.g. talks, seminars)</li> <li>• Coordination of academy events (e.g. graduation)</li> <li>• Attends academy's annual CPD</li> </ul>	Min MQF Level 6 3 years marketing/sales experience

<b>Administration Executive</b>	<ul style="list-style-type: none"> <li>• Responsibility of student admissions (applications, handling of fees, acceptance letters, student registers, student point of contact &amp; administration of certificates - alongside DoE/DoSD)</li> <li>• Responsibility for sales/information of programmes</li> <li>• Coordination of other academic initiatives (e.g. talks, seminars)</li> <li>• Coordination of academy events (e.g. graduation)</li> <li>• Attends academy's annual CPD</li> </ul>	Min MQF Level 4 3 years administration experience
<b>Course Coordinators (CC)</b>	<ul style="list-style-type: none"> <li>• Responsibility of overseeing respective Lecturers, timetabling &amp; programme coordination (with DoSD)</li> <li>• Responsibility for student placement visits, observations &amp; issuing reports</li> <li>• Internal review of all student assessments (with DoSD)</li> <li>• Coordinates all assessment administration</li> <li>• Replace lecturer session</li> <li>• Collates student feedback</li> <li>• Personal Tutor for students</li> <li>• Attends academy's annual CPD</li> <li>• Lecturers</li> </ul>	Min MQF Level 6 3 years teaching/coordinating/management experience
<b>Course Lecturers</b>	<ul style="list-style-type: none"> <li>• Responsibility for module preparation &amp; delivery of allocated sessions.</li> <li>• Tracking student attendance &amp; progress</li> <li>• Responsibility for student assessments, observations &amp; achievement feedback (with CC &amp; DoSD)</li> <li>• Attend academy's annual CPD</li> </ul>	Min MQF Level 6 1 year lecturing/teaching experience



## Section Three      DESIGN & APPROVAL OF PROGRAMMES

The design and approval of courses for Avanza 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), Director of Education (DoE) and Director of Studies & Development (DoSD) 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
- Potential students
- Teaching staff

All of the above are considered before the design of a course by means of a series of meetings with the HoA, DoE and DoSD in order to fully understand the needs and requirements. Needs and requirements are structured into a concept paper which is discussed together within the Avanza team. During the design stage, the following course partners 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, DoE and DoSD 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 DoE and DoSD where necessary). Indeed, tutor-student contact time takes on several forms, with the predominant form being that of facilitation of learning. Instruction based interactions, experienced based case studies and group work interactions furthermore forms part of the pedagogy. 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, DoE and DoSD reviews 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 Ssection One, the core business of Avanza Academy is centered on the provision of 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 Co-ordinator (CC). The CC is appointed by the HoA/DoE/DoSD and will possess the following minimum qualifications and experience:

- minimum MQF Level 6 in respective subject area
- minimum of 1 years' experience in education and training
- minimum of 2 years industrial/business experience in respective subject area

Course coordinators (in conjunction with DoE/DoSD) will be directly responsible for the following:

- Management of assessment processes and examinations
- Scheduling of learning activity
- Monitoring of learning and teaching
- Evaluation of course delivery
- Gathering feedback from students on the teaching and assessment of the course
- Ensure assessment is applied consistently and fairly

The HoA/DoE/DoSD ensures all CCs are aligned with the academy's policies and procedures to ensure 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 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/DoE/DoSD

team. Furthermore, Avanza Academy publish 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 is weighted to form an overall 100% mark for the module. Module performance is graded according to the table below:

	0 - 14 marks Fail (F)	15 - 29 marks Fail (E)	30 - 44 marks Fail (D)	45 - 59 marks Pass (C)	60 - 74 marks Pass (B)	75-100 marks (A)
<b>Understanding of Knowledge</b>	Evidence of major gaps in knowledge & understanding, with significant errors.	Evidence of gaps in knowledge, with some errors and slight inaccuracies of knowledge.	Broad accurate knowledge, evidence of understanding parts of the material, however main elements missing with flaws.	Good, compressive & 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 existing 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.
<b>Analytical Skills</b> (Analysing & synthesising logical argument, supported by evidence, focus, drawing conclusions)	Mainly personal views, brief & irrelevant description.  Unsubstantiated generalisations, lack of conclusion.	Mainly descriptive, frequent contradictions, generalisations, lack of supporting evidence, consistency & relevance.	Emerging argument, demonstrates some awareness of issues, not fully coherent.  Some evidence to support views, lacking consistency, some relevance to conclusions.	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><b>Academic &amp; Information Literacy</b></p> <p><i>(Appropriate information literacy, referencing, citation &amp; academic writing)</i></p>	<p>Lack of reading evident, unsupported views, all academic practices ignored.</p>	<p>Some evidence of reading provided resources appropriate for level of study, academic practices used a little.</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 &amp; sound knowledge of the topic area/field or research/literature. Appropriate use of existing ideas to support claims/argument &amp; ideas. Research integrated into the main body of work. Very good application of academic conventions.</p>	<p>Excellent analysis &amp; use of wide relevant literature/research. Demonstration of critical reflection in support of claims/argument. Consistent &amp; correct use of academic practices.</p>
<p><b>Research Skills</b></p> <p><i>(Conceptualising, interpreting, framing, creating questions, gathering evidence, ethics &amp; integrity, analysing evidence - communicating findings/ideas)</i></p>	<p>Lack of evidence to conduct simple research related tasks, even with guidance.</p> <p>Lack of coherent communication with task, context &amp; audience.</p>	<p>Limited evidence to carry out simple research related tasks, even with guidance.</p> <p>Little evidence of coherent communication with task, context &amp; audience.</p>	<p>Evidence suggesting ability to gather appropriate information/data to conduct simple research tasks, under guidance.</p> <p>Ability to communicate largely orally &amp; 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 &amp; consistent communication skills, using range of communication modalities.</p>	<p>Very good demonstration of active research skills, sourcing, collating &amp; 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 &amp; interpreting information/data. Autonomous in conducting research tasks.</p> <p>Excellent communication skills, using a wide range of communicative modalities, highly effective.</p>

<b>Vocational Skills &amp; Competencies</b>  <i>(Demonstration of interpersonal skills, time/self management, presentation skills, project management, leadership &amp; communication, competent in self-reflective practices, abilities &amp; weaknesses)</i>	Little or no evidence of required skills & competencies.	Limited evidence of skills in range identified for assessment requirements.	Demonstrates ability to work effectively with others & individually. Evidence of interpersonal skills. Can meet obligations to peers/academic staff.	Good at working effectively with others & individually. Good interpersonal skills. Can meet obligations to peers/academic staff with confidence & professionalism.	Very good at working with a diverse range of individuals, within groups & individual basis.	Excellent at working with a diverse range of individuals, within groups & individual basis.
		Significant weaknesses across all vocational competencies & skills.  Lack of self-reflection.	Demonstrates a level of problem solving skills, demonstrates an appreciation of topic/issues related to field complexity.  Can reflect on abilities, strengths & weaknesses, relating to professionalism digital & practical literacies, however, lacking insight in some areas.	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.	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 & 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.

Each student assessment is reviewed and assessed initially by the respective module tutor (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 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 DoE/DoSD who decided 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 DoE. 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 DoE/DoSD.

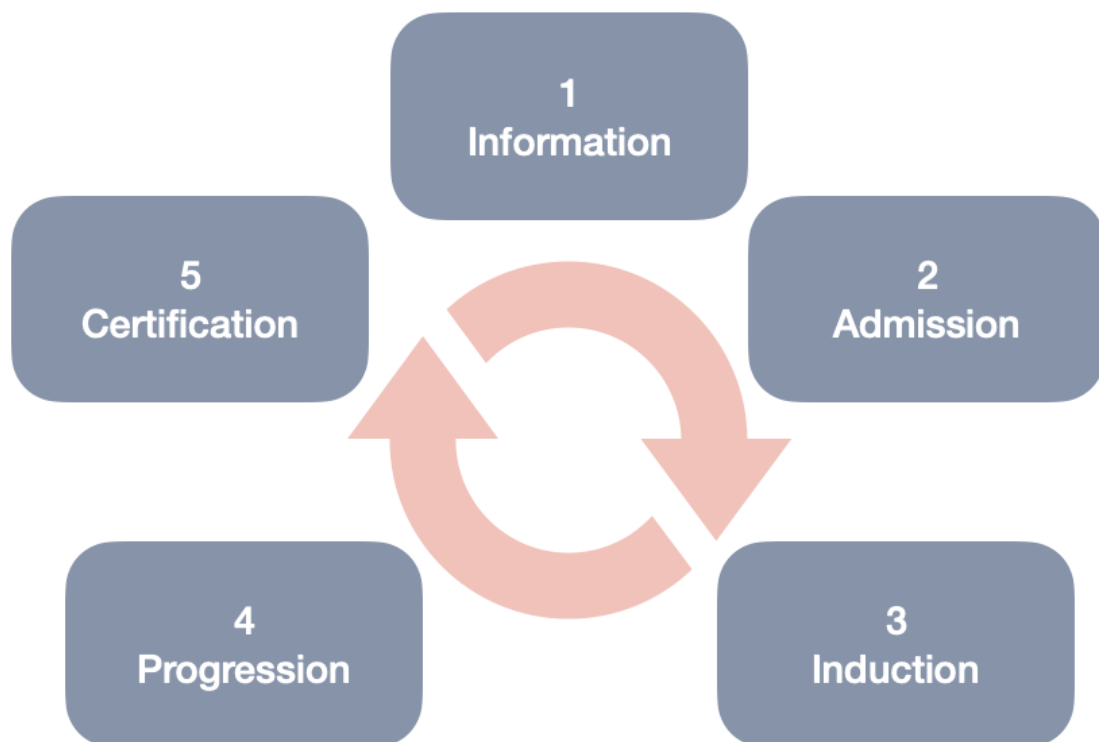
Student results are kept in Malta by the HoA at the business address of the academy for a period of 15 years.

## Section Five      STUDENT ADMISSION, PROGRESSION & CERTIFICATION

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The admission, progression and certification of students within the academy is managed by the HoA/DoE and DoSD team, together with respective CC's and the Administration Executive. This collaborative approach ensures that students are supported effectively throughout their life cycle in accordance with the academy's internal quality policy.

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





The five stages are under the responsibility of a specific key owner who conducts 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 Section 8). Potential students are assisted/provided with further information via one-to-one meetings/briefing sessions.	Education Marketing & Sales Executive  Administration Executive  (Overseen by DoSD)
2	Admission	Students apply for respective course of interest through a dedicated online 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.	Administration Executive  (Overseen by DoSD)
3	Induction	Every student is provided with a course induction session. The induction session is structured into three parts: 1) Welcome to Avanza Academy 2) Policies & Regulations 3) Course Overview & Expectations 4) Optional Student Support Services	DoSD  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 through a specific database that is in place for academic operations.	CC's  (Overseen by DoE/DoSD)
5	Certification	All students who successfully complete their respective course(s) are certified by Avanza Academy with a full certificate and transcription of programme details.	DoE  HoA

## **Section Six                      TEACHING STAFF**

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The policy of Avanza 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 Academy adopts a recruitment procedure whereby a call of interest is made publicly available. Achieved through varying advertising mediums, 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 DoE/DoSD, 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/DoSD/DoE.

Avanza Academy is committed to offering Continuous Professional Development (CPD) to all/teaching staff. Customised CPD sessions are organised on an annual basis for all/teaching staff by the DoE/DoSD and is updated/informed teaching staff 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/DoSD. The latter also act as mentors to teaching staff to foster an academic community of practice at Avanza Academy. It is also important to state that CC's are supported by the academy by providing funds for learning resources which are need 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/DoE/DoSD. 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 handbook.

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

## Section Eight

## INFORMATION MANAGEMENT

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

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

Category	Description
<b>Student Records</b>	Records of course admission, including student demographics, existing qualifications, course progress reports, record of meetings, assessment marks, results and respective certification.
<b>Specialist Records</b>	Records of students with dedicated needs/access requirements are archived separately. Database includes individual (SEN) cases, appeals, other mitigating circumstance and decisions.
<b>Performance &amp; Analysis</b>	Records concerning performance analysis of all students and teaching staff against pre-established assessment criteria.
<b>Feedback Survey &amp; Evaluations</b>	Records concerning periodic teaching staff/students surveys & course evaluation, reports & analysis of results.
<b>Traceability</b>	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.
<b>Learning Resources</b>	All learning resources are archived and made available in a dedicated repository system.

## Section Nine

## PUBLIC INFORMATION

Avanza 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"> <li>• Mission of the Academy</li> <li>• Organisational Structure</li> <li>• IQA Policies &amp; Procedures</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Selection Criteria</li> <li>• Intended Learning Outcomes</li> <li>• Qualification</li> <li>• Course Structure</li> <li>• Expected Workload in ECTS &amp; EQF/MQF Level</li> <li>• Course Fees</li> <li>• Teaching, Learning &amp; Assessment Methods</li> <li>• Pass Rates</li> <li>• Available Further Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Staff</li> <li>• Lecturer Bio</li> </ul>	<ul style="list-style-type: none"> <li>• General Academy Activity</li> <li>• Events of the Academy</li> <li>• Graduation Ceremony</li> </ul>

Material is routinely updated and made easily accessible to the general public. Public information is managed by the DoSD and Education Sales & Marketing Executive. 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 Academy is committed to monitor all activity as an integral feature of its internal quality assurance system. Avanza 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	<b>Student Survey</b>	DoSD/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, DoSD/Course Coordinator compiles course review, highlighting key recommendations for improvements to be discussed with DoE/HoA.	Mid-way and end of each course.
2	<b>Teaching Observations</b>	DoE/DoSD conduct 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	<b>Performance Analysis</b>	Attendance rates and assessment performance of students is monitored by DoSD and respective Course Coordinators (and lecturers were needed).  Analysis meetings are coordinated by the DoSD/Course Coordinators and lecturers.	Every 3 months

4	<b>Corporate Monitoring</b>	<p>DoSD 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"> <li>- Financial tracking</li> <li>- Admission processes</li> <li>- Recruitment process</li> <li>- Public Information</li> <li>- Information Management</li> </ul> <p>System check reports are conducted every 3 months</p>	Every 6 months
5	<b>Employers Meetings</b>	<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	<b>Programme Reviews</b>	<p>All courses approved by MFHEA are reviewed on an annual basis (for the first three years) by DoE/DoSD so as to conduct process improvement on matters related to:</p> <ul style="list-style-type: none"> <li>- Assessment delivery</li> <li>- Teaching delivery</li> <li>- Course notes</li> <li>- Textbooks &amp; resources</li> </ul> <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 defined in section 3.</p>	Annually

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