

INTERNAL QUALITY ASSURANCE MANUAL

POLICY # EAI/2023/231212
Adopted by the Senate on August 27, 2024.

Approved by
Malta Further and Higher Education Authority (MFHEA)

<https://www.euroamerican.edu.mt/IQA-Policy>

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Internal Quality Assurance Manual

STANDARD	TABLE OF CONTENTS	Page
Standard 1	Mission and strategic management	3
Standard 2	Governance, organizational structure, and administration	5
Standard 3	Quality management	15
Standard 4	Integrity, accountability, and information management	17
Standard 5	Teaching and administrative staff	20
Standard 6	Design, monitoring, and review of programmes	23
Standard 7	Student-centered learning, teaching, and assessment	30
Standard 8	Student administration and student support services	41
Standard 9	Learning resources and facilities	79
Standard 10	Research, development, and/or other creative activity	82
Standard 11	Institutional cooperation, service to society, and internationalizations	86

Standard 1. Mission and strategic management

“The mission of the Euro American Institute is to provide affordable access to exceptional online and distance education in a diverse and inclusive higher education institution welcoming students from all backgrounds and beliefs to provide a transformational educational experience with a distinctively supportive academic and professional community, empowering them to discover their unique gifts and talents, and so fulfil their personal and professional potential.”

At Euro American Institute, we are driven by a profound commitment to inclusivity, accessibility, and empowerment in higher education. Our mission is clear: to provide exceptional online and distance education that transcends barriers, ensuring that students from diverse backgrounds and beliefs have access to transformative learning experiences.

This mission deeply resonates with our core values. We believe in cultivating a diverse and inclusive academic environment where every individual is embraced and supported. We cherish the richness that comes from celebrating differences and fostering a community where personal and professional growth thrives.

Through steadfast dedication to our mission, we empower our students to uncover and cultivate their unique talents and strengths, enabling them to reach their fullest potential. We go beyond academic excellence, providing a nurturing support system that guides and inspires individuals throughout their educational journey.

In essence, our mission serves as a compass, guiding our every action and decision. We are committed to making a meaningful and lasting impact on the lives of our students, shaping futures, and transforming communities.

At Euro American Institute, strict adherence to regulatory requirements concerning financial matters, both domestically and internationally, is paramount. Governed by the Management Board, with the Rector serving as the Institute's legal representative and authorised signatory, institutional probity is upheld with utmost diligence. Additionally, a local legal representative based in Malta is designated for the Maltese registration of the Institute.

The Rector pledges to keep the Board abreast of any alterations to the Company Act and pivotal local and international fiscal legislations, aligning procedures with Malta Company Law and International Accounting Standards (IFRS) to ensure the Institute's financial systems and statements remain contemporary.

Internally, Euro American Institute has implemented an advanced accounting management system, safeguarding accurate and up-to-date recording of all financial transactions. Accessible solely to authorised personnel, notably the Rector who oversees annual financial reports submitted to the Board of Directors, this system ensures transparency and accountability.

Financial expenditures undergo rigorous quarterly review by the Rector and accountants to verify alignment with established accounts.

Compliance with legal mandates necessitates Euro American Institute to maintain precise and current financial records. Accordingly, an independent auditing firm, appointed by the Board, prepares annual reports detailing the Institute's financial status, facilitating regulatory compliance and providing guidance on taxation matters. These annual accounts are duly submitted to the Maltese Registrar of Companies alongside auditor and director reports.

To streamline operational planning and fiscal oversight, the Board annually formulates budget forecasts, subject to periodic updates to reflect evolving Institute dynamics. This proactive approach aims to optimise cost-effectiveness and operational efficiency while maintaining a clear understanding of Euro American Institute's financial position. The Euro-American Institute presents cash flow statements on a monthly basis as part of the plan to ensure business continuity. It also has a working capital management to take into account any risks and other mitigations.

Therefore, the strategic plan along with the business plan will create the necessary key performance indicators for every area in order to minimise risks and at the same time make the plans measurable and achievable. The operational plan includes all departments in having their Key performance indicators which can be monitored by their Heads and the quality assurance in order to make sure the operation is effective by meeting these KPIs

The strategic plan is of quality since it involves all internal and external stakeholders to be formed through several meetings to come to a final product.

Debtor management entails maintaining an updated ledger and pursuing timely collection post-credit period expiration. Similarly, students are required to settle payment balances before commencing training.

With both the Management Board and the Rector possessing requisite technical and managerial acumen, as well as overseeing the appointment of qualified staff, including lecturers and trainers, the Institute ensures the delivery of approved training programmes meets the highest standards. Stringent background checks, including annual Police Certificate of Conduct updates for long-term programmes, contribute to maintaining institutional integrity.

These meticulous procedures and practices serve as the cornerstone of Euro American Institute's long-term stability and commitment to excellence.

Standard 2 . Governance, organizational structure, and administration

Organizational Chart and Responsibilities

Euro American Institute is managed by a team of professionals from the education, computer science and management sectors who share their expertise, experiences and knowledge to develop educational programmes that can train the students of the future.

Euro American Institute management team is elected or appointed (if there is no competition for election) by considering aspects such as the years and quality of academic and/or relevant professional experience, distinguishments accomplished and results obtained in the academic and professional sectors. A public call is made by the Rector and for the Rectors post a public call is made by the Board. All Leadership positions are made transparent of their professional competencies through publication on the website and through the public call to all stakeholders

All calls will include the appropriate qualification which under normal circumstance is either a Masters level or a Doctorate level for Academia and a Diploma level upwards for administration positions. Tutors who will be teaching Masters and Doctorate level should have a doctorate in the subject area. Committees are formed by issuing a call internally and of course with same criteria of qualifications as above. The committees also have student representation and external stakeholders' representation for greater transparency.

Roles and responsibilities

EAI Management Board

Role:

The EAI Management Board serves as the governing body of the institute, responsible for setting its strategic direction and overseeing its operations.

Responsibilities:

- Setting the overall strategic direction and goals of the institute.
- Reviewing and approving budgets, financial plans, and major institutional policies.
- Providing oversight and guidance to ensure compliance with legal and regulatory requirements.
- Appointing and evaluating the performance of the Rector.
- Serving as ambassadors for the institute and fostering relationships with key stakeholders.

Rector and Head of Institution (Prof. Manju Gupta)

Role:

The Rector and Head of Institution is the chief executive officer of the institute, responsible for the day-to-day operations, overall management and strategic direction of the institution.

Responsibilities:

- Providing leadership and vision to advance the mission and goals of the institute.
- Overseeing the implementation of strategic plans and policies approved by the Management Board.
- Managing the administrative, academic, and financial affairs of the institute.
- Representing the institute to external stakeholders, including government agencies, industry partners, and the public.
- Ensuring the quality and integrity of academic programmes and research activities.

Board of Advisors

Role:

The Board of Advisors, as an independent consultative body provides advice and guidance to the Management Board and the Rector on matters related to strategy, governance, and institutional development.

Responsibilities:

- Offering expertise and insight on emerging trends, challenges, and opportunities in higher education.
- Reviewing and providing feedback on strategic plans, policies, and initiatives proposed by the Management Board.
- Assisting in the identification and cultivation of external partnerships and resources to support the institute's mission and goals.
- Serving as advocates and ambassadors for the institute within their respective networks and communities.

Senate/Council

Role:

The Senate/Council is the primary academic governing body of the institute, responsible for setting academic policy and ensuring the quality and integrity of academic programmes as well

as the evaluation process.

Responsibilities:

- Establishing and reviewing academic policies, including those related to admissions, curriculum development, and assessment.
- Approving new academic programmes, courses, and academic regulations.
- Monitoring the quality and effectiveness of academic programmes and student learning outcomes.
- Providing oversight of research activities and promoting a culture of scholarly inquiry and innovation.
- Facilitating communication and collaboration among faculty, students, and administration to enhance the academic experience.
- Fostering a culture of academic integrity, inclusivity, and diversity.

Committees and Cells under the Senate/Council:

- **Academic Committee:** Advises on curriculum development, academic standards, and student learning outcomes.
- **Research Committee:** Oversees research activities and policies to promote scholarly inquiry.
- **Ethics Committee:** Ensures compliance with ethical standards in research involving human subjects or animals.
- **Alumni Council:** Engages alumni to foster lifelong connections and support institute success.
- **Student Council:** Represents student interests and promotes a vibrant campus community.

Vice-Rector - Academic Affairs

Role:

The role of the Vice Rector - Academic Affairs is to oversee academic operations, accreditations, international collaborations, and quality enhancement initiatives within the institution.

Responsibilities:

Oversee institutional and programme accreditations, including both institutional and programme accreditation processes, and maintain memberships with international and regional associations.

- Lead the development of academic programmes and curricula, including preparation, review, and implementation of programmes and regulations.

- Supervise academic content delivery and class management to ensure effective teaching and learning processes.
- Drive initiatives for international faculty recruitment, student recruitment, and foster collaborations and partnerships at both international and regional levels.
- Organise international conferences, workshops, panels, and seminars, and facilitate the publication of the institute's journals.
- Establish and oversee quality enhancement initiatives, including establishing a Quality Enhancement Centre, forming a Quality Enhancement Commission, implementing internal and external quality assurance systems, and promoting a culture of continuous improvement.

Dean - School of Management

Role:

The role of the Dean - Management is responsible for the integrity of the academic services for the School of Business and Management.

Responsibilities:

- Provide academic and professional leadership to the school.
- Ensure that the programmes offered by the school are of high quality and always meet the standards of professional institutions and accreditation bodies.
- Develop and maintain links with relevant accreditation authorities.
- Ensure that the programmes within the school are relevant to the industry, and meet the relevant human resource needs of the country.
- Ensure that all programmes within the school are regularly revised and externally reviewed within the provisions of the regulations of the institute.
- Ensure that a vibrant research, publishing and consultancy culture is developed in the school, and mentor staff in research, publishing and consultancy.
- Direct and coordinate the activities of the heads of academic sections that fall within the school.
- Lead and be responsible for the preparation and approval of the school's annual budgets within the management and academic policies of the institute.
- Ensure that all sections and staff of the school operate within the policy framework of the Institute.
- Advise the Vice Rector and the Institute Senate on academic, administrative and financial issues relating to the school and/or affecting the School and the Institute.
- Undertake any related responsibility assigned by the Vice Chancellor to further the work and welfare of the School and the Institute.

Dean - School of Computer Science

Role:

The Dean - School of Computer Science is responsible for directing the activities of multiple programmes or College-wide functions. Incumbents will be responsible for developing the strategic direction of assigned areas, interpreting the broadly defined goals, developing and managing a budget, and providing managerial direction to employees. Directly accountable for the School of Computer Science, including providing leadership for the faculty and staff, developing collaborative relationships and participative programmes with industries, and implementing, monitoring and executing quality student/academic programmes.

Responsibilities:

- Directs staff to include: prioritising and assigning work; conducting performance evaluations; ensuring staff is trained; ensuring that employees follow policies and procedures; maintaining a healthy and safe working environment; and making hiring, termination, and disciplinary recommendations.
- Prepares and administers budgets; prepares cost estimates for budget recommendations; submits justifications for budget items; monitors and controls expenditures; identifies and pursues alternative funding sources; allocates funds across academic functions.
- Directs the implementation of activities and operations for multiple academic departments or programmes, which includes: designing, developing, administering, and evaluating programmes, projects, student retention, strategic planning, processes, policies, procedures, systems, standards, and/or service offerings.
- Guides curricular directions and reform; develops academic assessment strategies; ensures compliance with Federal, State, and Local laws, regulations, codes, and/or standards; ensures alignment with the overall mission and goals of the College.
- Coordinates activities between multiple service areas and works to integrate and coordinate service areas.
- Serves as a liaison between assigned academic departments or programmes, external agencies, and the College, which includes students, staff, faculty, and administration; represents the department, College, and/or programme at a variety of meetings, public events, training sessions, on committees, and/or other.

Controller of Examinations

Role:

The Controller of Examinations shall be the principal officer in charge of the conduct of examinations and tests of the Institute and the declaration of their results. He shall discharge his functions under the superintendence, direction and guidance of the Board of Examinations. He shall be a full-time salaried officer of the Institute and shall work directly under the Vice Rector - Academic Affairs.

Responsibilities:

- Appointment of paper-setters, examiners and moderators and prompt and proper implementation of their decisions.
- Making all arrangements necessary for holding examinations and tests and declaration of results.
- To prepare and announce in advance the calendar of examinations;
- To arrange for printing of question papers;
- To arrange to get the performance of the candidates at the examinations properly assessed, and process the results;
- To arrange for the timely publication of results of examinations and other tests;
- To postpone or cancel examinations, in part or in whole, in the event of malpractices or if the circumstances so warrant, and take disciplinary action or initiate any civil or criminal proceedings against any person or a group of persons or a college or an institution alleged to have committed malpractices.
- To take disciplinary action where necessary against the candidates, paper setters, examiners, moderators, or any other persons connected with examinations and found guilty of malpractices in relation to the examinations;
- To review from time to time, the results of institute examinations and forward reports thereon to the Academic Council.

Dean - IT

Role:

The Dean of Information Technology (IT) oversees the strategic direction and operations of IT-related services and facilities within the institution. Reporting to the Vice-Rector - Academic Affairs, the Dean ensures the alignment of IT initiatives with academic objectives and supports the effective delivery of library services, IT services, and student support services.

Responsibilities:

- Develop and implement strategic plans for IT services, ensuring alignment with academic goals and institutional objectives.
- Oversee the day-to-day operations of the Library, IT Services, and Student Services, including staffing, budgeting, and resource allocation.
- Collaborate with academic departments, administrative units, and external vendors to identify IT needs, assess emerging technologies, and implement innovative solutions.
- Manage budgets, resources, and personnel within the IT department, optimising utilisation and prioritising investments to meet institutional priorities.
- Ensure the reliability, security, and compliance of IT systems and data through the development and enforcement of policies, procedures, and controls.

- Provide user support and training programmes to enhance digital literacy and proficiency among faculty, staff, and students, promoting effective use of IT resources and tools.
- Evaluate and improve IT services, processes, and infrastructure through ongoing assessment, benchmarking, and implementation of best practices and industry standards.

Dean - Administration

Role:

The Dean of Administration oversees administrative functions critical to the operation of the institute.

Responsibilities:

- The Dean of Administration oversees administrative functions critical to the operation of the institute.
- Responsibilities:
- Providing leadership and direction to administrative departments to ensure efficient and effective operations.
- Developing and implementing policies and procedures related to administrative processes, including procurement, estate management, accreditation, and legal matters.
- Managing budgetary and financial resources allocated to administrative units.
- Collaborating with other institute leaders to support the achievement of institutional goals and objectives.
- Ensuring compliance with relevant regulations and standards in administrative practices.

Vice Dean-Admin

Role:

The Vice Dean of Administration oversees administrative functions critical to the operation of the institute.

Responsibilities:

- Providing leadership and direction to administrative departments to ensure efficient and effective operations.
- Developing and implementing policies and procedures related to administrative processes, including procurement, estate management, accreditation, and legal matters.
- Managing budgetary and financial resources allocated to administrative units.

- Collaborating with other institute leaders to support the achievement of institutional goals and objectives.
- Ensuring compliance with relevant regulations and standards in administrative practices.

Finance Officer

Role:

The Finance Officer is responsible for managing the financial resources and accounting functions of the institute.

Responsibilities:

- Developing and implementing financial policies, procedures, and controls to safeguard assets and ensure fiscal responsibility.
- Preparing and monitoring budgets, financial forecasts, and cash flow projections.
- Overseeing accounts receivable, accounts payable, payroll, and other financial transactions.
- Generating financial reports and analysis to support decision-making by institute leadership.
- Liaising with external auditors, regulatory agencies, and financial institutions as needed.

Dean-Admissions

Role:

The Dean of Admissions is responsible for overseeing the institute's admissions processes and enrolment management strategies.

Responsibilities:

- Developing and implementing recruitment and admissions strategies to attract qualified and diverse student populations.
- Reviewing and evaluating applications for admission and making admissions decisions in accordance with established criteria.
- Coordinating outreach activities, including marketing campaigns, campus visits, and recruitment events.
- Providing guidance and support to prospective students and their families throughout the admissions process.
- Collaborating with academic departments and other institute stakeholders to ensure alignment between admissions policies and academic programmes.

Dean-Quality Assurance Cell (Prof. Mensur Zeqiri)

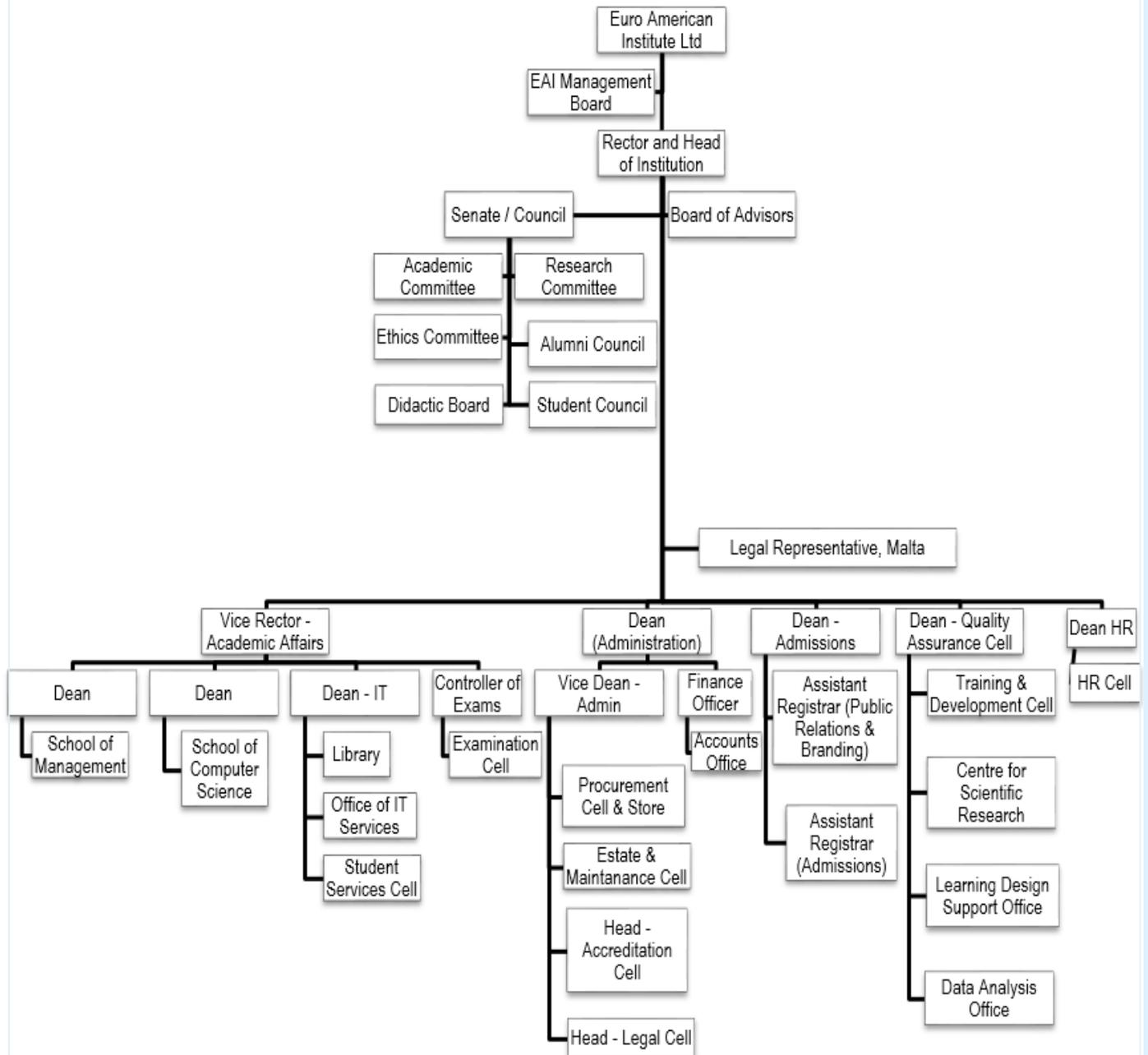
Role:

The Dean of the Quality Assurance Cell oversees efforts to monitor and enhance the quality and effectiveness of academic and administrative processes.

Responsibilities:

- Developing and implementing quality assurance policies, procedures, and standards to promote continuous improvement.
- Conducting evaluations and assessments of academic programmes, support services, and administrative functions.
- Facilitating professional development opportunities for faculty and staff to enhance their skills and knowledge.
- Coordinating research and evaluation projects to inform decision-making and strategic planning.
- Collaborating with internal and external stakeholders to ensure compliance with accreditation and regulatory requirements.

ORGANOGRAM (ORGANISATION CHART)



Standard 3. Quality management

The Quality management is reflected in this quality assurance Manual. First there is a Dean for Quality and Quality is not just of the Dean but it is shared through the organigram and the responsibilities of individuals and also reflected in the committees that deliver their part for quality. Their responsibilities are clearly stated in Standard 2. All committees have student representatives as part of quality and also to be in line with a student-centered system. The student responsibilities in committees are equal to that of other members in committees as they are regarded as stakeholders. This gives more transparency in decision making which contributes to Quality assurance All meetings are also minuted for institutional memory and this continues to enhance the quality for the need of an informed choice through the minuted meetings and all data from internal and external stakeholders gathered by the institution. All this assists the Institution to be able to make informed reviews of the Institution and its programmes.

Quality management is based on the mission and vision of the Euro American Institute and particular quality is assigned to committees as in the organigram. A Clear example is the Academic committee which is responsible to the Senate for academic activities as much as the Vice Rector for Academic affairs. On the other hand, as regards for Administration quality management falls under Dean administration and Dean admissions. The organigram is very clear how quality is managed through appropriate human resources and committees. In order to enhance quality in the registered Malta Institution a legal representative has been selected. The Malta legal representative is contracted in order to make sure that quality is achieved overall and he also serves as the liaison with MFHEA.

Quality Management is also directed to online learning to be in line with the mission. The Senate/Council have the ultimate responsibility to see that online learning is of quality. The meetings are minuted and any necessary actions taken. Other tools like the student questionnaire and Lecturers modules self-reviews continue to contribute to quality as they inform decisions and actions by Top Management. This Quality assurance Manual is public on the website <https://www.euroamerican.edu.mt/IQA-Policy> Fin order to be of greater service to all stakeholders who can be informed how quality is applied at Euro American Institute.

Quality Management is based on the PDCA cycle/ PIER cycle as they are mapped

- **Planning** states what we aim to achieve and how to achieve it to ensure co-ordination and consistency in how we implement plans.
- **Doing** is the stage when our plans are implemented, examples; Lectures are held, students are learning and they are assessed. Also, finances are managed.
- **Checking** is the stage when we review progress in achieving our goals and identify gaps. This is done through monitoring tools like feedback from students and self review of modules from Lecturers.
- **Acting** is when we use the data analysed to make enhancements. This can be various as

in following up student's feedback, research management and networking, staff professional development and implemented identified improvements.

The PDCA cycle is applied to all standards and across the board for Teaching and learning, Research, Management and Partnerships.

These are part of the KPIs which have been mentioned before. For Teaching and Learning there is the academic calendar.

So, the Policy for Quality Management is to quality assure and enhance the Institutions mission, vision and core values along with its activities. It serves as a guide to all staff and students and external stakeholders assuring the public of quality.

The scope of the Policy is to support the development of a quality culture in which responsibility is shared as can be seen through the organigram and its explanation.

The principles are a commitment to continuous quality assurance and enhancement and that Quality assurance is evidence based with regular reviews of activities. The Institution will work closely with MFHEA especially for accreditation of Programmes.

The approach is as explained that of a PDCA cycle which translates into inputs, processes, outputs model. This is mainly achieved through qualified staff, rewards and conditions to foster stable and committed employment and academic freedom. Therefore, in conclusion quality management starts with a clear mission and vision with values along with a strategic plan and monitoring of progress. The organigram shows the clear governance and management to secure quality management.

The Euro American Institute (EAI), Malta is a key member of the educational conglomerate - the Euro American Education Group that encompasses several institutions and universities, including the European Institute of Management and Technology, Switzerland and Birchwood University, USA. The Euro American Education Group was established by a team of distinguished educationists working in academia with the express purpose of providing meaningful learning opportunities to students around the world, enabling them to earn accredited degree qualifications at the undergraduate and postgraduate levels. The Euro American Education Group has since then worked to set up institutions in the USA, Switzerland, France, & Malta to further its mission of providing quality international educational opportunities globally.

The legal name of the organization offering meaningful education across the globe is always Euro American, set up in various jurisdictions as a legal entity while the brand name or the trade name is European Institute of Management and Technology (EIMT)

The Quality assurance Manual of EAI is made available on EAI website- <https://www.euroamerican.edu.mt/IQA-Policy>

Stakeholders can link to the EAI website on: <https://www.euroamerican.edu.mt/about> and then click About EAI.

Standard 4. Integrity, accountability, and information management

Euro American Institute is committed to upholding the highest ethical standards of integrity, freedom, and honesty, as defined by the guidelines outlined in the Maltese Further and Higher Education Authority (MFHEA). These standards will be evident in both the physical workplace and the Virtual Learning Environment.

As we offer online training to a global audience, diversity will be a hallmark of our student population, as well as our staff and lecturers. Our commitment to diversity standards ensures the acceptance of various cultures, customs, and perspectives while eliminating all forms of prejudice and discrimination.

We guarantee that our ethical standards will be clearly communicated and adhered to by all members of the institution, including staff, lecturers, and students. This ensures uniformity and accountability in upholding ethical principles across all levels of our organisation.

Academic Integrity and Autonomy

Euro American Institute is committed to high standards of fairness, transparency, integrity and freedom. The following are the guidelines that define the staff, lecturers' and students' responsibilities, and the actions that will be taken in case of plagiarism and dishonesty during assignments.

Staff Responsibilities

At Euro American Institute, all staff and lecturers are expected to demonstrate integrity in their work, setting a positive example for students. This includes:

- Designing assessments with a focus on academic integrity, minimising opportunities for misconduct.
- Creating original assignments aligned with module objectives.
- Providing clear guidance and instructions on assignments, and being available to address student inquiries.
- Teaching students proper referencing techniques and the importance of avoiding plagiarism.
- Emphasizing the significance of academic honesty to students.
- Ensuring feedback and grading processes adhere to institute policies.
- Addressing plagiarism cases according to institute procedures.
- Recording student progress accurately using the institute's Virtual Learning Environment.

Furthermore, discussions among students and between students and trainers should encourage open dialogue and critical thinking. Through these efforts, staff and lecturers contribute to a culture of academic integrity within the institution.

- Discussions among students and between students and trainers should be facilitated by staff and lecturers in an open and intellectually challenging manner.

Students Responsibilities

Students are obliged to approach their studies and assignments with honesty and integrity, as outlined in the Terms and Conditions agreed upon during registration for any Institute training.

During assignments, students are expected to:

- Fulfil all requirements of the selected training path according to the provided guidelines before the commencement of training and from each module's lecturer.
- Adhere to transparent and equitable practices by submitting assignments within module-specific deadlines.
- Independently complete all assignments unless explicitly allowed to collaborate, disclosing any collaboration accordingly.
- Demonstrate honesty by refraining from copying previous work or engaging in academic dishonesty.

Plagiarism Policy

Plagiarism, in any form, is deemed academic dishonesty and will face consequences.

Plagiarism is defined as the submission of work that is not original, wherein a student uses someone else's work without proper attribution, copying it entirely without incorporating it as supporting material for analysis (in which case proper referencing is required).

To ensure authenticity, students are required to use the online plagiarism detection tool Turnitin when submitting coursework. This verification process also applies to drafts to guide students.

To maintain fairness, parts of the assignment that are not the student's analysis (such as assignment questions, bibliography, templates, and references) must be excluded from the plagiarism check before the assessment.

In the event of plagiarism, penalties will be applied based on the level of plagiarism detected and the institute's decision, in this case, shall be final and binding.

The Institution's policy on unoriginal assignments is readily available on the Euro American Institute website, in course syllabi, and shared with students before the start of each course or programme.

Cheating

Cheating in any form is strictly prohibited by the Institute. Possessing unauthorised materials, including notes and documents, during assessments such as examinations, questionnaires, or entry tests constitutes an offence.

Cases involving falsification or unfair collaboration are also considered forms of dishonesty and are subject to disciplinary action. In such cases, the student automatically fails the module and must retake the exam. Records of all such incidents are maintained by the Student Secretary's Office for future reference.

To mitigate the risk of cheating during online assessments, the Institute has implemented various measures:

- Students access assessments solely through the VLE using provided usernames and passwords.
- Lockdown settings for browsers are activated during assessments to prevent web browsing.
- Recording features can be activated, allowing software to monitor student movements via webcam to detect any attempts to cheat, such as consulting notes.
- Proctorio is utilised to ensure a verified online assessment environment.

Standard 5. Teaching and administrative staff

Teaching Staff

The teaching staff, together with support and administrative staff from the foundation of Euro American Institute, is committed to following the procedure described in this paragraph for their selection. The choice of qualified staff is a critical factor in guaranteeing the students the best learning experience. The teaching staff are informed about their rights and responsibilities in the public call itself and in the signed agreement when engaged.

Recruitment

The Institute relies on the Appointment Committee and Registrar for Human Resources to oversee the recruitment of the qualified local and international teaching staff for each training programme. Working under the supervision of the Academic Board, the Academic Consultant follows the general criteria outlined in this handbook and specific guidelines for each training.

General selection criteria include:

- Qualifications, with foreign titles requiring an MQRIC statement
- Key skills and competencies
- Background experience in the area
- Publications
- Teaching experience
- Updated English CV
- A language proficiency certificate (where applicable)

These criteria are specified for each training and must be supported by documentation.

Positions are advertised publicly to ensure fairness, clarity, and transparency in the recruitment process. Candidates are evaluated and approved by the Academic Board. Once an applicant sends his application the administration will send him receipt acknowledgement. The administration then will send the applicant a date for an interview where the applicant is required to bring in original certificates, portfolios etc according to any evidence the applicant would like to sustain. An interview is carried out by academic board members. Once a decision has been taken this will be communicated within a maximum of 30 days through an e mail.

Once approved, the HR Office contacts the candidates to collect the necessary documents, including qualifications, experiences, and a valid ID document. An interview is conducted by the HR Office to verify identity.

Teachers, whether resident or international, are appointed without discrimination based on nationality, gender, age, race, religion, pregnancy, or potential pregnancy. Employment contracts adhere to the Employment Act, and freelancers/self-employed individuals follow national and EU laws.

All collected documents and data are treated confidentially and in accordance with GDPR EU laws. The recruitment process, conditions of employment, and professional development of staff are conducted transparently and fairly.

The same process applies to the recruitment of tutors, who support lecturers and students as needed. Tutors may be assigned to multiple training paths based on expertise.

Teachers are asked to provide a recorded video lesson for assessment of their teaching skills. Feedback is provided via email or video call.

Each teacher receives personal access to the VLE platform, with credentials provided via email along with a video tutorial for registration.

Professional Development

All staff at Euro American Institute are encouraged to enhance their competencies through Continuous Professional Development (CPD) courses, with their CPD activities monitored by the provider.

New teaching staff undergo a mandatory induction process provided by the Institute asynchronously on the VLE. Topics covered include:

- Basic principles of E-learning
- VLE navigation
- Institute policies and procedures outlined in this handbook
- Assessment criteria
- Teaching methods
- Support for special needs
- Digital and virtual tools usage

Additionally, Euro American Institute ensures that staff members engage in annual activities to continue developing their competencies and stay updated on new tools, policies, and procedures. Regular updates and training sessions are organised for teaching staff to ensure they stay informed about new delivery methods and pedagogical approaches, based on student and teacher feedback.

After each training/module, teachers receive a report from the Data Analysis Office detailing feedback collected from students. Evaluation criteria include communication, audience control,

presentation skills, subject matter expertise, digital tool usage, class activity management, and student engagement.

Part-time lecturers are also included in these development activities and undergo the mandatory induction programme. They receive updates on sector developments, pedagogical methods, and digital tools usage.

Similarly, support and administrative staff play a crucial role in the student lifecycle. The same selection criteria and procedures are followed for their recruitment, and they receive dedicated training to ensure they are equipped to assist students effectively.

Standard 6 . Design, monitoring, and review of programmes

The main objective of Euro American Institute is to design a training path with high standards to contribute to the students' optimum professional life, also guaranteeing the recognition of the qualifications within the academic and working world. Therefore, the training design process followed by the learning design support office at Euro American Institute for all the programmes offered is defined, to guarantee that a structured method is used, aiming to offer a high-quality level of the learning experience. All stakeholders are involved including students through their representation on the Academic Committee.

All programmes are recognised and meet the qualification requirements of the MQF, the MFHEA accredits them. The courses are weighted in ECTS, and each course has defined general objectives, learning outcomes, and specific skills the student must acquire.

Development Process

The cyclical process shown below will be completed for any programme offered.



Design and Approval Programme Process

Planning

Need Analysis

Initiating any design process is the imperative needs analysis of the labour market, aimed at discerning the most sought-after skills, competencies, and knowledge. This foundational step ensures that each programme's target is meticulously outlined and tailored to the developed training, facilitating seamless promotion by the Marketing Office to the predetermined audience.

Central to this phase is the engagement of stakeholders, whose insights are gleaned through personalised consultations (both in-person and online), comprehensive literature review, active

participation in sector-specific conferences/events, and dialogues with representatives from the realms of entrepreneurship, human resources (HR), and academia. Stakeholders encompass a diverse spectrum including professional bodies, associations, corporate entities, students (via their designated representatives), employers, and various public and private entities.

This thorough analysis is conducted for both new programme initiatives and renewals, always aligning with national educational priorities (Malta) and international educational agendas (EU, and beyond).

Headed by the Rector and Head of the Institute, this process receives invaluable support from the Vice Rector – Academics Office, Quality Manager, and Academic Consultant. Their collaborative efforts ensure the formulation of compelling, contemporary learning trajectories that effectively address the evolving demands of the market as identified through the needs analysis.

Programme Development

Upon the conclusion of the needs analysis, the framework for the training programme takes shape.

Collaboration ensues between the Vice Rector – Academics office with the learning design support office and esteemed lecturers from the institute domain, renowned for their expertise in the identified sector. This collaborative effort is guided by the findings of Euro American Institute's needs analysis and the stipulations outlined in this handbook.

For online or blended programmes, meticulous attention is paid to implementing digital teaching and learning methodologies essential for achieving desired outcomes through the Virtual Learning Experience (VLE), <http://learn.euroamerican.eu/> while steadfastly maintaining quality standards.

The adopted approach for programme design and planning adheres to the learning outcomes model, a methodology sanctioned by the Malta Further and Higher Education Authority (MFHEA). programmes are meticulously developed in compliance with the accreditation programme criteria set forth by the MFHEA, ensuring alignment with the Malta Qualifications Framework (MQF).

A comprehensive delineation of the skills, abilities, knowledge, and competencies acquired by students upon programme completion forms a cornerstone of the training. These elements are meticulously detailed in the training application form, to be submitted to the MFHEA for course accreditation.

The application encompasses the following sections:

- Type of course - Qualification or Award
- Mode of delivery – face-to-face / online / blended or work-based learning / PBL
- Qualification/Award Title
- Proposed MQF Level
- Hours of Total Learning - The minimum number of total learning hours for accreditation

is 25 hours, of which 20% (5 hours) are contact hours or as established from time to time by the MFHEA. Total learning hours specifically include:

- Total contact hours (TCH) - any lectures, seminars, tutorials, participation in online forums, video lectures, and other learning activities, all of which are under the direction and guidance of a lecture, to learn new content.
- Supervised placement and practice hours (SPPH) – any activity during which the students are supervised, coached, or mentioned (ex. Tutorials, practical activities).
- Self-study hours (SSH) – estimated number of hours that each student needs for study and research
- Assessment hours (AH) – any examinations, presentations, group activity, projects and other assessment activities conducted during and at the end of the course.
- Total ECTS number for programme competition - one ECTS is equivalent to 25 total learning hours. The ECTS number cannot be decimal.
- Attendance mode – full-time or part-time, with the indication about weeks, months, and years (where applicable).
- Target audience, specifically the age range, geographical location, and details about the type of learners to which the programme is addressed.
- Language/s of Instruction of programmes
- Address/es where the programme will be delivered
- Subject area
- Relationship to occupation/s – list of the occupations for which the programme prepares the students. Where possible, references to skills frameworks and/or occupational/professional standards.
- Entry requirements – specification of the requirements that students need to fulfil before joining the course, including qualifications, language and/or digital competencies.
- Overall programme description.
- Learning outcomes of the programme – included the overall knowledge, skills and competencies acquired by the students by the end of it.
- General pedagogical teaching and learning methods used during the programme’s delivery.
- Selection criteria for tutors/lectures in terms of qualifications and experience.
- CVs of tutors/lectures
- General assessment methods and procedures
- Programme structure with module list and, if the programme has a duration of more than one semester, a structure of how the modules shall be divided per semester and academic year. In the case of a programme that has both full-time and part-time duration, the structure must be defined for both of the modes.
- Total ECTS requesting accreditation.
- Total ECTS for programme competition.
- Exit Awards/Qualifications – a programme should contain more than one exit Award/Qualification; in this case, the following will be defined for each of them:
 - Full name;
 - MQF Level;
 - Number of ECTS;
 - List of modules leading to each Exit Award/Qualification

Module/Unit Development

For each module/unit listed in the programme structure, the following information will be defined:

- Module/Unit title
- If the module/unit is compulsory or elective
- Total ECTS number for each module - one ECTS is equivalent to 25 total learning hours. ECTS cannot be decimal.
- MQF level of each module
- Brief Description – explanation of the reason for providing each module/unit and how it fits into the overall programme path. A list of the main topics faced during the module/unit also will be provided.
- Learning Outcomes:
 - Competencies – what the students acquire at the end of the module/unit in terms of having autonomy and responsibility to master such competencies;
 - Knowledge – what the students will be able to comprehend at the end of the programme in terms of knowledge acquisition;
 - Skills – the skills that students will acquire by the end of the programme, in addition to being able to apply knowledge and understanding of these topics;
- Module-specific learner skills – what the students acquire by the end of the module/unit in terms of learner skills;
- Module-specific digital skills and competencies – what the students acquire by the end of the module/unit in terms of digital skills.
- Hours of total learning – total contact hours, supervised placement and practice, self-study and assessment hours.
- Teaching methods (lecture, workshop, placement, asynchronous forums, VLE, etc.)
- Assessment mode (examination, assignment, presentation, project, reflective diary, multiple choice/open question quiz, etc.)
- Reading List: both core and supplementary texts and resources will be provided. For courses at MQF Level 5 and above, more than one textbook/source will be used, presenting other viewpoints and perspectives as applicable, and they must be less than 10 years old (except for “classical/canonical” texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy). For texts/sources with different editions, the latest one will be used.

Both programme and Module/Unit development are defined following the formal process for the planning and approval of a programme based on the MFHEA requirements.

In the case of non-accredited courses provided by Euro American Institute, the same programme and Module/Unit development procedures will be followed to guarantee a high standard of learning path.

Approval

Following the design phase, a preliminary version of the programme and each module/unit is compiled.

The Academic Committee meticulously reviews the programme plan to ensure strict adherence to all criteria, policies, and procedures mandated by Euro American Institute. If accreditation is required, the entire dossier, along with requisite documentation, is submitted to the MFHEA. In such instances, the commencement of the programme awaits the outcome of the accreditation process.

For programmes not seeking accreditation, development proceeds under the guidance of assigned lecturers, with module/unit specifics subject to approval by the Board of Studies. Amendments to any programmes shall be approved by the Board of Studies.

Launch

Ahead of any programme launch, a comprehensive study is conducted by the Learning Design Support Office, supported by designated authorities assigned to the specific programme. This assessment ensures all programme content, resources, and materials slated for use by lecturers during the course are thoroughly vetted for quality and relevance.

All requisite materials and resources essential for lesson delivery are uploaded onto Euro American Institute's Virtual Learning Environment (VLE) by the Student Support Office.

After this rigorous phase, the course commences and progresses as scheduled for its designated duration.

Evaluation

Following the inaugural edition of a programme, whether accredited or not, a thorough evaluation process is essential to assess its efficacy and determine whether relaunching is warranted.

The evaluation is overseen by the Rector and Vice Rector – Academics Office, with consideration given to the following criteria:

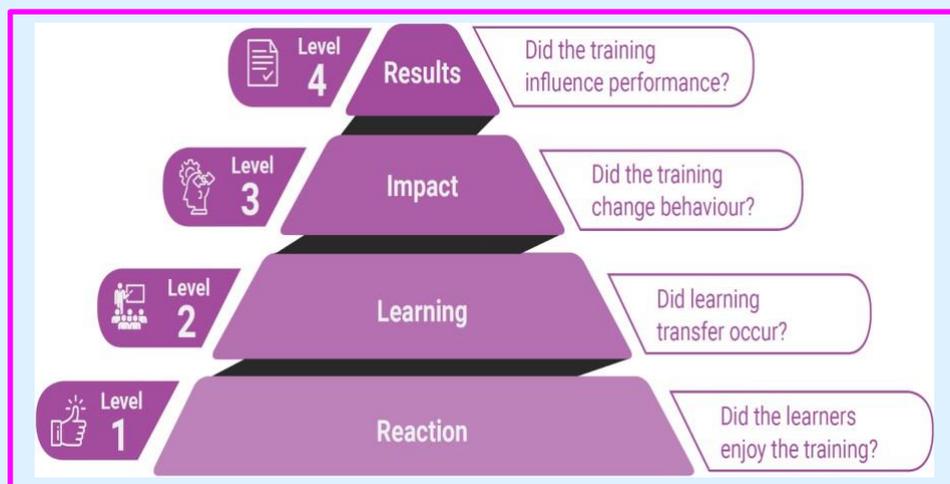
- Enrolment figures and attendance rates.
- Feedback from students was collected throughout and after the programme, following procedures outlined in paragraph 16.
- Relevance and demand for the specific skills imparted.
- Competing offerings from other programme providers.
- Analysis of marketing channels, including social media platforms.
- Financial viability of continuing the course, with strategies and budgets outlined by the Board of Directors factored in.

- Potential to secure tuition fees through national or EU funding schemes.
- Input from relevant stakeholders.
- Data analysis report generated by the Data Analysis Office.

The Data Analysis Office conducts a comprehensive review of pertinent information, utilising data available on the VLE. **This includes:**

- Interaction patterns among students and between students and lecturers.
- Tracking of self-study activities, encompassing utilisation of resources accessible via the VLE (e.g., slides, video lessons).
- The feedback that was gathered from students through VLE surveys.
- Participation levels and progress marks are recorded during assessments throughout the programme.

For the evaluation process, the Kirkpatrick Model serves as a framework, comprising four distinct levels:



Kirkpatrick Evaluation Model Levels

- **Level 4: Results** – Assessing the extent to which targeted outcomes manifest as a direct consequence of the programme, support, and accountability measures.
- **Level 3: Behavior** – Gauging the degree to which participants apply acquired knowledge and skills in their professional roles post-training.
- **Level 2: Learning** – Evaluating participants' attainment of intended knowledge, skills, attitudes, confidence, and commitment, as aligned with the programme objectives.
- **Level 1: Reaction** – Measuring participants' perception of the programme's favorability, engagement, and relevance to their professional responsibilities.

Review

Upon thorough evaluation of the aforementioned criteria, a comprehensive report is compiled for presentation to the Board of Studies.

The Board convenes to analyse and deliberate on the findings, determining whether to proceed with the relaunch of the programme and identifying any necessary enhancements to optimise student outcomes.

Should improvements be deemed necessary, the established procedure for programme and module/unit development will be followed meticulously.

This deliberation brings the cyclical process of planning, implementation, evaluation, and review to fruition, ensuring continuous refinement and enhancement of educational offerings at Euro American Institute.

The Accreditation Process

Euro American Institute is steadfastly committed to providing accredited programmes, underscoring its dedication to adhering to the highest standards in education. To achieve accreditation, the institute will diligently submit applications to the Malta Further and Higher Education Authority (MFHEA), thereby ensuring compliance with all rules, regulations, and directives issued by the MFHEA about student engagement, quality assurance, and training provisions. This commitment not only ensures high-standard training for students but also fosters a quality work environment for employees.

The programmes offered by Euro American Institute are meticulously designed to align with the Malta Qualifications Framework (MQF) and, consequently, with the European Qualifications Framework (EQF), thereby offering training that is internationally comparable with other European learning systems. As elucidated in the preceding section of this handbook, the training programmes are structured based on the principles of learning outcomes, a cornerstone of the MQF.

Additionally, Euro American Institute remains vigilant in updating its communication and marketing strategies in line with the latest directives from the MFHEA. This includes adherence to parameters set for advertising materials and communications, encompassing the website, social media channels, mailshots, newsletters, programme brochures, and any promotional materials utilised to showcase the courses.

In the event of any changes to the website or social media channels used for promotional purposes, Euro American Institute will promptly update the MFHEA, ensuring transparency and compliance with regulatory standards.

Standard 7. Student-centered learning, teaching, and assessment

Teaching methods

Euro American Institute's mission is aimed to provide online courses, using a Virtual Learning Environment specifically customised based on the needs, policies, and procedures of the Institute.

Digital Pedagogical Teaching Methods

E-learning does not mean simply transforming a traditional learning path into an online version of the same.

It necessitates embracing the latest modes of online teaching and learning to provide students with a dynamic and student-centred educational experience.

To this end, the Learning Design Support Office plays a pivotal role in training development. It ensures the integration of cutting-edge digital and technological tools into the training programme to support innovative learning and teaching methods, enhancing the overall learning experience for students. This office oversees and guides each training programme from the design stage, providing essential support for the development of didactic materials such as video lessons, online resources, and assessment methods. Its mandate includes advising lecturers on optimal teaching methodologies tailored to achieve programme outcomes effectively.

Pedagogical methods at Euro American Institute are tailored to suit the unique requirements of each course, acknowledging diverse learning styles and abilities. Lecturers are afforded flexibility in selecting appropriate teaching and learning methods, ensuring inclusivity and maximising learning outcomes.

Given the online nature of the programmes, delivery methods are continually updated and integrated case by case, under the guidance of the Learning Design Support Office. Digital methods are rigorously evaluated to ensure equivalence or superiority to non-digital counterparts, with student feedback informing ongoing refinement. This is done both through students questionnaires but also through IT department and quality assurance who meet and discuss informally about the elements that engaged the students, the current technology and the activities in class and out of class

A diverse array of teaching and learning methods is employed, catering to varied learning styles and abilities. For asynchronous courses/modules, the primary delivery method is short video lessons (lasting no more than 30 minutes), complemented by quizzes and exercises to assess competencies and reinforce learning. In synchronous courses/modules, live lessons facilitate direct interaction between lecturers and students.

The selection of delivery methods is deliberated during the design stage of each training programme, with adherence to accreditation requirements mandated by the MFHEA to maintain high training quality and ensure a balanced utilisation of synchronous and asynchronous pedagogical methods.

Student-centered Learning

Euro American Institute is student-centered, with training programmes meticulously designed to deliver a transformative learning experience with immediate real-world impact.

Pedagogical methods are tailored to accommodate the unique needs and preferences of individual students, encompassing diversity and catering to special needs. The high degree of flexibility inherent in these methods ensures that all students, including those with special needs, can successfully achieve the defined learning outcomes.

Training courses are offered, affording working students the flexibility to seamlessly integrate their learning experience into their lives.

The student's learning journey takes centre stage, with lectures meticulously tailored to address specific topics, facilitating smooth progression towards learning objectives. The Virtual Learning Environment (VLE) employed by Euro American Institute offers a plethora of functions that enable the implementation of student-centered learning methods in digital training, fostering active participation and collaborative learning among students and between students and lecturers.

Various learning methods are employed, including but not limited to:

- **Progress tracking:** Students can monitor their progress lesson by lesson, revisiting topics and seeking support from tutors/lecturers as needed.
- **Interactive discussions:** Real-time and asynchronous interaction between students and lecturers/tutors, facilitated through forums, chat, video-conferencing, and other VLE tools, is encouraged throughout the learning process.

Comments and questions: Students can pause video modules to leave comments, and questions, or highlight doubts, facilitating direct feedback from lecturers/tutors. The students are supported by their Tutors through direct e-mails but also supported before starting a programme through course notes and readings and information about e-mails and their tutors.

- **One-to-one support:** Students have access to one-to-one tutoring sessions for additional support.
- **Group exercises:** videos, presentations, discussions, case studies, and practical examples further enrich the learning experience.

Lecturers possess expertise in pedagogical practices and are adept at managing diverse student populations, including those studying in a second language. They provide comprehensive support throughout the learning journey, including assistance with assessment methods, topic clarification, and feedback provision.

The VLE is accessible to students 24/7, enabling them to study at their own pace and convenience, irrespective of geographical location.

Given the international scope of the Institute's target market, courses are primarily conducted in English to cater to both local and international audiences, aligning with Euro American Institute's commitment to flexibility and accessibility.

Students with Diverse Needs

At Euro American Institute, inclusivity is a core value, ensuring that students with disabilities or special needs are fully supported and integrated into the Institute's training paths.

The Institute recognizes that students may have diverse learning needs stemming from personal, health, social, cultural, or economic factors. Special attention is devoted to groups of learners who are at risk of marginalisation, exclusion, or underachievement.

Euro American Institute acknowledges that a one-size-fits-all approach to learning and teaching is ineffective. Instead, it advocates for an inclusive system that accommodates diverse needs to achieve optimal results.

To this end, the Institute implements special procedures and customised support mechanisms tailored to individual students, respecting their diversity and providing the necessary assistance to enable their participation in training paths.

Course designers prioritise inclusivity from the outset of development, incorporating tools and procedures to maintain an inclusive learning environment. They ensure that students with diverse needs can achieve the same learning outcomes as their peers by providing tailored resources and materials.

Support through the VLE is extended to all students with special needs or disabilities, guaranteeing access to necessary accommodations.

The Institute offers advice, guidance, information, and support for a range of needs and disabilities, including but not limited to:

- Autism Spectrum Disorders/Asperger's Syndrome
- Dyslexia and other specific learning difficulties
- Mental health conditions
- Mobility impairments
- Sensory impairments
- Unseen disabilities such as Epilepsy, HIV/AIDS, Chronic Fatigue, and other chronic conditions or illnesses.

By prioritising inclusivity and providing tailored support, Euro American Institute ensures that all students have the opportunity to thrive and succeed in their learning journey.

Support and Procedure

At Euro American Institute, comprehensive policies and procedures are in place to ensure that students with disabilities or special needs receive the necessary support and accommodations. These policies are continuously updated to guarantee accessibility to the Institute's learning paths.

Support and procedures are tailored to meet the specific needs of individual students, which are

assessed through initial online meetings with the student and/or their guardians. The Students Support Office oversees specific requests from students before, during, and after the programme.

It is strongly recommended that students with known disabilities or specific learning difficulties, or their guardians, communicate these needs to the Student Support Office before starting the course. This allows the Institute to arrange necessary accommodations and assess the student's needs to facilitate their learning journey.

The admission procedure has been tailored to enhance accessibility and information regarding a student's disability or difficulty is treated with strict confidentiality, shared only with relevant staff members with prior consent.

Lecturers, staff, and tutors receive specific training during orientation to effectively support students with special needs or disabilities. The Student Support Office in coordination with the relevant academic department ensures ongoing education and updates on relevant training and conferences to keep educators informed of best practices and new developments in the field.

VLE Pedagogical Support

The Virtual Learning Environment (VLE) at Euro American Institute is designed to provide comprehensive support for students with disabilities or learning difficulties.

The online nature of the programme offers inherent advantages for students with disabilities, allowing them to access courses from the comfort of their own homes. Asynchronous methods, such as pre-recorded video lessons with audio, cater to students with visual disabilities.

However, specific challenges may arise for students with disabilities or learning difficulties, such as sensory or mobility impairments, unseen disabilities, or issues with online discussions.

To address these challenges, the VLE incorporates various pedagogical approaches to ensure accessibility:

- Different tools are utilised to share information on the website, including audio explanations of the programme details.
- Privacy features are implemented to allow students to study and participate in synchronous modules without disclosing their needs or disabilities.
- Accommodations such as extra time for assessments and highly readable fonts are provided.
- Caption tools transcribe audio from video lessons into different languages for students with auditory disabilities.
- Students have the option to choose from different types of assignments to demonstrate their knowledge.
- Subtitles are included in asynchronous video lessons to accommodate students with auditory disabilities.
- Assistive technologies, such as alternative keyboards and text-to-speech software, are supported for website and resource access.

The VLE designed for the courses offered by Euro American Institute supports the procedures described above. The VLE functions allow the choice between different types of assignments or the possibility of giving some students more time; these functions are easy to use and set.

These pedagogical methods are subject to adjustments based on the evaluation process of each programme, ensuring ongoing improvement and accessibility for all students. Students requiring support for VLE use can contact the VLE Support Office for assistance.

Assessments

At Euro American Institute, all training paths undergo assessment throughout the programme and upon completion to ensure a transparent learning progression process. A variety of assessment methods, such as examinations, coursework, and presentations, are utilised based on the specific needs of each programme/module. These methods are selected during the design phase of the training and are continuously reviewed to ensure alignment with learning outcomes.

Students are informed about the assessments and their grading criteria before the start of each programme via the Euro American Institute website and VLE. This ensures clarity and transparency regarding assessment expectations.

Students are granted three attempts to pass a module, allowing for the initial attempt and two additional attempts in case of failure.

The VLE functions record and track students' results and attempts, providing real-time updates on their progress. This feature enables the Institute to offer timely support and intervention as needed, ensuring high-quality support throughout the learning journey.

By employing up-to-date assessment methods and tools aligned with learning outcomes, Euro American Institute maintains a rigorous yet supportive approach to student assessment, promoting continuous improvement and student success.

Assessment Types

All assessments at Euro American Institute are conducted remotely, utilising the Institute's Virtual Learning Environment (VLE). The VLE's robust features ensure that examinations are administered coherently and transparently, maintaining the integrity of the assessment process.

During the design phase of each training programme, the most suitable assessment method for each module is determined. This ensures that assessments are tailored to the specific learning objectives and requirements of each module, optimising the evaluation process.

While the assessment methods employed may vary based on the nature of the training programme, some common methods utilised by Euro American Institute include:

Questionnaire

A questionnaire assessment method is employed to evaluate students' progress throughout the learning path at Euro American Institute. This assessment tool includes both multiple-choice and open-ended questions, offering a comprehensive evaluation of students' understanding and knowledge acquisition.

Frequency and Purpose:

- Questionnaires may be administered at the end of each group of lessons, with the frequency determined during the design phase of the course. This decision is based on the specific learning objectives and outcomes of each module.
- The primary aim of these self-assessment questionnaires is to provide students with an overview of their abilities and knowledge gained, highlighting areas for improvement and further review.
- The questionnaire is not mandatory for progression to subsequent lessons but serves as a valuable feedback mechanism for students to gauge their understanding.

Feedback and Review Process:

- In the event of negative results, students receive feedback and advice on topics requiring review. They are encouraged to revisit these areas before retaking the questionnaire.
- The results of the questionnaires are saved in the system and accessible to lecturers/tutors. This enables them to provide tailored support to students, aiding their learning progress.

Integration into Final Grade:

- In specific cases, questionnaire results may contribute to the final grade of the training programme. The weight assigned to these assessments varies by training, with students informed of their significance before the start of the programme.

Assurance of Learning Outcomes:

- The questionnaire assessment method ensures that students comprehend the topics covered in a step-by-step manner, guaranteeing the achievement of learning outcomes module by module.
- This approach not only facilitates ongoing evaluation of student progress but also provides valuable insights for instructional improvement and support.

Entry Test

An entry test assessment method is utilised for certain programmes, particularly degree programmes, to evaluate students' initial competencies and knowledge. This test aims to ensure that students possess the necessary foundational skills to successfully pursue their chosen

degree path.

Purpose and Administration:

- The entry test is designed to assess basic competencies and knowledge in specific areas relevant to the chosen degree programme.
- Unlike other assessments, the entry test does not yield a numerical mark, nor is it binding for access to the training. Instead, it serves as a diagnostic tool to identify any gaps in a student's knowledge.
- Upon completion of the entry test, students receive a report outlining areas of strength and weakness, along with recommendations for additional modules, lessons, or resources to address any identified gaps.

English Language Proficiency Test

- In addition to the entry test, a separate English language proficiency test is administered to assess students' language skills. This test ensures that students meet the minimum English language requirement (usually B2 level) necessary for success in the course.
- Students who do not satisfy the language requirement must undertake English modules/lessons to enhance their proficiency. Failure to meet the minimum language level may preclude students from proceeding with their chosen programme.

Compulsory Modules/Lessons:

- Students identified as needing additional support based on the entry test results are required to complete designated modules or lessons to address their knowledge gaps.
- After completing these compulsory modules/lessons, students undergo another test to verify their proficiency and ensure they have fulfilled the identified gaps.

Benefits and Quality Assurance:

- Both the entry test and the language proficiency test contribute to the establishment of a high-quality learning path, aligning students' competencies with programme requirements.
- These assessments enable students to receive targeted support and resources tailored to their individual needs, fostering a conducive learning environment.
- The entry test and language proficiency test play integral roles in ensuring that students are adequately prepared and equipped to succeed in their chosen training paths, enhancing the overall educational experience.

Examinations

Examinations serve as a comprehensive assessment method for certain training programmes, ensuring consistent evaluation standards for all students. The examination process is carefully structured to maintain integrity and fairness, providing students with equal opportunities to demonstrate their knowledge and skills.

Key Features:

- **Preparation Requirement:** Students are eligible to access examinations only if they have achieved a required minimum score in all multiple-choice questionnaires throughout the training path. This prerequisite ensures that students have adequately covered the course material and are prepared for the examination.
- **Calendar and Communication:** The examination calendar is established in advance and shared with students via the Virtual Learning Environment (VLE) at least one month before the examination sessions commence. This proactive communication enables students to plan their study schedules effectively and ensures equitable preparation time for all participants.
- **Examination Formats:** Most examinations are conducted in a written format, although oral exams may be administered in certain cases. Oral examinations involve a minimum of two proctors to ensure fair evaluation and adherence to assessment standards.
- **Conduct and Proctoring:** During the examination period, students are required to comply with instructions provided by the Registrar's Office.

Coursework

Coursework assessment entails the submission of academic assignments electronically through the VLE to the designated module or course lecturer. This method allows students to demonstrate their understanding and application of course concepts through practical tasks and projects.

Dissertation

The policies governing dissertations are tailored to the specific requirements of each programme, taking into account the academic rigour and research expectations associated with dissertation projects. These policies outline the procedures and criteria for the development, supervision, and evaluation of dissertations, ensuring alignment with programme objectives and standards.

The Policy governing dissertations is:

1. Minor amendments to dissertations shall be made during tutorials when presenting draft copies. The student shall then submit the final copy with all the amendments in the final submission area on Turnitin.
2. Both the tutor and the second reader shall independently correct and mark the dissertation on separate marking sheets. Both marking sheets shall then be passed on to the Research Committee, who in turn is required to check the discrepancy between the marks.
3. If the discrepancy between the two marks is 20% or less, the Research committee shall then request both the tutor and the second reader to formulate one joint marking sheet with feedback. In other words, both the tutor and the second reader are required to meet and produce one joint marking sheet with feedback. Upon completion, the joint marking sheet with feedback shall then be sent back to the Research committee for processing.

4. Upon receipt, the Research committee shall then request the tutor to send the joint marking sheet with feedback to the student. The Research committee shall also send the Registrar's Office the final mark, which must be the average score taken from the original marks of both the tutor and the second reader.
5. If the discrepancy between the two marks is more than 20%, the Research Committee shall then request the chair to appoint a moderator.
6. If one of the marks is a failure, the Research Committee shall also request the chair to appoint a moderator.
7. The Research committee must submit their request to appoint a moderator via email to the committee. The moderator must always be someone appointed by the Committee. The moderator must also act as the third reader.
8. The moderator shall independently assess and grade the dissertation out of 100%, and then contact both the tutor and the second reader for a moderation session.
9. If a consensus on the final mark is reached during the moderation session, the mark of the dissertation shall then be deemed final.
10. If no consensus on the final mark is reached during the moderation sessions, the final mark shall then be calculated by taking the average score from the two closest marks out of the three marks given by the tutor, the second reader, and the third reader. The two respective assessors shall then meet and compile one joint marking sheet with feedback accordingly.
11. Following the moderation session, one of the assessors or the coordinator shall then send the student the joint marking sheet with feedback. The coordinator shall also send the final mark to the Registrar's Office.
12. In the case of a joint feedback form for a re-sit of dissertation, the tutor and the second reader must still provide their feedback and write down the actual marks. However, the tutor and the second reader must also indicate and write down a 70 % re-sit pass mark for Masters and Doctorate dissertations or a 50 % re-sit pass mark for the rest of the Programmes. This must be indicated below the final mark.
13. The student has the right to appeal for the final mark accordingly.

Practical Activity

In degree programmes incorporating practical components, students engage in hands-on activities that directly relate to their chosen field of study. Practical activities are designed to provide students with valuable real-world experience and skills relevant to their future careers. Policies governing practical activities are established based on programme-specific considerations, outlining the expectations and assessment criteria for practical engagement.

By employing diverse assessment methods such as examinations, coursework, dissertations, and practical activities, Euro American Institute ensures a comprehensive evaluation process that accurately measures student learning outcomes and prepares them for success in their academic and professional endeavours.

Assessment Grading System

The assessment grading system at Euro American Institute is designed to ensure transparency and fairness in evaluating student performance across all assessment methods. Before the commencement of each training programme, the grading criteria are communicated to students, providing them with a comprehensive understanding of the evaluation process.

Final Grade

- **Calculation:** The final grade for each student is determined by averaging the marks achieved in all assessments completed throughout the training programme. This approach ensures that the final grade accurately reflects the overall performance of the student across various assessment tasks. The complaints and appeals by students can be both academic and/or administrative. The complaints are received by the Dean of QA cell who channels the complaints to the right stakeholders and follows up all the communication and procedures till the end, when then it is documented and kept at the QA Dean cell's office. The student must provide all necessary written explanation and any evidence available within 10 working days of the issue he is complaining about. The nature of complaints can be various.- academic example on assessments or lecturers but can also be administrative example like lack of customer care or sexual harassment. The student that feels he is aggrieved on something by anything can log in a complaint with the Dean QA cell who will acknowledge the receipt of complaint immediately within 24hours. The Dean QA cell will communicate the procedure and its timeline to all necessary stakeholders including the student. Within 10 days the Dean QA cell will write to the student about the decision taken by the Institute. The student has the right to appeal the decision by informing the Dean QA cell within 5 working days. The Dean QA cell will appoint a 3 member committee from external stakeholders to decide on the case within 10 working days. The Dean QA cell will communicate with the student through e mail informing him of the appeals decision which will be final from the Institutes side. However the student can still, as his right, go to the Malta Ombudsman with all documentation of the Institute if he feels aggrieved by the appeals decision. Then the Malta Ombudsman will carry out its duties according to its legal basis in Malta.
- **Programme-Specific Policies:** The specific grading scheme for each programme is tailored to accommodate the unique requirements and objectives of the programme. This customization allows for a grading system that aligns closely with the nature of the training and the expected learning outcomes.

Feedback to students

- **Delivery:** Feedback on student assessments is provided exclusively through the Institute's Virtual Learning Environment (VLE) by the respective module lecturer. This centralized platform ensures efficient communication and access to feedback for all students. The students can also write direct e mails to their tutors to discuss any feedback.
- **Timeliness and Detail:** Feedback is delivered promptly, with detailed comments provided by the lecturer. The feedback highlights the strengths and weaknesses of the student's work, offering specific guidance on areas for improvement. Additionally, a

grade is assigned to each assessment task to provide students with a clear understanding of their performance.

- **Pre-Submission Guidance:** Before submitting assignments, students have the opportunity to engage with the lecturer or tutor to seek advice and guidance. This proactive approach empowers students to address any concerns or questions they may have before finalising their submissions.
- **Use of Grading Scheme:** The grading scheme serves as a valuable checklist for students, allowing them to self-assess their assignments before submission. By referencing the grading criteria, students can ensure that their work meets the established standards and expectations.

Through the implementation of a comprehensive grading system and robust feedback mechanisms, Euro American Institute aims to support student learning and growth, fostering a collaborative and enriching educational experience for all participants.

Mitigating Circumstances

Mitigating circumstances are defined as unforeseen and uncontrollable events that may impact a student's ability to fulfil assessment requirements or attend examinations.

These circumstances may include if a valid reason is provided by the student through evidence:

- **Late or Non-Submission of Assessment:** Instances where a student is unable to submit an assessment by the specified deadline.
- **Non-Attendance at Examinations:** Situations where a student is unable to attend scheduled examinations.
- **Poor Performance:** Instances where a student's performance is adversely affected by unforeseen circumstances.
- It's important to note that cases of long-term medical issues are handled separately, with necessary adjustments made before assessments to accommodate these situations.

For a mitigating circumstance claim to be considered valid, it must meet the following criteria:

- **Impact on Performance:** The circumstance must have directly affected or will affect the student's performance.
- **Unforeseen Nature:** The event or situation must have been unforeseen and beyond the student's control.
- **Preventability:** The circumstance could not have been prevented by the student.
- **Direct Relation to Assessment Timing:** The circumstance must be directly related to the timing of the affected assessment.

Decisions regarding mitigating circumstance claims are made by the Didactic Board and the lecturer responsible for the affected assessment. If a claim is accepted, the student is offered an opportunity to re-sit for the assessment without facing any penalties. A defined deadline is provided for the re-sit assessment to ensure timely resolution of the matter.

Standard 8. Student administration and student support services

Student's Life Cycle

The Institute establishes principles and policies to manage each student's learning journey from admission to graduation or completion of the training programme. Transparency, fairness, and consistency are the foundational principles of this procedure.

All quality assurance matters related to admission, induction, enrolment, progression and qualification are benchmarked against the requirements of the Malta Quality Assurance Framework.

The Institute ensures that no individual will face discrimination and accepts all requests and registrations from interested students. The student lifecycle comprises various steps that are consistent for all students, with each student identified differently based on their specific phase. The following definitions and diagram delineate the overall process.

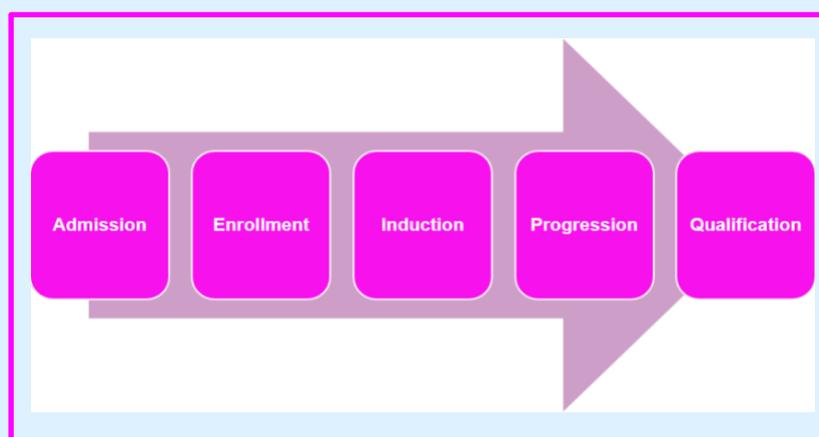
Definitons

Applicant – It is the person who applies for a specific training through the Euro American Institute website, or through other channels, filling in the registration form.

Accepted Student – It is the applicant who has been accepted by the Institute for the training chosen.

Registered Student – It is the applicant who has been accepted by the Institute and has signed the student's agreement and, therefore, has been registered for the training chosen.

Enrolled Student – It is the applicant who has been accepted by the Institute, signed the student's agreement and settled the first fee, so has been enrolled on the training chosen.



Student's Life Cycle

Admission process

The admission process at Euro American Institute commences when an applicant submits a request for a learning path offered by the institute. This shall be done online through the registration form available on the website.

Each programme webpage contains detailed information such as admission requirements, learning outcomes, assessment procedures and other policies. This ensures that applicants have access to pertinent information before initiating the registration process. Additionally, deadlines for registration acceptance are provided. If the registration deadline has passed, applicants can still request information through the registration form.

The admission process is conducted with consistency and transparency. Applicants must fill in the registration form with accurate personal information and must read and accept the general terms and conditions of the Institute before proceeding. Responsibilities of applicants include providing genuine information, submitting required documents to the Admissions Office, completing an interview, responding promptly to Institute requests, and updating any information changes.

Upon receiving requests from new applicants, the Admissions Office contacts them via email to request specific documents, such as a copy of the highest qualification, a valid ID document, an updated CV in English, and an English language certificate if applicable. An online session may also be conducted to identify the applicant and address any queries they may have. If there is no response within 3 working days. The office may contact the applicant by phone and email.

Applicants are eligible to take admissions post-approval from the academic department based on their credentials submitted via the Admissions Office.

Once all requested documents are received, the office assesses whether the requirements are met. There are four possible outcomes:

- Applicant accepted - meets all requirements for the chosen programme.
- Applicant accepted with specific conditions - meets requirements but may need to sit for an entry or language test.
- Applicant with language problem - does not meet language requirement and needs to sit for a language test.
- Applicant not accepted - does not meet all requirements.

Applicants not accepted have the option to appeal the decision by sending a formal letter with relevant documents to the Admission Office within 15 days of receiving the assessment results. Final decisions will be conveyed to the applicant by the Admissions Office and these decisions shall be final and binding.

Accepted students are officially notified by email and are invited to sign the student agreement and settle the first payment based on the fee scheme and deadlines. Access to the VLE platform is granted after signing the agreement and settling the payment.

Requirements

The requirements of each programme are published on the institute's website and in any brochure prepared by the Institute. These requirements are shared with the student via email after the submission of the registration form.

Some requirements are in common with specific learning paths:

English Language

Our programmes are conducted in the English language. As such, you must demonstrate proficiency in the English language by submitting one of the following test scores during the application process:

- IELTS Overall: 5.5
- TOEFL (IBT: 58+; PBT: 490+; CBT: 167+)
- TOEIC Overall: 555+
- PTE Overall: 50+
- Duolingo Overall: 90+ [English Proficiency Waivers:](#)

The English proficiency test is not required for the following candidates:

- Native English Speakers, OR;
- Applicants having completed their schooling in English (i.e. High School Diploma or IB),

OR;

- Applicants having completed their undergraduate or graduate studies in English, OR;
- 2 years of work experience in an organisation where English is the primary language of communication.

In the case in which they do not have it, they can sit for an English Entry Test ([see Heading 6. Assessments - Entry Test.](#))

Qualifications

The applicant must have the required entry requirements of the programme as it was accredited by the MFHEA. In some instances, you may also require relevant work experience and/or research experience. If applicable, you may demonstrate this through the submission of a CV, portfolio, and/or a personal statement.

[For Bachelor Programmes:](#)

Learners should have a minimum senior secondary education or OTHM Level 3. OR; Have a matriculation certificate (10+2 A-Levels or 10+3 Intermediate) or equivalent.

[For Master Programmes:](#)

You are required to hold at minimum a recognised Bachelor's degree or EQF Level 6 full qualification with a minimum overall score of 55% (GPA 2.0 on a 4.0-point scale) or higher.

For Doctoral Programmes:

You are required to hold at minimum a recognised Master's degree or EQF Level 7 full qualification with a minimum overall score of 55% (GPA 2.0 on a 4.0-point scale) or higher. Standard

Training and Other Programmes:

The applicant must submit the Highest Qualification that he/she owns. Each programme has specific requirements, which are mentioned on the website. In the case of foreign Qualification, a recognition Statement issued by the Malta Qualifications Recognition Information Centre (MQRIC) is required.

Euro American Institute also has an Ethics Policy to complement this standard:

Purpose

This Ethics Policy aims to establish and promote a culture of integrity, honesty, and respect within our online Institute. It provides guidelines for ethical behavior for all members, including students, faculty, administrators, and staff, to ensure a respectful, inclusive, and fair educational environment.

Scope

This policy applies to all members of the online Institute, including but not limited to students, faculty, administrators, and staff, in all aspects of activities, both online and offline.

Core Values

1. **Integrity:** We commit to honesty, transparency, and accountability in all our actions.
2. **Respect:** We treat all individuals with dignity and respect, fostering a supportive and inclusive community.
3. **Fairness:** We ensure fairness and equity in our policies, procedures, and interactions.
4. **Excellence:** We strive for excellence in teaching, learning, research, and service.

Code of Conduct

Academic Integrity

- **Honesty:** Students must submit their own work and provide proper attribution for any sources used. Cheating, plagiarism, and other forms of academic dishonesty are strictly prohibited.
- **Fair Evaluation:** Faculty must evaluate student work fairly and impartially, based on merit and without bias.
- **Research Ethics:** All research conducted under the Institute auspices must adhere to the highest standards of integrity, including accurate reporting of data and appropriate acknowledgment of contributions.

Respectful Conduct

- **Non-Discrimination:** Discrimination or harassment based on race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, or any other protected characteristic is prohibited.
- **Harassment-Free Environment:** The Institute is committed to providing a learning environment free from harassment, including sexual harassment, bullying, and any form of intimidation.
- **Inclusive Communication:** Members must use respectful and inclusive language in all communications and interactions.

Professional Conduct

- **Conflict of Interest:** Members must avoid conflicts of interest and disclose any potential conflicts to the appropriate authority.
- **Confidentiality:** Respect the privacy and confidentiality of information about students, colleagues, and the Institute.

- **Use of Resources:** Use Institute resources responsibly and for their intended purposes.

Reporting Violations

- **Reporting Mechanisms:** Members are encouraged to report any suspected violations of this policy to the designated authority. Reports can be made anonymously if preferred.
- **Protection Against Retaliation:** The Institute prohibits retaliation against individuals who report violations in good faith.

Enforcement

- **Investigation:** Reported violations will be investigated promptly, fairly, and thoroughly by the designated authority.
- **Consequences:** Violations of this policy may result in disciplinary action, up to and including dismissal from the Institute or termination of employment.

Commitment to Improvement

- **Continuous Review:** The Institute is committed to regularly reviewing and updating this Ethics Policy to ensure it remains relevant and effective.
- **Education and Training:** The Institute will provide ongoing education and training to all members to promote ethical behavior and awareness of this policy.

Conclusion

Adherence to this Ethics Policy is essential to maintaining the integrity and reputation of our online Institute. All members of the Institute community are expected to uphold these standards and contribute to a positive, ethical, and respectful environment.

This Ethics Policy should be reviewed periodically and updated as necessary to reflect changes in laws, regulations, and best practices

[Table of contents](#)

1. Recognition of Prior Learning (RPL)

1.1 Introduction

1.2 MFHEA OVERARCHING PRINCIPLES FOR RECOGNITION OF PRIOR LEARNING

2. Policy and Procedures for the Recognition of Prior Learning

2.1 Definitions

2.1.1 RPL: Recognition of Prior Learning

2.1.2 APCL: Accreditation of Prior Certificated Learning

2.1.3 APEL: Accreditation of Prior Experiential Learning

2.1.4 Credit Transfer

2.1.5 Advanced Standing

2.1.6 Exemption with Recognition of Prior Learning (RPL):

2.1.7 Possible Outcomes from the RPL Process

2.2 Policy for Recognition of Prior Learning

2.3 Principles of Assessing Recognition of Prior Learning (RPL)

2.4 Possible Outcomes from the RPL Process

2.5 Procedure for Evaluation of RPL

2.5.1 Admission: RPL as (part of) required entrance qualifications

2.5.2 Admission into other than Year One: RPL as contributory degree credits

2.6 Procedure

2.7 Student advice and support

2.7.1 Comprehensive Information:

2.7.2 Responsibilities for providing Guidance and Support

2.7.3 Further Guidance

2.8 Unsuccessful Applications for Admissions

2.9 Appeals Process

2.10 Monitoring

2.11 Staffing

2.11.1 RPL Coordinator

2.11.2 RPL Adviser

2.11.3 RPL Assessor

2.12 Publicity

2.13 Monitoring and Enhancement

2.14 Commitment

3. Appendix 1 Recognition Prior Learning Form

4. Appendix 2

4.1 Recognition of Prior Learning (RPL) at EAI - Frequently Asked Questions (FAQs)

4.1.1 What does RPL mean?

4.1.2 How do I apply for entry to a programme based on RPL?

- 4.1.3 How do I apply for credit within a programme of study?
- 4.1.4 Is my Prior Learning too old to be given Credit or to use for Credit Transfer?
- 4.1.5 How much credit within a programme of study can I claim through RPL?
- 4.1.6 What about awards with Merit or Distinction?
- 4.1.7 What happens to my RPL claim form?
- 4.1.8 What happens next?
 - 4.1.8.1 - Step 1
 - 4.1.8.2 - Step 2
 - 4.1.8.3 - Step 3
- 4.1.9 Examples of the types of evidence which may be required for formal learning
- 4.1.10 RPL Fees

5. Appendix 3 Admissions Appeals

6. Appendix 4

- 6.1 Euro American Institute's RPL ASSESSOR CRITERIA TEMPLATE
- 6.2 Programme Leader Result of assessment:

1. Recognition of Prior Learning (RPL)

Admissions professionals at the Euro American Institute evaluate credit transferability based on course syllabuses, course content, and any other information needed to establish a suitable equivalence and credit transferability to Euro American Institute's programme of study. All transfer credits are given on a case-by-case basis.

1.1 Introduction

Euro American Institute has established a policy facilitating the incorporation of prior learning, whether certified or experiential, candidates may be eligible for partial credit towards various courses at the admission stage and for exemption of certain modules. However, if the credits are for program exemption, they cannot exceed 50% of the entire program.

1.2 EAI / EIMT OVERARCHING PRINCIPLES FOR RECOGNITION OF PRIOR LEARNING

EAI / EIMT overarching principles for the recognition of prior learning – RPL are aligned completely with the MFHEA. The same can be outlined as follows:

- Be learner-centric, fair and respect the privacy of the individual;
- Take account of Equality & Diversity issues;
- Be accessible and flexible;
- Be given for the learning and not the experience alone;
- Involve the use of the MQF in determining the level, volume and depth of evidence;
- Be reliable, transparent and consistent;
- Involve formal assessment for summative claims;
- Be recognized to be of the same value of learning gained in formal learning;
- Be quality assured both internally and externally; and
- Be in line with any Statutory Legislation.

2. Policy and Procedures for the Recognition of Prior Learning

2.1 Definitions

2.1.1 RPL: Recognition of Prior Learning

“RPL is the process for recognising learning that has come from experience and/or previous formal learning which takes place within the context of programmes delivered by learning and training providers, it is assessed and leads to a recognised qualification or award. Non-Formal learning takes place alongside the mainstream systems of education and training, it may be assessed but does not typically lead to formal certification; for example, learning and training and informal learning contexts which can be defined as experiential learning and takes place through life and work experiences.

Recognition of Prior Learning (RPL) allows individuals to have their learning and experiences assessed by the Euro American Institute. This assessment aims to validate their knowledge and skills for entry into an award or qualification offered by the Institute. Additionally, RPL may result in the allocation of European Credit Transfer and Accumulation System (ECTS) points, enabling exemptions from specific parts of an existing programme of study or facilitating entry with advanced standing.

Relevant learning is evaluated on an individual basis or as part of an approved exemption process. This exemption may apply to individuals holding specific professional awards listed on the Malta Qualifications Framework (MQF), or those with certified learning from other Higher Education Institutions.

2.1.2 APCL: Accreditation of Prior Certificated Learning

Prior certificated learning (PCL) involves prior learning (such as professional development awards or employment-based awards), at the HE level that has not been previously recognised via the award of credits or qualification(s) on the Malta Qualifications Framework (MQF).

Summative RPL (SRPL) is where formal ECTS credit is awarded and recognised as having the same value as credit gained in formal teaching institutions

Individual applicants have the opportunity to seek exemptions from modules within Euro American Institute's taught courses. These exemptions are based on evidence of formally assessed and certificated learning. Such certificated learning should originate from programmes of study listed on the MQF, including both HE-level programmes and those leading to professional awards and qualifications. The Institute requires applicants to demonstrate a satisfactory alignment of learning outcomes for the modules seeking exemption and the objectives of the course against their prior certificated learning. This may involve the submission of a portfolio of evidence by the applicant.

2.1.3 APEL: Accreditation of Prior Experiential Learning

Accreditation of Prior Experiential Learning (APEL) involves recognizing prior learning acquired through experience, which can be evaluated by academic staff at Euro American Institute and formally acknowledged with the award of credit or exemption from modules within a programme of study.

Applicants have the opportunity to seek exemptions from modules within Euro American Institute's taught courses based on evidence of learning derived from professional experience and related study or training, even if it's not formally certificated. This may entail the submission of a portfolio of evidence by the applicant.

Formative Recognition of Prior Learning (RPL) occurs when a candidate seeks assessment of their knowledge, skills, and competencies for personal or career development purposes.

2.1.4 Credit Transfer

Credit Transfer is a system that enables credit awarded by one higher education institution to be recognized and applied toward the requirements of a programme at another higher education provider, or to contribute to the requirements of a different programme. This is contingent upon the alignment of the learning outcomes of the original programme with those of the new programme of study.

2.1.5 Advanced Standing

An applicant may receive authorization to commence a course of study with credit granted for a complete level of the course already attained, acknowledging previously completed studies and/or prior learning.

2.1.6 Exemption with Recognition of Prior Learning (RPL)

A determination to exempt the applicant from one or more individual modules within the course of study, based on the applicant's demonstration of meeting the learning outcomes.

2.1.7 Possible Outcomes from the RPL Process

- Admission with RPL
- Advanced Standing
- Articulation
- Credit Transfer
- Exemption with RPL outcomes from the module

2.2 Policy for Recognition of Prior Learning

This policy is an integral component of the Euro American Institute Admissions Policy and encompasses the procedures for applying for admission and advanced standing using Recognition of Prior Learning (RPL), as well as exemption from individual modules. It delineates the guiding principles for decisions regarding prior learning. To leverage subject expertise effectively, RPL decisions and assessments are conducted at the programme level.

- A.** Euro American Institute is not obliged to entertain individual requests for Accreditation of Prior Certified/Experiential Learning if such requests are deemed unsuitable for the nature of the provision offered.
- B.** The Dean, through a committee, will entertain individual applications for the accreditation of prior learning from candidates citing prior certificated learning from Euro American Institute or other institutions. All applications should typically be submitted prior to admission or readmission to a course of study; Applications must be submitted within a specified timeframe, typically no later than 6 months before the intended start date of the course. retrospective applications will not be considered

*i.*The Credit Accumulation and Transfer Scheme (CATS) will serve as the primary method for determining the extent of exemption permitted toward the relevant programme of study.

For prior learning and/or experience acquired at institutions other than Euro American Institute, the proportion of a course for which applications for RPL may be considered is as follows:

The total credit value of course	The maximum proportion of credit required for the programme for which RPL may be granted (credit limit)	Minimum proportion of credit component that can be considered programme for which RPL may be granted	Practic e Hours
Less than or equal to 240 credits at the undergraduate level (levels 5 or 6 on the MQF)	Half or a maximum of 120 ECTS	The smallest-sized module within the course on which the student intends to study	Half of the total hours excluding level 6 hours
A Postgraduate course of less than or equal to 90 credits at level 7 on the MQF	One-third or a maximum of 30 ECTS		NA
A Masters course of over 90 credits at level 7	Half or maximum of 45 ECTS		NA

*ii.*Where prior learning was undertaken at Euro American Institute:

- If the programme for which AP(C)L is being applied is identical to or directly replaces the programme on which the prior learning was originally undertaken, an application for credit transfer may be considered for up to 50% of the credit value of the prior learning.
- If the prior learning was from Euro American Institute but on a different course or programme, credit transfer may typically be considered for up to half of the total credits required for the qualification or award.

*iii.*If prior learning was undertaken at Euro American Institute, RPL should only be granted for a programme or module(s) that were completed and passed.

*iv.*If prior learning was undertaken at Euro American Institute, any approval granted for RPL should clearly state whether the prior learning will be recognized on a credit-only basis or if marks previously awarded by Euro American Institute for one or more modules will also be transferred towards the programme being applied for.

- B.** Prior learning used to justify exemption should generally have occurred within five years preceding the commencement of the course for which the AP(C/E) L is being applied.
- C.** Students enrolled in a Postgraduate qualification or Certificate should typically apply to transfer the credits they have earned towards a Postgraduate Diploma or Master's degree before their performance is evaluated by a Board of Examiners. In such instances, only the higher or highest award or qualification will be conferred by the College.
- D.** If applicants seek credit and exemption based on a Euro American Institute programme of study for which they have received a college certificate, it is not expected that the certificate will be returned. Instead, the student transcript will indicate that the highest award includes any other awards for which RPL has been granted.
- E.** Euro American Institute will accept certain professional qualifications listed on the MQF or approved prior learning from named Higher Education Institutions.
- F.** Euro American Institute acknowledges the importance of considering the implications of granting applications for AP(E)L where professional, statutory, or regulatory body requirements affect College provision. The College believes that the 5-year rule for prior certificated learning and the requirement to align previously certificated learning with intended future learning outcomes serve as adequate checks and balances.
- G.** Prior learning recognized in accordance with this policy, except as covered by 2c (ii-iv) above, will not be graded. Student transcripts will indicate a 'pass' for any element of a course for which prior learning is accredited.
- H.** The outcome of a claim for RPL for advanced entry or exemption of modules will be included on an academic transcript at the first exam board for that year.

2.3 Principles of Assessing Recognition of Prior Learning (RPL)

Any decision regarding the acceptance of RPL must adhere to the relevant course regulations.

- A. **Relevance:** There should be a suitable alignment between the evidence presented and the intended study, ensuring that the claimed learning is applicable.
- B. **Sufficiency:** The evidence submitted should demonstrate the attainment of the claimed learning and adequately cover the learning outcomes of the module(s) in the intended course of study. Both the presented evidence and claimed learning must correspond to the appropriate level.
- C. **Authenticity:** The evidence should clearly reflect the applicant's own efforts and achievements.
- D. **Currency:** The evidence should pertain to recent learning, typically completed within the past five years. In cases where the learning occurred more than five years ago, evidence demonstrating its currency may be required, particularly for practice/competency-based modules.

Mechanisms for assessing prior learning should ensure that the learning presented as RPL is equivalent to what would have been attained through the traditional study of all elements of the module or course. This ensures that equivalent learning outcomes are achieved.

Consideration should be given to whether an applicant might be disadvantaged by not participating in the development of learning skills needed to achieve future learning outcomes in the course.

2.4 Possible Outcomes from the RPL Process

- Admission with RPL
- Advanced Standing
- Articulation
- Credit Transfer
- Exemption with RPL outcomes from the module.

2.5 Procedure for Evaluation of RPL

This procedure should be utilised for applications not falling under point 2(F) of the Policy set out at 2. [Above](#).

A description of how the applicant's qualification or professional experience must align with the learning outcomes, MQF level, and curriculum of the modules from which exemption is sought.

Applicants are required to demonstrate:

I. A knowledge base in a specific subject area.

II. The ability to accurately and reliably communicate the results of their studies and other work.

Given that each student possesses unique life experiences, the most suitable option for individual students will vary. Therefore, the following process is designed to enable potential students to demonstrate the utilisation of these characteristics during their professional or academic careers:

Initial interview conducted by phone or digital channel by the RPL adviser to assess the validity of the claim. This informal interview includes general background questions and specific inquiries related to the level of knowledge for each module for which RPL is sought.

Route 1: Submit a portfolio of evidence comprising previous relevant knowledge, skills, and competencies, which will be evaluated against the assessment criteria of the unit(s) for which RPL is being sought to ensure that all learning outcomes have been met. The reflective portfolio of evidence, submitted electronically, may include, but is not limited to:

- Video and/or audio material
- Analytical evaluations of practice
- Analysis of issues underlying practice and associated learning
- Assessor's observation of practice
- Detailed curriculum vitae to provide context for the claim

The portfolio should also contain an essay or annotated grid to enable the applicant to explain to the assessor the MQF or professional levels they have achieved.

Route 2: Complete the same assessments as learners following a formal course of learning and assessment leading to the award of the unit of learning. These assessments may be undertaken without attending teaching sessions.

Route 3: Assessment through a summative assessment against a unit of learning.

The assessment of evidence is governed by the Euro American Institute Assessment policy. It is based on the academic judgement of assessors from the relevant academic department. Students applying for Individual Module Exemption(s) will be assessed in relation to the Intended Learning Outcomes (ILOs) of the specific module(s) for which they require exemption. Evidence of learning will be assessed based on a threshold judgement, determining whether the applicant has met (or not met) the ILOs of the specified module(s) or level(s).

2.5.1 Admission: RPL as (part of) required entrance qualifications

Candidates may be admitted to a degree programme if they can demonstrate that their previous learning experiences have resulted in relevant learning that is broadly equivalent (in terms of content, volume, and level) to the learning achieved at the level(s) normally required for entry to the relevant programme and are mapped within the Malta Qualifications Framework (MQF) according to the level of the outcomes of learning and the volume of learning.

For admissions purposes, the qualification(s) presented are considered as an alternative to a specified qualification within the admissions regulations.

When experiential learning is utilised to fulfil admission requirements, the experience for which recognition is being sought must be clearly relevant to some or all of the skills typically required for admission to the particular programme, as well as being of an appropriate quantity and level.

2.5.2 Admission into other than Year One: RPL as contributory degree credits

Candidates may be exempted from certain requirements if they can demonstrate that their prior learning experiences have led to relevant learning that is substantially equivalent (in terms of content, volume, and level) to the learning achieved at the level(s) for which the credit will be awarded. This learning must have been evaluated through valid and reliable assessment methods.

2.6 Procedure

All applications for RPL must be completed using the Euro American Institute Recognition of Prior Learning Form (Appendix-1)

- A. Prior to admission to the course, unless certified learning in the context of higher education covered by 2(b) above, the applicant should provide the Dean with information on the prior learning concerned. The information submitted should typically include:**
- i.* Confirmation from the awarding institution of the level of the course in accordance with the Malta Qualifications Framework, the date of completion, and the modules taken (e.g., a transcript).
 - ii.* Information from the awarding institution on the learning outcomes achieved, including details of the curriculum based on which accreditation of prior learning is proposed.
 - iii.* If the application is for Accreditation of Prior Experiential Learning (APEL), information on the applicant's relevant professional background, including employment and any relevant training courses or other study undertaken.
 - iv.* A description of how the applicant's qualification or professional experience relates to the learning outcomes and curriculum of the modules from which exemption is requested, including extracts from the module documentation of the department concerned.

v. Where other certified evidence of the level and number of credits achieved is necessary, applicants should obtain a Malta Qualifications Recognition Information Centre (MQRIC) statement from the MFHEA.

B. The following steps will be followed:

i. After receipt of the RPL application (RPL application must be sent at assessment@euroamerican.eu) an informal telephone interview with the RPL assessor will be conducted to ascertain the validity of the application

ii. Once validity is determined and confirmation of the RPL application is made, the relevant charge is applied, and the applicant is then required to produce the required evidence.

iii. Gaps may be identified which require further information.

iv. Successful recognition is granted.

C. At least two members of the department concerned should be involved in the consideration of the APEL application, including those staff working in the capacity of Admissions Officers. The departmental recommendation should clearly specify the modules for which exemptions are recommended and the total credit volume concerned.

D. A letter will be sent by the admissions team to the applicant informing them of the result of their application within 3 weeks of application. A confirmation email will also be sent to the email used for the submission of the application.

E. The course fees and the period of study will be adjusted to take account of the approved credit transfer. The total course credits will be divided by the course fee, and the credit fee reduction will be calculated accordingly.

F. The fee for the application of RPL is set out on the Euro American Institute website and will be specified on the application form.

G. Notification Process: Following both successful and unsuccessful RPL applications, the Dean (or nominee) should ensure the applicant is contacted, and provisional feedback/feed-forward is provided.

i. Required timescales relating to pieces of assessed work will not normally exceed 3 weeks.

ii. Where the applicant requires further clarification of the decision, or support and appeals information, this should be provided by the Dean (or nominee).

iii. Following approval by the Module/Progression/Award/Assessment Board, all RPL decisions will be recorded and clearly identified on the applicant's Record of Progress/Transcripts.

H. The grade for any credits gained via RPL will not count towards Euro American Institute awards or qualifications. These will be calculated using only the grades achieved from the study at Euro American Institute. Academic transcripts will state RPL with a Pass as a grade.

2.7 Student advice and support

Euro American Institute (EAI) will provide comprehensive advice and support for students seeking Recognition of Prior Learning (RPL), including detailed information on the types of evidence considered acceptable and the extent of evidence required. EAI offers a Frequently Asked Questions document, which is distributed along with the RPL forms and is also available for download from the institute's website. The mechanisms for supporting and assessing RPL claims are fully documented and readily accessible to relevant staff within EAI, as well as to potential candidates.

EAI emphasises in its documentation that any views provided by an advisor on a draft claim do not guarantee the outcome of the claim when formally assessed. The extent of support available is communicated in advance to RPL applicants, including any limitations on that support, such as a specified number of hours of tutorial guidance.

Assessors are mindful of the potential need to provide additional advice for students whose first language is not the language of tuition, particularly regarding responsibilities for any necessary translation. However, it remains the student's responsibility to prepare and submit their application in accordance with the required procedures and deadlines.

EAI recognizes that it may be necessary to adjust arrangements, such as visas, to accommodate students with specific communication needs or other special requirements.

2.7.1 Comprehensive Information

- Expert assistance in aligning their evidence with the program's learning outcomes.
- Clear delineation of the type and extent of support available from institute staff.
- A well-defined timeline for the RPL process, integrated with other institutional schedules and procedures.

2.7.2 Responsibilities for Providing Guidance and Support

- Identification of key roles in the RPL process, along with requisite experience, qualifications, and training.
- Specific responsibilities for guidance and support at each stage of the process.
- Tailored guidance and support provided by each designated role, ensuring a seamless candidate experience.
- Criteria for Accepted Evidence in RPL Claims.
- Specific types of evidence accepted, particularly those pertinent to individual subject areas or professions, ensuring relevance and rigour.

2.7.3 Further Guidance

- **Staff Expertise:** Support will be provided by staff who are experienced in both RPL and the relevant subject areas. Initial guidance may be facilitated by RPL-specific guidance staff, Careers Guidance staff, or similar personnel. This initial screening will gauge the suitability of candidates and confirm their commitment to the process before assigning an academic staff member for further support if they decide to proceed with a claim.

- **Initial Process:** This initial process can be conducted in various ways, such as group exercises or one-on-one sessions to respect individual privacy. This approach provides the academic team with administrative support to coordinate timelines and ensure a consistent and fair process. However, it is up to the institution to decide at what stage academic members are involved, depending on existing institutional processes.
- **Academic Involvement:** The RPL process will always involve an academic staff member with relevant subject knowledge to support the candidate. This staff member will have a clear understanding of the RPL procedure and experience working with the learning outcomes in the component or program of study for which the claim is made.
- **Reflective Process:** To assist candidates in reflecting on their experiences, job roles, and tasks, and in extracting learned knowledge from each experience, the Euro American Institute may design a process or set of activities that guide candidates through the reflective process to identify evidence. Staff should support candidates in extracting their learned knowledge but should not be involved in developing the evidence or writing reflective accounts. The Institute may also provide proformas to help candidates record their reflective accounts and evidence accurately and effectively.

2.8 Unsuccessful Applications for Admissions

Unsuccessful applications for admissions through Recognition of Prior Learning (RPL) must be documented, and an annual report is to be presented by each programme leader. If an RPL application for admission with advanced standing is not successful, the applicant may be offered partial exemption on a module-by-module basis if deemed appropriate.

Unsuccessful RPL submissions for exemptions from modules or parts of a course of study may be resubmitted once prior to consideration by the Assessment Board if, in the opinion of the Dean (or nominee), there is an opportunity to provide additional information to demonstrate the achievement of learning outcomes.

2.9 Appeals Process

To safeguard the interests of applicants, the Euro American Institute (EAI) has established a process for use when an applicant believes that their application has not been handled in accordance with EAI's policies, principles, and procedures. This process encompasses all admissions. Appeals against decisions related to admission to a course of study should be made as detailed in the Admissions Policy ([Appendix 3](#))

2.10 Monitoring

The procedures for Recognition of Prior Learning (RPL) are clearly outlined and align with the requirements of the programme's Monitoring Process. All RPL data is included in the Annual programme Analysis.

RPL constitutes an academic procedure that follows the institutional assessment procedures and general quality assurance procedures for the programme. RPL data is audited and is part of quality assurance processes.

Monitoring the use and impact of the RPL process includes:

- Recording the number of learners undertaking RPL.
- Monitoring the progression of RPL.
- Monitoring the success rate of RPL claims.
- Evaluating student and staff experiences.
- Capturing data coherently and using it for data/learner analytics and quality assurance.
- Periodically reviewing and evaluating the policy, procedures, and process of RPL, informed by quantitative and qualitative evidence, to enhance practice.
- Ensuring that programme teams collect data in line with institutional/departmental data collection, monitoring, and evaluation procedures.
- Engaging in continual RPL innovation, change, and research, including the use of technologies to support RPL, such as e-portfolios.
- Assessing RPL claims and making recommendations.
- Identifying and mitigating risks that might affect the quality of assessment.

2.11 Staffing

2.11.1 RPL Coordinator

Each programme at Euro American Institute (EAI) has an RPL Coordinator responsible for overseeing RPL assessments. The RPL Coordinator will explain the RPL assessment processes to students and shall be available at rpl.coordinator@euroamerican.eu

2.11.2 RPL Adviser

The RPL Coordinator may designate an RPL Adviser, such as a module leader, who is a subject expert in the area where a student wishes to make a claim. The RPL Adviser assists the student in preparing their claim for assessment leading to the award of credit.

2.11.3 RPL Assessor / Committee

The RPL Assessor, a subject specialist, evaluates the student's claim. They are typically not involved in preparing the student's RPL claim and assess it through various means such as written work, practical assessments, or oral presentations.

To ensure effective performance, staff involved in RPL undergo appropriate training and support and have access to adequate resources. This includes providing induction programmes, training, and continuing professional development (CPD) opportunities, such as inter-department workshops, web conferencing, and technical training on the use of technology and e-portfolios to support the RPL process. CPD and staff development for RPL staff are integrated into staff workload models.

List of programme of studies RPL will be available for	Profile of assessors per programme of study RPL is available for
Bachelor of Business Administration (BBA)	An academician with the following profile shall be considered as an Assessor for this programme : <i>(a)</i> MQF Level 8 full qualification in Business Management / Administration relevant subject <i>(b)</i> 8 years' experience in any higher educational institution in relevant subject.
Master of Business Administration (MBA)	An academician with the following profile shall be considered as an Assessor for this programme : <i>(a)</i> MQF Level 8 full qualification in Business Management / Administration relevant subject <i>(b)</i> 10 years' experience in any higher educational institution in relevant subject.

2.12 Publicity

Programmes that accept students based on RPL must clearly communicate this in publicity materials. Prospective students should be informed about where to obtain advice and guidance on pursuing a claim, any applicable fees, and time limits for submitting a claim.

2.13 Monitoring and Enhancement

RPL claims are subject to scrutiny by external examiners following standard EAI procedures for assessed work. Programme leaders are encouraged to share best practices in RPL developments both within their courses and across the institution. They are also encouraged to monitor RPL activities by soliciting feedback from RPL applicants about their experience and monitoring the progress of students admitted using these procedures.

2.14 Commitment

The Euro American Institute (EAI) is dedicated to conducting its RPL procedures in a fair manner, adhering to the laws of Malta and the guidelines set forth by the Malta Further and Higher Education Authority (MFHEA). This commitment includes strict compliance with legislation related to discrimination, such as the relevant sections of The Equal Opportunities (Persons with Disability) Act 2000, Employment and Industrial Relations Act 2002, The Equality for Men and Women Act 2003, Equal Treatment of Persons Order 2007, and all other applicable Maltese legislation concerning equality.

EAI's commitment to equality and diversity extends to actively assisting groups that face disadvantages in education and employment. Furthermore, EAI endeavors to broaden participation, enabling individuals who traditionally do not engage in Higher Education to access educational opportunities.

EAI is committed to review and revise the Policy on a yearly basis to be in line with any global changes as well as the industry and academic requirements.

3. Appendix 1

Recognition Prior Learning Form

Please complete this form to request Euro American Institute Recognition of Prior Learning.

Name	
E-mail address	
Programme of study you have offer to	
Level of study you have an offer to	
The date you are due to start	

Level of Prior Learning

<ul style="list-style-type: none">● Prior Awarded /Qualified Learning (e.g., bachelor's degree level 6, master's degree level 7, etc.)
<ul style="list-style-type: none">● Prior Certificated Learning (e.g., credited assessments level 5, 6 or 7 of Bachelor's or Master's degree)
<ul style="list-style-type: none">● Prior Experiential Learning (e.g., Postgraduate professionalism courses)

Applicable learning gained through life/work experiences (if any):

If you choose to submit a claim of this type, an Assessor will be in touch with you as further information and supporting evidence may be required.

To complete this request, I have attached below documents

1. Original Transcript or Diploma Supplement

(File name attached: _____)

2. Completed Mapping document

Applications for exemption must set out clearly how prior learning and achievement through experience meet the specified learning outcomes at the appropriate level of those modules for which credit transfer is proposed.

(File name attached: _____)

3. MQRIC statement from the MFHEA (in case of international qualification)

(File name attached: _____)

Important Note:

1. Prior to admission to the course, unless certificated learning in the context of Higher Education is covered by Euro American Institute RPL Policy, the applicant should submit to the Dean information on the prior learning concerned.

The information submitted should normally include:

- a. Confirmation from the awarding institution of the level of the course in accordance with the Qualifications Framework; the date of completion and the modules taken (e.g. a

transcript).

- b.* Information from the awarding institution on the learning outcomes achieved, (for example, by means of a course/module specification) and details of the curriculum based on which accreditation of prior learning is proposed.
 - c.* If the application is for Experiential Learning, information on the applicant's relevant professional background, including employment and any relevant training courses or other study undertaken.
 - d.* A description of how the applicant's qualification or professional experience relates to the learning outcomes and curriculum of the modules from which exemption is requested, including extracts from the module documentation of the department concerned.
2. All applications should normally be submitted prior to admission or readmission to a course of study; retrospective applications will not be considered.
 3. The Dean may also ask the applicant to complete a piece of written work or to follow an RPL module where this has been developed by the relevant department.
 4. At least two members of the department concerned should be involved in the consideration of the APEL application, including those staff working in the capacity of Admissions Officer and the module leader. The departmental recommendation should clearly specify the modules for which exemptions are recommended and the total credit volume concerned. This will be clearly stated and returned to the admission department which will notify the student of the decision.
 5. A letter will be sent by the admissions team to the applicant informing them of the result of their application.

Signature	
Date	

4. Appendix 2

4.1 Recognition of Prior Learning (RPL) at EAI - Frequently Asked Questions (FAQs)

4.1.1 What does RPL mean?

Recognition of Prior Learning (RPL) refers to learning you have already gained before starting your programme at EAI.

Recognition of your prior learning means that it can be counted towards the entry requirements for a programme, or can allow you to be awarded credit within your chosen programme.

Full information on RPL at Euro American Institute can be found in the EAI Recognition of Prior Learning Policy.

4.1.2 How do I apply for entry to a programme based on RPL?

If you think that your prior learning is equivalent to the advertised formal entry requirements for a programme of study, please contact the Admissions and Enquiry Service who will be able to advise you on how you can make an application. Your prior learning will be considered and, if successful, an offer for entry to an appropriate level of the programme will be made.

4.1.3 How do I apply for credit within a programme of study?

Your application needs to be submitted prior to admission or readmission to a course of study; retrospective applications will not be considered.

You should complete and submit the RPL claim form with full details of your prior learning and the module(s) you are applying for credit against. You will be asked for evidence of your prior learning so any evidence of prior learning that you already have should also be submitted with your claim. As part of the consideration of your claim, you may also be asked to provide further information or evidence if required.

The RPL Claim Form and full EAI Recognition of Prior Learning Policy is available to download from the Euro American Institute website.

Completed RPL claim forms should be submitted to the Admission Team.

4.1.4 Is my Prior Learning too old to be given Credit or to use for Credit Transfer?

To be awarded credit within your programme the learning needs to be up to date, relevant and appropriate to your programme of study. Your RPL Advisor will be able to guide on this, qualifications achieved more than 5 years ago will not be considered up for credit transfer.

4.1.5 How much credit within a programme of study can I claim through RPL?

There are limits to the amount of credit you can claim through RPL to ensure that enough study for your qualification is undertaken with Euro American Institute. A full list of the maximum amounts of credit you can claim through RPL is provided in the EAI Recognition of Prior Learning Policy, and you should consider this before you submit a claim.

4.1.6 What about awards with Merit or Distinction?

All RPL credit, both certificated and informal, is ungraded. This means that no marks will be available from RPL credit to count towards awards with Merit or Distinction. At the Euro American Institute, awards with

Merit or Distinction are considered solely on the basis of achieving all credit points required for consideration of the award with Merit/Distinction through completion of EAI modules.

4.1.7 What happens to my RPL claim form?

Your claim will be assessed by two academic members of staff: the Assessor and the Moderator. You will be supported throughout the process, advised if any additional information is required and given an indication of the length of time that the assessment of your claim will take. Generally, this will be within three working weeks of submission of your claim form, however, it may take longer if a claim for recognition of informal learning needs additional supporting evidence. Advice on this can be obtained from the RPL Advisor supporting your claim.

4.1.8 What happens next?

4.1.8.1 - Step 1

Once the RPL form is processed you will be contacted by the RPL Assessor for those units of competency will contact you to arrange a phone or online interview to conduct an initial discussion about your application. The goal of the initial discussion is to ascertain whether there will be sufficient available evidence that will support the Recognition of Prior Learning application. No matter how a unit of competency is awarded, it must only be done so after the Assessor has ascertained that the evidence is sufficient, valid, authentic, and current i.e., up to date.

The initial interview is an informal one. The Assessor will simply be asking questions to get a better understanding of your relevant background and experience related to the units of competency you are seeking recognition for.

They will ask you general questions about relevant employment and training. This will include the tasks you undertook and how regularly you did them. You will also be asked about the results of any workplace performance reviews i.e., what did your employers think about your skill level.

They will also ask specific questions that will help them (and you) gauge your level of current knowledge and skills for each specific unit. Remember, they are not deliberately trying to trip you up

- they simply are using questions that a person who is sufficiently skilled in that area should be able to answer.

If you and they determine that you are unlikely to achieve RPL - you will then be assisted with how to progress your study. Fees are only charged if your application progresses beyond this point.

4.1.8.2 - Step 2

Your Assessor will have advised you whether it is realistic to proceed with the Application for RPL to this stage (at which point in time fees are charged). The objective of this stage is to gather the evidence that can be used to support your RPL. This may be done in several ways with the most common being a Portfolio of Documents; and/or Demonstration/ Observation of Practical skills.

Some points to be aware of about this:

- Supporting evidence needs to be able to be proven as authentic
- The portfolio needs to be properly presented - with it being clear how each provided evidence items supports your application (i.e., don't just send us every document you have)
- If the evidence is not recent evidence - consideration needs to occur about whether this work skill or task has since changed i.e., are your skills and knowledge still up to date
- There needs to be sufficient evidence to show that you can demonstrate all the required skills and knowledge reliably

The Assessor will formally consider all evidence provided and compare them to the requirements of the unit(s) of competence. From this stage they will identify what documents and conversations are required for the next step. They may have already identified gaps i.e., aspects of the unit(s) of competency that you do not meet. They may advise you that you can address this gap by undertaking a component of the training.

4.1.8.3 - Step 3

The purpose of this stage is to assist with the authenticity aspect and to address any gaps identified in the evidence provided. It also supports proving workplace competence vs. theoretical knowledge of the subject. You will be advised of the activities needed in this stage. They may include:

- Requests for written "references" from past workplace supervisors
- Phone "reference checking" by contact past employers and verifying information provided in your portfolio
- In some instances, the Trainer/Assessor may simply ask you to explain certain information. For example, they may ask you in depth about a provided item of evidence as a way of testing that you were the author of that document as claimed.

After this stage is completed successfully the recognition results will be made. It is normal that the final decision be confirmed after a College Director has reviewed the RPL application and evidence and agrees that they support the Assessors judgement and decision. What Result Will I Be Awarded?

4.1.9 Examples of the types of evidence which may be required for formal learning

When considering applications for the credit transfer of prior certificated learning, EAI will need to see evidence of your prior certificated learning, the details of what you learned, when this was learned, who awarded you the credit, and at what level of study the credit was awarded.

Examples of the evidence you will be asked to provide may include module and syllabus descriptors or handbooks, transcripts, and confirmation of the marks you achieved for this learning. Once this information is received the Assessor will review the evidence to identify if the learning you have already achieved is comparable to the learning you would achieve by studying the module(s) at the Euro American Institute.

Applications for the award of credit based on informal learning

When you make a claim based on informal learning, it is expected that you will reflect on experiences, identify the learning within these experiences, and provide evidence of the learning achieved. Evidence of informal learning will therefore come in a variety of types and forms.

Examples of how this type of learning can be evidenced may:

Reflective portfolio of evidence (submitted electronically) which could include (but is not limited to):

- Video and/or audio material
- Analytical evaluations of practice
- Analysis of issues underlying practice and the learning associated with that
- An Assessor's observation of practice
- Detailed curriculum vitae to support a context for the claim

The portfolio should include an essay or annotated grid to allow the applicant to explain to the Assessor what MQF or professional levels they have achieved

Once all the evidence of learning has been received, the Assessor will review the evidence and undertake a process of assessment for credit rating the learning.

4.1.10 RPL Fees

Some applications for RPL are free and some incur a charge. There is a standard fee to apply for entry to a programme based on prior learning. There is a standard fee for making a claim for the transfer of credit already achieved at another institution. There is a fee charged for claims for credit within a programme based on informal learning. This is because informal learning must be assessed and credited for it to be applied.

However, if credit is applied to your programme, you will also receive a tuition fee reduction as you will not be studying as many modules as originally anticipated. Please contact the Admissions Team for information on the current schedule of fees.

1. Fee Structure:

- a. A fee of €45 per ECTS credit is charged for RPL for candidates outside the European Union attending full-time and part-time.
- b. The total RPL fee is based on the number of ECTS allocated per study module / unit.
- c. For example, if a study module / unit has 10 ECTS, the fee will be €450.00 (€45 x 10 ECTS) before the assessment process.

2. Exemptions:

The fee of €45 per ECTS credit does not apply for:

- a. Full-time candidates attending the Euro American Institute (EAI).
- b. Candidates from EU member countries up to EQF/MQF Level 6.
- c. EAI charges the same fee of €45 per ECTS credit for all candidates at EQF/MQF Level 7 for RPL assessments.

3. Payment and Refunds:

- a. Non-EU or part-time students need to pay RPL fees as per the established rates.
- b. Students who are paying for their courses (i.e. non-EU or part-time) need to pay RPL as per established fees. However, if they are given the exemption of that particular module through RPL, they will not pay for it in their course fees (they will be refunded).

4. Appendix 3

Admissions Appeals

An applicant may request a review if they wish for the decision on their application to be reconsidered. The use of this process should not adversely affect any later dealings with the applicant.

1. An applicant who is considering making an appeal should:

- a. In the first instance, if it has not already been supplied, request feedback from the Admissions Office, within 7 days of the publication of the unsuccessful decision.
- b. If, after considering this feedback, the applicant still wishes a decision review, they should submit, in writing, to the Programme Leader, the reasons why they believe the decision should be reconsidered. This request should be made within 10 days of receipt of the feedback.
- c. A representative nominated by the Programme Leader will consider the request and inform the applicant of the outcome, in writing, within 10 days of its receipt.
- d. If the situation is not resolved, then the applicant, within 7 days of notification of the decision from the Euro American Institute's representative, may submit an appeal with evidence to support their case.

2. The appeal can be made on one or more of the following grounds:

- a. That there was a material and/or procedural irregularity in the decision-making process.
 - b. That there is evidence of unjustified discrimination or bias against the applicant.
 - c. That additional evidence has come to light since the decision of the School's representative, which could not reasonably have been expected to have been produced at the time of the case.
- 3.** The Admissions Appeal Application Form is available on the Institute website and should be submitted via email to admissions@euroamerican.eu.
- 4.** It is strongly advised that the applicant keeps a copy of their Application Form and any supporting documentation submitted to the Institute, as documents will not normally be returned and may be destroyed unless the return of documentation is requested at the point of submission.
- 5.** Appeals will not be accepted by a third party unless written consent is received from the applicant allowing an individual to act on their behalf. Any information provided as part of the appeals process will be handled in confidence, and only released to those members of staff who need it.
- 6.** Please note that incomplete Admissions Appeal Application Forms, applications that do not meet the criteria, late submissions, frivolous or vexatious applications, or applications not supported by evidence will normally be rejected.
- 7.** Where an appeal is accepted for consideration, it will be sent to the relevant Programme Leader for providing all information relevant to the case. The case will then be passed to the Dean who will consider the appeal by way of a review of the relevant evidence and, the applicant or Programme Leader may be asked to provide further information on, or clarification of, any points in their submission. **After consideration of the case, the Dean may act as follows:**

- a.* Reject the appeal.
 - b.* Uphold the appeal and impose an alternative outcome.
- 8.** The Institute will inform the applicant of their decision within 15 days of receiving the appeal. The decision is final, and no further appeal is permitted. All outcomes of appeal are recorded and monitored.

6. Appendix 4

6.1 Euro American Institute's RPL ASSESSOR CRITERIA TEMPLATE

Authenticity: (It is the students/applicants/practitioners' own work, it is their learning)

Relevant: (Evidence and learning outcomes relevant to current practice)

- **FOCUS, CLARITY OF EVIDENCE:**(presentation of evidence, is logical, style of writing is clear and comprehensible)
- **BREADTH:** (Research findings/supportive literature included)
- **QUALITY (LEVEL):** (Standard of work appropriate to level claimed e.g., Level 4, Level 5, Level 6, Level 7)

Reliable: (such that an assessor would arrive at the same assessment decision, was the assessment to be repeated.)

Sufficient: (Enough evidence to support learning outcomes)

Validity: (The learning outcomes relate to the evidence presented)

Verifiable

Assessor Name

Signature of
Assessor

Date: _____

6.2 Programme Leader Result of assessment:

Evidence accepted as representative of learning in current role

Reason:

Further evidence required

Reason:

Evidence rejected

Reason:

Programme Lead Name :

Programme Lead Signature :

Date: _____

Please attach the following to this document:

- Student Assessment Profile
- Evidence submitted

Induction Module

All enrolled students will undergo an Induction Module before the start of their chosen programme. This module will provide detailed explanations of all the policies and procedures outlined in this handbook, as well as specific information related to the training, including learning outcomes and expectations. Study guidelines will also be shared during this induction.

The Induction Module will include a handbook and/or tutorial lesson on the various functionalities of the Virtual Learning Environment (VLE) and how to effectively utilise it for their studies.

Should students have any specific requirements or needs, they are encouraged to get in touch with the Students Support Office for assistance.

Enrolment

Students are enrolled only if both the student's agreement is signed, and the first payment fee is settled. The student agreement incorporates the minimum criteria outlined in the communication regarding student agreements as found in <https://mfhea.mt/student-agreements/>

Once enrolled, each student receives the credentials to access the Euro American Institute VLE (Canvas). The credentials will be sent to each enrolled student, where the student will be invited to set up a new password after the first access to the VLE.

In the email with the credentials, the student will also receive a video tutorial on how to register for the Institute's VLE.

Progression

The Institute's Virtual Learning Environment (VLE) serves as a comprehensive tool for tracking enrolled students' progression. Students have continuous access to the VLE to monitor their advancement, status, and assessment results.

The Euro American Institute VLE system meticulously records students' achievements, and lessons completed, and track their earned ECTS credits. Automated statistical reports on students' progression are generated, benefiting both students and the Institute. These reports provide insights into students' activities, and completed tasks, and enable timely intervention and support if needed. The student will need to finish his course within 5 years since every five years the Institution reviews its programmes and there might be a change of modules or even titles.

In programmes consisting of multiple modules, students can only proceed to the next module upon achieving the minimum required mark in the assessment of the previous module. Additionally, certain training programmes may stipulate a minimum attendance percentage for lessons, which is communicated to students before the course commencement. Lesson attendance is also automatically tracked by the VLE system.

Specific progression conditions, if applicable, are communicated to enrolled students through

the training webpage and during the induction programme to ensure transparency and clarity.

Qualification

Only students who fulfil all the requirements of the programme are eligible to receive the final qualification. Additionally, completion of fee payments is necessary to obtain the qualification.

The Certificate issued by the Institute includes essential information such as the training title, student's name and surname, MQF level (if applicable), ECTS number (if applicable), start and end dates of study, logos of the Institute, MFHEA (if applicable), and other relevant collaborating institutions, identification code, and signatures of the Head of Institute and Rector. The Certificate template is subject to approval by the MFHEA.

Upon request, students can also obtain a Diploma Supplement from the Students Support Office. This official document provides detailed information about the training path, including modules, the number of ECTS for each training, and marks obtained.

Students Data

All data and documents received are handled with strict confidentiality by all staff involved, adhering to the latest provisions of the GDPR EU laws and national laws.

This includes information related to the admission process, decisions made by the Didactic Board, previous qualifications, past experiences, students' progression, obtained qualifications, and more. All such data is managed and stored in Malta.

The Institute utilises internal management software to oversee all activities and information concerning applicants and students. The database of this software is hosted by an Indian provider.

No data will be shared with third parties without the explicit approval of the student. The Students Support Office communicates solely with the applicant unless written permission is granted by email for communication with a third party on the student's behalf.

Identity Verification

Euro American Institute is dedicated to verifying the identity of all applicants and students throughout their lifecycle at the Institute. Various procedures and tools are employed to ensure this.

Initially, each applicant undergoes an interview via video call, during which their identity is verified in the initial stage.

Furthermore, tools and IT procedures are utilised to confirm the identity of students during online activities once they are enrolled at the Institute. All work, assessments, and any didactic material submitted online by students are completed via a secure login system. Access to this system is granted only after students are provided with credentials (username and password).

Standard 9. Learning resources and facilities

Euro American Institute has its Maltese premises at Agora Business Centre Level 2 Valley Road Msida MSD 9020 and has all required permits. However, the Institution delivers its educational programmes entirely online, leveraging state-of-the-art technology through the state of art virtual learning environment (VLE). Our commitment to accessibility is reflected in our provision of online programmes accessible via all types of devices, including Desktops, Laptops, Tabs, and mobile phone applications, ensuring convenience and flexibility for students to engage anytime, anywhere. The student is expected to have his / her own device with which he / she can access the Institution VLE anywhere and anytime. The VLE also features an online library for supporting students, teachers, and researchers by offering a wealth of resources readily available at fingertips round the clock.

At the beginning of their journey, students receive an email outlining available learning resources, setting them up for success. Similarly, staff members are briefed on communication protocols with students via email. The institute also offers technical support and assistance through its online platform, accessible to both students and staff. The IT Dean oversees the technical support system, ensuring smooth operations for all stakeholders.

The Institution explains the automated procedures through the e-mail in case of failure of equipment or service. It also has backup systems, including real time mirroring of data, backups on site and backups off site on physical data. The Institution also applies GDPR especially because it delivers online programmes. This is also made clear in the e-mail communication sent to the students.

In line with the European Credit Transfer and Accumulation System (ECTS) definition of contact hours, tracking student engagement and activities within the VLE is facilitated through Moodle's built-in features and tools. Moodle's activity logs meticulously document student interactions, including access to course materials, participation in discussions, and assignment submissions, enabling accurate monitoring of contact hours. Online attendance tracking tools record students' presence during virtual sessions, while timestamps on assignment submissions provide a comprehensive record of student activity within the VLE. Learning analytics tools within Moodle offer insights into student engagement and performance, guiding instructional design decisions and ensuring compliance with ECTS standards. Integration with Learning Management Systems (LMS) enhances data collection and analysis capabilities, further optimising the learning experience.

Moreover, the institution prioritises the quality of online video delivery, integrating various strategies to uphold excellence throughout the learning process. Meticulously crafted instructional modules, supported by lecture notes and PowerPoint presentations, provide comprehensive coverage of the curriculum. Live virtual classes (LVC) and recorded sessions, accessible in high-definition 1080 pixels, ensure clarity and accessibility for students, while licensed versions of video conferencing tools guarantee seamless playback and reliability. Our comprehensive approach to online video delivery, encompassing planning, personalised instruction, and cutting-edge technology, ensures a dynamic and enriching educational experience for all learners.

Technical Infrastructure Details

Server Infrastructure:

- Euro American Institute's virtual learning environment (VLE) is hosted on an Amazon Linux 2023 server, ensuring robust performance and scalability with adequate hardware, providing ample computing power to support concurrent user access and data processing.
- Advanced load balancing (ALB) setup optimises resource allocation and ensures high availability, mitigating the risk of service disruptions during peak usage periods.
- Server security is upheld through rigorous access control measures, with restricted access limited to authorised personnel only.
- Encrypted communication protocols and regular security updates fortify the server against potential cyber threats, safeguarding sensitive student data and maintaining the integrity of the learning environment.

Software Stack:

- MySQL 8.0 serves as the database management system, efficiently storing and managing data generated within the VLE.
- PHP 8.0 powers server-side scripting, facilitating dynamic content delivery and interaction within the VLE.
- Moodle 4.3, an open-source learning management system, forms the core platform for course delivery, student engagement, and administrative tasks.
- Licensed versions of Zoom Meeting and Vimeo Video Cloud Storage enable live virtual classes and host multimedia content, ensuring seamless playback and reliability.
- The H5P content collaboration framework, based on JavaScript, enhances interactivity and engagement by enabling the creation of interactive learning materials within Moodle.

Backup and Redundancy:

- Automated backup mechanisms, comprising both full and incremental backups, safeguard against data loss and ensure data integrity within the VLE.
- Cloud-based redundancy systems, utilising Amazon S3 buckets, replicate backups across multiple endpoints, enhancing resilience and availability.
- Real-time mirroring of data, combined with on-site and off-site backups, provides redundancy and continuity of service in the event of hardware or software failures.
- Regular testing and monitoring of backup systems ensure their effectiveness and readiness to restore operations swiftly in case of disruptions.

Quality Assurance:

Euro American Institute's commitment to quality assurance is exemplified through meticulous planning, rigorous testing, and continuous improvement initiatives. Regular audits and reviews of the technical infrastructure, software stack, and backup systems ensure adherence to industry standards and best practices. Feedback from students, faculty, and staff is solicited and incorporated into quality enhancement processes, driving innovation and excellence in online education delivery. Compliance with regulatory requirements, including GDPR, is upheld through comprehensive data protection measures and adherence to privacy guidelines. Continuous professional development and training programs empower staff to stay abreast of emerging technologies and pedagogical trends, fostering a culture of innovation and excellence in online education delivery.

The Euro American Institute's technical infrastructure, encompassing server infrastructure, software stack, backup and redundancy mechanisms, and quality assurance processes, forms the foundation for delivering a robust and enriching online learning experience. By leveraging cutting-edge technology and best practices in educational delivery, we remain committed to empowering learners and fostering academic excellence in the digital age.

Standard 10. Research, development, and/or other creative activity

Research is a cornerstone of academic activity at Euro American Institute, and the institution is dedicated to promoting the integration of research into education. Research support is given for individual faculty members as well as research for projects.

Here are some initiatives aimed at fostering a robust research culture:

- **Encouraging research-based teaching:** Lecturers are encouraged to incorporate their research findings into classroom instruction, using them as case studies or examples in course content. This approach helps students understand the practical applications of research and enhances their learning experience.
- **Providing research opportunities for students:** Depending on the programme's nature, students are given the chance to engage in research projects to gain hands-on experience and exposure to the research process. This experiential learning helps students develop critical thinking and analytical skills.
- **Supporting faculty research:** Euro American Institute offers support for faculty research through funding opportunities, access to research facilities, and resources like research databases. This support enables faculty members to pursue their research interests and contribute to the body of knowledge in their respective fields.
- **Facilitating collaboration between academia and industry:** The institution fosters partnerships with industry to promote collaboration on research projects. By bridging the gap between academia and industry, these collaborations facilitate the development of research that addresses real-world challenges and leads to innovative solutions.
- **Through these initiatives,** Euro American Institute promotes a vibrant research culture that enriches teaching and learning, advances knowledge, and contributes to societal progress.

Research Policy and Procedure

The research policy is comprehensive and aligned with both local and international standards for academic research. The following sections outline the details of the policy content, principles as well as the implementation process of all research activities.

1. Introduction

First and foremost, the research policy is aligned with the mission of the institute. The Institute is committed to fostering a robust research culture that advances knowledge, informs teaching, and contributes to the economic, social, and technological development of Malta and the broader global community. This research policy outlines the principles, responsibilities, and procedures that govern research activities at the Institute.

The Institute is committed to advancing knowledge through high-quality research. This policy outlines the principles and procedures that govern research activities, ensuring they align with ethical standards and contribute positively to society. The scope of this policy is also intended to cover the faculty, staff as well as the students.

2. Research Objectives

- To promote excellence in research across all disciplines.
- To ensure that research conducted under the auspices of the Institute adheres to the highest standards of integrity, ethics, and professionalism.
- To support the dissemination and application of research findings.
- To enhance the research capacity and capabilities of staff and students.
- To foster collaborations and partnerships with academic, industry, and community stakeholders.
- Encourage innovation and knowledge transfer.

3. Ethical Standards and Integrity

Researchers must adhere to the highest ethical standards, respecting the dignity and rights of all research participants. Any form of research misconduct, including plagiarism and data fabrication, is strictly prohibited.

Research Integrity

All research conducted must be characterized by honesty, accuracy, efficiency, and objectivity. Researchers are expected to adhere to ethical guidelines and standards, avoiding any form of misconduct, including plagiarism, fabrication, and falsification of data.

Ethical Standards

Research involving human participants, animals, or sensitive data must undergo ethical review and approval by the Research Ethics Committee. Researchers must obtain informed consent from participants and ensure confidentiality and data protection.

Open Access and Dissemination

The Institute encourages the dissemination of research findings through open access platforms. Researchers are expected to publish their work in reputable journals and share their data and

findings with the broader academic and professional community, subject to ethical and legal considerations.

Collaboration and Partnerships

The Institute promotes interdisciplinary and international collaboration. Researchers are encouraged to engage with external partners, including other academic institutions, industry, and government agencies, to enhance the impact and relevance of their research.

4. Research Conduct and Responsibility Researchers

Researchers are responsible for:

- Conducting research in accordance with ethical guidelines and institutional policies.
- Ensuring the accuracy and reliability of their research data and findings.

5. Evaluation and Continuous Improvement

The Institute is committed to continuous improvement of its research environment. Regular evaluations of research outputs, feedback from researchers, and stakeholder engagement will inform policy updates and strategic planning.

6. Funding and Financial Management

The Institute provides internal funding opportunities and supports researchers in securing external grants. Researchers must adhere to the guidelines and reporting requirements of funding bodies.

All research funds must be managed with integrity and transparency. Researchers are encouraged to seek diverse funding sources, and all expenditures must be accounted for in compliance with guidelines. On a case by case basis seen by the Research office.

7. Publication and Dissemination

Researchers are required to submit annual progress reports to the Research Office. Upon completion of their research, they should publish their findings in reputable journals and present them at conferences and seminars.

The Institute supports the open dissemination of research findings while protecting intellectual property rights. Researchers must adhere to ethical standards in publishing and disclose any potential conflicts of interest.

8. Support and Development

The Institute provides resources and training to support researchers in conducting high-quality research. This includes access to research infrastructure, mentorship programs, and professional development opportunities

9. Compliance and Monitoring

The Institute ensures that all research activities comply with relevant regulations and undergo regular audits by the committees to maintain the highest standards of research integrity.

10. Dispute Resolution

The Institute is committed to established procedures for resolving disputes through the Research and Ethics Committees as well as the Board related to research conduct, ensuring fair and transparent resolution of any issues that arise.

11. Review and Revision

This policy will be reviewed periodically to ensure it remains current and effective in supporting the research mission.

This comprehensive policy framework helps ensure that the Institute maintains high standards of research excellence and integrity.

Standard 11. Institutional cooperation, service to society, and

Internationalisation and service to society are indirectly incorporated in the mission statement through the 'personal' and 'professional' terms including diversity. It is also in the culture to have Institutional cooperation for complete success. Euro American Institute also collaborates with own sister organisations as well as other related partners in other areas in the same disciplines.

The Institution delivers online programmes purposely to make it easier for students to study from various countries and thus attracting foreigners with diverse background contributing to internationalisation. The Institution also recruits international staff with the aim to strengthen the internationalisation experience of the students. To this end the Institution actually budgets enough finance to keep its technological resources up to date including staff and student support in order to achieve its objectives of teaching and learning online. Moreover, Lecturers and administration are encouraged to carry out CPDs on their own initiative containing global experiences whether they travel abroad or attend CPDs that contain what is known as home internationalisation. Even the programmes available to students are designed with an international theme meaning that the content also includes internationalisation especially through case studies and the personal experiences both of students and lecturers.

The graduates themselves will be of service to society but the Institution encourages its staff and students to involve themselves in society by engaging in voluntary activities especially in non- governmental activities related to their programmes. All stakeholders are also encouraged to be members of bodies that are of service to society as this is in line with the mission of personal and professional development.

This is why the Institution also has a community of alumni to keep abreast of what they can offer back to the Institution and how the Institution can continue to be of service to them. Online Focus groups are also organised with the alumni to contribute both to programme reviews but also to benefit society by giving back some form of assistance or knowledge to society.