

INTERNAL QUALITY ASSURANCE POLICIES



The European Institute for
Emerging Technologies

Handbook published by the European Institute for Emerging Technologies (EIET)

Address: NIN3 Group Ltd, SOHO The Strand, Fawwara Building, Triq L-Imsida, Gzira, GZR 1401, Malta.
Email: info@eiet.edu.mt
URL: <https://www.eiet.edu.mt>

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Definitions

Academic staff will encompass all tutors, teachers, trainers, lecturers.

Programme/s will encompass any course/s or training programmes.

EIET Internal Quality Assurance Policies

This handbook is for the EIET administrative and academic staff members and students alike, as the **EIET commits to this Internal Quality and Assurance (IQA) Policy that strives to be fit-for-purpose** and includes everything one needs to know about the EIET, as it illustrates all policies and procedures that are followed within the Institute.

This document testifies to the EIET's own **ways of addressing the Quality Assurance** standards to ensure its commitment to **quality, genuine, effective, sustainable, and continuous enhancement** of the EIET.

It is a key document for students and staff to guarantee a successful learning experience throughout as the EIET strives to uphold the standards outlined below and amplified in the following sections of this document.

- Standard 1 - Policy for internal quality assurance
- Standard 2 - Institutional probity
- Standard 3 - Design and approval of programmes
- Standard 4 - Student-centred learning, teaching and assessment
- Standard 5 - Student admission, progression, recognition and certification
- Standard 6 - Teaching staff
- Standard 7 - Learning resources and student support
- Standard 8 - Information management
- Standard 9 - Public information
- Standard 10 - Ongoing monitoring and periodic review of programmes
- Standard 11 - Cyclical external quality assurance

Standard 1 - Policy for Internal Quality Assurance

1.1 EIET Mission Statement

“The EIET’s mission is to inspire, nurture and educate the next generations of leaders, innovators, dreamers and doers in today’s and tomorrow’s emerging technologies while contributing to the solution of the most challenging problems of our time.”

The EIET will become a premier student-centric further and higher education institution, focusing on the design, development, management and evaluation of emerging technologies that amongst others address corporate, economic and societal needs and expectations through its expertise in:

1. Artificial Intelligence;
2. Machine Learning;
3. Cybersecurity;
4. Data Science and Information Systems;
5. Blockchain technologies; and
6. Other Emerging Technologies such as Mixed Reality and the Metaverse.

As our education and research grow in these areas, so will our influence.

The EIET will strive to **maintain the highest standards by adhering to, promoting and enhancing a quality culture** and service in researching, producing, and delivering training, services and material. Our commitment to these standards is the cornerstone of our reputation as a leading international provider of emerging technologies education and training services, thus enabling our team to compile highly innovative, engaging and insightful programmes resulting in individuals’ increased productivity. This is our competitive advantage over that of our competitors, the dedication and contribution toward our students’ successful professional development. In this context, the EIET works with individuals and various organisations holistically, enabling them to reach their full potential, simplify processes and achieve success by:

- Providing recognised qualifications and bespoke programmes;
- Developing innovative learning services and products focused on emerging technologies;
- Supporting the professional community and adapting to its needs;
- Facilitating knowledge and debate on a wide range of professional topics.

The EIET is part of an ecosystem with local and international public and private stakeholders active in the field of emerging technologies education as well as in various technology sectors.

The above is all carried out in a safe environment, where academic integrity and freedom are ensured and where discrimination is condemned and not tolerated on any level.

1.2 Ethical Standards

The EIET is committed to conducting its activity with the highest ethical standards.

Honesty and integrity are essential standards never to be compromised in our operational dealings and the institute is subject to a wide variety of laws and regulations. Moreover, the diversity of the institute’s environment embraces the acceptance of a variety of cultures, lifestyles and worldviews. The EIET, therefore, recognises the elimination of discrimination and the acceptance of difference in society and its classrooms whether in-person or virtual.

Our team is bound by the EIET values of respect and dignity, regardless of one's status. The EIET ensures that every staff member and academic staff clearly understands his/her responsibility for the delivery of the EIET's ethical standards. By consistently applying high ethical standards in all our encounters, the institute will continue to promote a positive work environment that is conducive to individual and organisational success.

1.3 Principles

The following are key principles the EIET will abide by:

1. The EIET will take all reasonable steps to identify and eliminate unlawful direct, indirect, and systemic discrimination from its structures and practices to promote equality of opportunity for all its staff and students.
2. This policy forms the basis for the Institute's specific equal opportunity policies. These include the Sexual Harassment Policy, Policy for Students with Disabilities, Diversity and Representation on Committees Policy, Inclusive Language Policy, Anti-Racism Policy and other policies as developed.
3. The Institute recognises the rights of individuals and groups to be free from discrimination, harassment and bullying on the grounds of:
 - Sex, marital status, pregnancy, family responsibilities
 - Sexuality
 - Race
 - Disability
 - Political or religious belief
 - Age
4. The EIET has a firm commitment to equal opportunity principles and will work towards ensuring that no discriminatory policies or practices exist in any aspect of employment or education.

1.4 Key Contact Details and Websites Staff

1.4.1 Staff Contact Details

To: Head of the EIET
Email: info@eiet.edu.mt

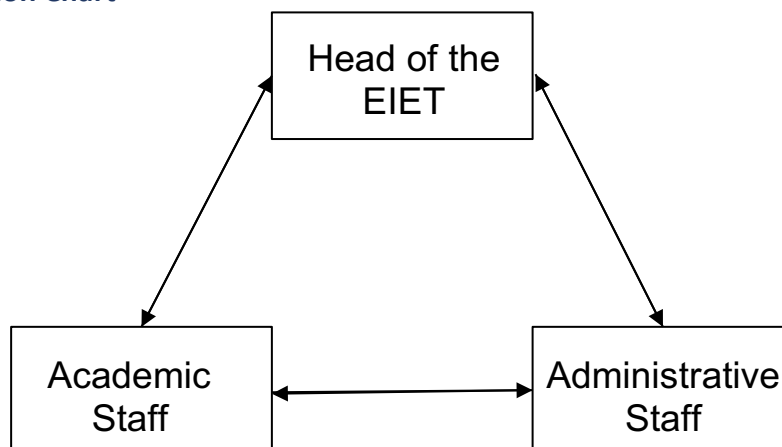
1.4.2 EIET Address

Address: NIN3 Group Ltd, SOHO The Strand, Fawwara Building, Triq L-Imsida, Gzira, GZR 1401, Malta.
URL: <https://www.eiet.edu.mt>

1.5 Departments and Responsibilities

The EIET is made up of a small team of driven, energetic and committed professionals that would like to share their knowledge, experience and expertise to help others develop. The EIET provides this service to local and international students ranging from individuals who are already in employment or still pursuing education, to private and public entities, that would like to attend full-time or part-time programmes.

1.5.1 Organisation Chart



1.5.2 Role Responsibilities

The Legal Representative & Head of Institute

The Legal Representative & Head of Institute will work closely with academic and administrative staff to develop and implement a strategic vision, business plans and controls, and quality assurance policies. This role aims to lead and manage the academic and administrative teams and ensure that the academic and administrative performance is up to standard and in line with the policies and procedures of the EIET.

This role is responsible to ensure that the organisation has the resources to operate as effectively and efficiently, while also acting as an advocate and ambassador of the EIET to maximise the organisation's profile and promote its core purpose, values, products and/or services. The Head of the EIET will ensure that effective stakeholder networks and partnership arrangements are developed and maintained to secure an ecosystem that provides the best possible value when educating on emerging technologies.

The Head of the EIET will also be responsible for the design of all training programmes, the assessment process, the development of trainers and staff members, the collection and evaluation of feedback, the support provided to academic staff and students alike, and any other requirements of the EIET. This role will be supported by administrative staff to ensure that all processes and procedures are in line with ethical and quality assurance standards, including the adoption of integrity and autonomy. This role will promote a culture of excellence in student academic performance that fosters collaborative relationships among students and academic staff.

The Head of the EIET will also be accountable for the administrative, financial, and risk management operations of the EIET, including the financial and operational strategy, budgets tied to that strategy, and the ongoing development and monitoring of control systems designed to preserve company assets and report on accurate financial results. However, accounting duties will be implemented by a third-party accountant to ensure efficient and correct financial reporting of the EIET's activities.

Academic Staff

The academic staff will support the Head of Institute in the design, approval and evaluation of the educational programmes, providing technical and professional guidance.

Academic staff will be brought together on an *ad hoc* basis depending on the programme area of specialisation of emerging technologies, to provide academic guidance and support in the development of programme/s being developed.

Administrative Staff

Reporting to the Head of the EIET is the administrative staff responsible for the smooth running of the EIET's administrative office. This team will be responsible for the design and implementation of all the EIET operations. The team is required to adopt a professional approach throughout and will liaise with academic staff when training programmes. The team will also liaise and support students and will provide the Head of the EIET with any feedback as required by EIET quality assurance processes for evaluation purposes. The staff will assist the Head of the EIET to ensure that Quality Standards are applied consistently.

Administrative staff will also be responsible for EIET communication and public relations and will manage all the EIET's communication channels and marketing activities to reach more students daily. This task will define the right campaign aimed to further develop the EIET's ecosystem on a national and international level. This requires effective communication with stakeholders, public and private entities, both on a national and international level to further develop the EIET's ecosystem with the external environment.

1.6 General Information and Policies

1.6.1 The EIET's Commitment to Equality and Diversity

The EIET believes that excellence will be achieved by recognising the value of every individual. The institute aims to create an environment that respects the diversity of staff and students and enables them to achieve their full potential: to contribute fully, and to derive maximum benefit and enjoyment from their involvement in the life of this Institution. Our job is to promote equality and human rights. The institute provides advice and guidance and strives to implement an effective legislative framework and raise awareness of student rights. ***For a detailed Policy on Equality and Diversity vide Annex 2 to this document.***

1.6.2 Health and Safety

Being a student, staff, or management member at the EIET should not be a hazardous activity and all staff and students are meant to have a pleasant time without any health and safety concerns. This is why the EIET will be making use of certified external lecture hosting venues to ensure a safe environment for all.

A key aspect of our health and safety policy is the prevention of accidents to themselves and others. The EIET's management has overall responsibility for the implementation of the health and safety policy within the EIET offices. When training is held at certified external lecture hosting venues, such responsibilities lie with the venue provider.

1.6.3 Student and Academic Staff responsibilities

Students and trainers have a duty to cooperate with any health and safety policies, including familiarisation with safety procedures in the event of a fire and other emergencies.

They have a duty to not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare.

1.6.4 Reporting accidents, hazards and concerns

In the event of any of the above, when the problem stems from making use of the certified external lecture hosting venues, the EJET will file a report to the management of the said venues.

All reports concerning health and safety will be discussed between the Head of the EJET, the relevant academic staff and administrative staff, prior to any actions being taken.

1.6.5 No Smoking

It is strictly forbidden to smoke inside certified external lecture hosting venues. Students and academic staff are permitted to smoke only outside the building/s. Disciplinary measures will be taken against those who do not respect these rules.

1.6.6 Telephone Calls

Students are not allowed to use their mobile phones while in class, and they will be advised not to take incoming calls during lessons. In case of an emergency, students will be allowed to leave the class and take/make calls accordingly.

Standard 2 - Institutional Probity

The EIET aims to be compliant with all regulatory issues affecting its accounting system by using a fit-for-purpose accounting system. To this end, the entity's third-party accountant, selected remains abreast with any changes related to the Companies Act (Cap. 370), the main body of law regulating local companies' obligations. In addition, key legislations relating to Income Tax and Value Added Tax (VAT) as well as documentation related to the EIET's financial reporting framework (Generally Accepted Principles for Small and Medium Enterprises – GAPSME) are often consulted to ensure that the accounting system is in line with the latest developments.

An anticipatory approach is adopted to changes in legislation, therefore the staff responsible will be liaising with the accountant of the EIET to pre-empt such changes and ensure to integrate any necessary changes effectively in a timely manner. Furthermore, an internal control system linked to the accounting system has been developed and is regularly monitored and maintained to ensure that the financial process is one that transparently represents the EIET financials. Controls are in place to include a double-checking system that minimises the risk of erroneous reporting.

The financial system is also accessible solely to authorised persons within the EIET, namely the Head of the EIET and Legal Representative acting as the Treasurer, monitoring it, and approving any expenditure occurring throughout the financial year. Moreover, internal control systems are regularly updated to reflect any changes in the EIET's accounting through a quarterly review by the Head of the EIET with the external accountant. The effectiveness of controls is also tested during this review, whereby control checks are carried out and reconciliations ensure that the information provided is in line with financial transactions taking place. For instance, quarterly bank statements are compared to the accounting books to ensure that they provide the same results.

Finally, the Head of the EIET will work in close collaboration with the external auditor to identify any weaknesses in the internal controls to rectify for the forthcoming financial period. The engagement of key personnel and their continuous professional development is another cornerstone of the entity's accountability system. Both the Head of Institute, the Treasurer, and the other members of the Education Board have the necessary technical and practical expertise, each having qualifications obtained in his/her area.

The Head of the EIET was appointed based on the candidate's qualifications, expertise, and knowledge of management aspects, together with previous working experience in the sector. The administrative staff supporting the Head of the EIET are selected based on their qualifications, project management and communication skills. A background check on each of the candidates applying for posts with the EIET as well as all academic staff engaged is conducted to ensure that those selected to occupy such positions within the company are fit and proper persons with good legal conduct and professional demeanour.

The management of the EIET's working capital is also crucial. To this end, a debtors list is prepared and maintained regularly, with the necessary follow-up and chasing for any remaining dues being conducted by the third-party accountant once the credit period provided has elapsed. Individuals applying for EIET courses are usually asked to settle invoices prior to the commencement of lectures. In terms of payments made to suppliers and service providers, the credit period agreed upon between the EIET and the creditor is strictly abided, to avoid any risks of reputational damage that could jeopardise the long-term stability of the EIET. The effective management of debtors and creditors ascertains that the EIET maintains a strong cash flow position and healthy liquidity situation throughout its operations, allowing for a positive long-term financial outlook. Ploughing back any profits generated from the business and assessing the entity's financial position through the aforementioned budgets and management accounts also contribute to the long-term stability of the

EIET. Furthermore, as per MFHEA requirements, in the case of an annual turnover of less than €50,000, the EIET will be subject to yearly financial statements, whilst, in the case of an annual turnover of €50,000 and more, the EIET will be subject to annual audited accounts.

Standard 3 - Design and Approval of Programmes

3.1 Design Process

The Institute's policy for the design and development of training programmes is based on a structured methodology which gives high relevance to the varied conditions in which work is undertaken as well as the wide range of organisations the Institute deals with. Therefore, the design process starts with a training needs analysis, allowing the EIET to identify the most sought-after skills in the labour market, in liaison with the stakeholders outlined thereto. The aim is to target the most appropriate audience through the training programmes marketing strategy. This process is usually carried out by the Head of the EIET as the Legal Representative, who together with the relevant academic and administrative staff, designs innovative and appealing training solutions responding to the actual needs required while remaining in line with the national and European educational priorities. Stakeholders are also involved during the design process through one-to-one meetings with representatives of organisations on-demand and informal discussions with representatives of organisations during fairs/events/Business to Business activities.

3.1.1 New Programme Development or Renewal

The EIET aims to design high-standard programmes able to positively influence the professional performance of attendees while facilitating the recognition of qualifications. For this reason, the EIET programmes are planned and designed based on a learning outcomes approach, as approved by the Malta Further and Higher Education Authority (MFHEA), clearly identifying skills, knowledge and competencies that students will acquire by the end of the programme.

The MQF level of the certification is therefore identified based on the national and European guidelines and the European Credit Transfer and Accumulation System (ECTS) are defined for each programme and module composing it. Therefore, when designing Programmes for accreditation or otherwise, the EIET abides by the MFHEA policies related to the further and higher education programmes, including the appropriate resources and forms of assessments in programme design.

To accredit programmes the institute ensures they are pegged to the Malta Qualifications Framework (MQF) as indicated by the MFHEA process. More specifically, our programmes design is in line with the process outlined in the following Section 3.1.2 Type of Programme outlining the Qualification / Award:

3.1.2 Type of Programme outlining the Qualification / Award

Mode of Delivery: Traditional/Face-to-Face Learning or Online/Blended Learning

- **Title** of the Qualification / Award.
- **Proposed MQF Level including the Hours of Total Learning:** keeping in mind that the minimum number of total learning hours for accreditation is 25 hours of which at least 20% (5 hours for every ECTS) are contact hours or as otherwise established from time to time by MFHEA.
 - **Total Contact Hours:** which include lectures, seminars, tutorials, participation in online forums, video-lectures and other learning activities, all of which are under the direction and control of an instructor.
 - **Supervised Placement and Practice Hours:** which include hours the learner is supervised, coached or mentored.
 - **Self-Study Hours:** which include the estimated workload of research and study.
 - **Assessment Hours being:** examinations, presentations, group work, projects etc.

- **Outline the Total Learning Hours:** for the Programme.
 - **Blended Learning hours:** in the case of online or blended learning, the contact hours delivered online and those face-to-face are outlined.
 - **Percentage of Total Contact Hours** delivered online.
 - **Contact Hours:** delivered online or delivered face-to-face.
- **Total number of ECTS / ECVET:** for programme completion.
 - **Programme Type and Duration:** full-time/part-time in the number of lectures per week and the duration in months.
 - **Programme Rationale:** explaining the reasoning behind offering this programme, what is the marked need for this programme, and how this programme fulfils these needs.
 - **Target Group:** Indicating the sort of learners that are anticipated in joining this programme.
 - **Relationship to Occupation/s and/or skills being developed:** the institute lists the occupations and/or skills being developed for which this programme prepares the student. Making reference to skills frameworks and/or occupational/professional standards wherever possible and if applicable.
 - **Entry Requirements:** when necessary, the institute specifies what requirements the students should have before joining this programme in terms of qualifications, language and/or digital competencies if applicable.
 - **Overall Programme Objectives including:** the overall knowledge, skills and competencies acquired by the learner at the end of the programme.
 - **Learning Outcomes for:**
 - *Communication Skills:* for the whole programme need to be outlined.
 - *Learning to Learn Skills:* for the whole programme, these learning outcomes focus on the learner's ability to pursue and plan future learning and self-development.
 - *Competences:* highlighting what the learner will have acquired at the end of the module/unit in terms of having the responsibility and autonomy to master such competencies.
 - *Knowledge:* highlighting what the learner will have acquired at the end of the module/unit in terms of knowledge acquisition.
 - *Skills:* highlighting what the learner will have acquired at the end of the module/unit in terms of skills developed.
 - *Applying knowledge and understanding:* highlighting what the learner will have acquired at the end of the module/unit in terms of applying knowledge and understanding to a possible scenario or problem.
 - *Judgment Skills and Critical Abilities:* highlighting what the learner will have acquired at the end of the module/unit in terms of Judgement and Critical skills such as: critical skills, dispositions, values and actions, or both.
 - *Module-Specific Communication Skills:* highlighting what the learner will have acquired at the end of the module/unit in terms of communication skills.
 - *Module-Specific Learner Skills:* highlighting what the learner will have acquired at the end of the module/unit in terms of learner skills.
 - *Module-Specific Digital Skills and Competences:* highlighting what the learner will have acquired at the end of the module/unit in terms of digital skills.

General Pedagogical Guidelines and Procedures for the programme

The EIET considers an appropriate mix of teaching and/or learning methods that are fit for purpose and that allow learners with different learning styles and abilities to achieve mastery. Should the programme include an online learning component, from a pedagogical standpoint the institute selects specific modes of delivery such as video lectures, asynchronous and synchronous discussions, peer learning, and connected learning amongst others.

The digital methods selected need to demonstrate equivalent or superior to non-digital methods of teaching/learning or rather show examples to the theories being taught. Moreover, the EIET also evaluates the pedagogical methods employed by trainers using evaluation sheets, following which a critical analysis is carried out and changes are made to the pedagogical methods used.

General description of minimum qualifications for lecturers/lecturers for the programme

The academic staff need to have the appropriate qualifications to deliver the programme for them to be involved in:

- a) Programme design and content development;
- b) Technical and media support;
- c) Teaching programme, interacting with and supporting learners;
- d) Providing support to persons in teaching programmes, and interacting and supporting learners.

General Assessment Policy and Procedures

The EIET considers an appropriate mix of assessment procedures that are fit for purpose and that allow learners with different learning styles and abilities to show mastery in the area of study. This includes examinations; assignments; presentations; group work; and projects amongst others.

Methods for verifying student identity in online learning activities

Students will fill in an online registration form requesting Personal Data such as the Name and Surname, Address, Email Address, Phone Number, Date of Birth and Identity Card/Passport number. Such Data is processed in line with the Data Protection Act (Cap. 440 of the Laws of Malta).

Outline of the Programme

1. Module/Unit Title
2. Compulsory or Elective
3. ECTS/ECVETS
4. Mode of Teaching (Lectures, workshop, placement, asynchronous forums, VLE etc.)
5. Mode of Assessment (Examination, assignment, project, reflective diary/blog etc.)
6. Total ECTS/ECVETS Requesting Accreditation
7. Total ECTS/ECVETS for Programme Completion
8. Exit Awards/Qualifications For each module/unit listed above

More information is also provided which includes:

1. **Title** of the Module / Unit
2. **Module / Unit Description:** explaining the reasoning behind providing this module/unit and how it fits within the whole programme. A breakdown of the module/unit's content is also provided when necessary.
3. **Learning Outcomes:**

- a. *Competences*: it is important to highlight what the learner will have acquired at the end of the module/unit in terms of having the responsibility and autonomy to master such competencies.
 - b. *Knowledge*: at the end of the module/unit the learner will have to do the following: it is important to highlight what the learner will have been exposed to at the end of the module/unit in terms of knowledge acquisition.
 - c. *Skills*: it is important to highlight what the learner will have acquired at the end of the module/unit in terms of skills developed.
 - d. *Applying knowledge and understanding*: it is important to highlight what the learner will have acquired at the end of the module/unit in terms of applying knowledge and understanding to a possible scenario or problem.
 - e. *Judgment Skills and Critical Abilities*: it is important to highlight what the learner will have acquired at the end of the module/unit in terms of Judgement and Critical skills such as: critical skills, dispositions, values and actions, or both.
 - f. *Module-Specific Communication Skills*: it is important to highlight what the learner will have acquired at the end of the module/unit in terms of communication skills.
 - g. *Module-Specific Learner Skills*: it is important to highlight what the learner will have acquired at the end of the module/unit in terms of learner skills.
 - h. *Module-Specific Digital Skills and Competences*: it is important to highlight what the learner will have acquired at the end of the module/unit in terms of digital skills.
4. **Hours of Total Learning for this Module / Unit:** – Total Contact Hours
 - Supervised Placement and Practice Hours
 - Self-Study Hours
 - Assessment Hours
 5. **Total Number of ECTS / ECVET** of this Module / Unit
 6. **Outline of how the module/unit will be assessed:** including assessment weightings for the particular module (Example: Presentation: 40% and Assignment: 60%).
 7. **Identify and describe the digital learning tools** being used for your programme and any other relevant information.
 8. **Reading List:** both core and supplementary texts will be provided. For programmes at MQF 5 and above more than one textbook/source will be used, presenting other viewpoints and perspectives as applicable. For texts/sources with different editions, the latest version is used. For programmes at MQF 5 and above texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels, especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. Therefore, the following need to be provided: (a) Core Reading List and (b) Supplementary Reading List.
 9. **Description of minimum formal qualifications and experience:** required to teach this Module/Unit. Additional Unit Qualifications for persons responsible for:
 - Programme design and content development
 - Technical and media support;
 - Teaching programme, and interacting and supporting learners;
 - Providing support to learners.

3.1.3 Approval of New / Renewal of Programmes

The previous section outlines the formal process for planning and approval of new/renewal of programmes, based on the MFHEA requirements. Non-accredited programmes follow the same programme outline to ensure the EIET delivers training programmes of high standards.

As highlighted in Section 3.1 above, a new programme stems from stakeholder consultation. Such meetings will be minuted and records kept on file. After the planning stage of the programme is complete and drafted by the selected trainer, the implementation stage kicks in, whereby the Head of the EIET and the respective Academic Staff review the programme outline. This is to ensure it meets the above-mentioned criteria, and should it require accreditation, it is forwarded to MFHEA for accreditation, alternatively the programme is marketed and developed by the trainer on the version approved by the Head of the EIET.

This same process is used to renew a programme following the feedback received from stakeholders as well as students. Furthermore, before launching a new programme on the market, the EIET usually conducts an internal dry run of the training, via video call or face-to-face, to assess programme contents and learning outcomes as well as teaching practices. Following this process, the programme kicks off and is implemented and run for its duration. Contact with students and stakeholders is ensured for any feedback. An evaluation form is provided to students and employers of students that may have requested in-house training, assessing all aspects as highlighted in more detail in the next Section 3.2. Finally, after an initial evaluation assessment and/or a public intake of the programme, the Head of the EIET together with academic staff will decide whether to approve/renew the training programme.

The criteria taken into consideration for this decision are the following: the number of students and their feedback after attending the programme, the need and relevance of the specific skills provided by the programme at an international level, the offer of other training service providers, the economic advantage of running the programme, the opportunity of covering the tuition fees with national or European funding schemes (i.e. the Erasmus+ Programme).

Once it has been approved internally, the accreditation of the training programme with the MFHEA commences. This procedure is implemented by the Head of the EIET.

3.2 Programme Design, Evaluation & Review

As far as students are concerned, they are both directly and indirectly involved in the design of training programmes: directly when they are requested to give feedback on a training after having attended it (the evaluation method used is the Kirkpatrick Model of Evaluation), therefore contributing to the improvement of the programme as well as by being given the opportunity to provide feedback to the EIET throughout the programme; informally when being represented by their employer if a specific programme for in-house training is requested.

Another, informal, opportunity for students to be involved in programme design is actually requesting a specific training programme not yet included in EIET's current offer: the Head of the EIET who liaises with academic staff, who will evaluate the possibility of a new training programme. The programmes are therefore, developed on the basis of the student's specific needs and interests as well as on industrial needs and skills gaps following consultations with various stakeholders.

To ensure the above as well as the evaluation of the pedagogy being used in the programme delivery, the EIET invites students to provide feedback throughout the programme they enrolled in, as well as evaluate the training programme at the reaction stage using the Kirkpatrick's Evaluation Model, which is a Four-Level Training Evaluation Model to analyse training effectiveness, that enables the EIET to

objectively analyse effectiveness and impact of the training being delivered for the training to improve future programmes. The Kirkpatrick Four-Level Training Evaluation Model has four levels of evaluation, namely: Reaction; Learning; Behaviour; and Results as described hereunder.

- **Level 1: Reaction** - The degree to which participants find the training favourable, engaging and relevant to their jobs.
- **Level 2: Learning** - The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.
- **Level 3: Behaviour** - The degree to which participants apply what they learned during training when they are back on the job.
- **Level 4: Results** - The degree to which targeted outcomes occur as a result of the training and the support and accountability package.

This student evaluation feedback form, together with the relevant stakeholders' feedback as described above and is brought together for analysis, discussed between the Head of the EIET, the relevant academic and administrative staff and reviewed within the programme context. Decisions are then taken, to improve the programme being delivered to ensure the best possible outcome for the students, thereby completing the cyclical process of planning, implementation, evaluation and review.

3.3 Accreditation Process

The EIET is strongly committed to obtaining the approval of its training programmes from the MFHEA. With this aim, the Institute abides by the rules, regulations and directives pertaining to customer engagement, quality assurance and provision of training that are issued from time to time by the MFHEA.

Specifically concerning communication, as a 'licensed institution', the EIET respects all parameters of publicity both in terms of advertising material (e.g. training programmes brochure, website, mailshots) and certificates issued at the end of a programme (for more information refer to Standard 8 - Information Management).

Standard 4 - Student-Centred Learning, Teaching and Assessment

4.1 Learning

4.1.1 Purpose of EJET Qualifications

The main purpose of the EJET qualifications is to improve one's performance, which, for some participants, is an end in itself. However, the EJET qualifications can be a stepping stone to future personal development.

4.1.2 Managing One's Study Time

The Institute strongly advises each student to 'manage' their study schedule carefully. Students should clarify their aims, identify their strengths and weaknesses, consider the context in which they will be studying and generate a broad strategy for successfully covering and completing this programme.

Students should take a broad overview of the requirements of any particular module and unit; consider their situation, workload and home responsibilities in the relevant study period, and then develop specific and realistic plans for active studying.

Students should bear in mind the overall programme objectives for each module and unit, but may also find it useful to formulate more personal and specific objectives for themselves. At any time, the EJET Virtual Learning Environment (VLE) - Moodle has the resources to be able to revisit specific study units.

The objectives outlined at the beginning of the programme will help students to focus on their studies, make assessments/evaluations and apply their ideas by addressing real life work problems and scenarios as well as increasing awareness and deepening their subject knowledge. For example, in relation to the process of studying, one may wish to set targets for:

- The amount of time within which they will seek to complete a study task.
- The quantity of work they aim to do in a particular week.
- Progress through the modules and units, bearing in mind their other tasks and responsibilities.

4.1.3 Plan to Study Regularly

Students should plan and monitor what they do, and where necessary, act to improve the process, quantity and quality of their work. One should make decisions about the importance they will attach to tasks, the time they choose to allocate to them, and the sequence in which they will do them. If they do not plan their studies well, they run the risk of having large areas of knowledge base that one simply cannot cover. One should try to set targets and allow as much time as they can for studying by being realistic. Students are advised to set up a timetable and try to stick to it – integrate it into their plan and routine. If they have to miss some study time, they are encouraged to re-organise their schedule and study under conditions that best suit them:

- **The EJET Platform:** is intended to have a double function: from one end, it will host the Virtual Learning Environment - Moodle, where all training material and relevant training documentation will be uploaded and shared with students; on the other end, it will be used by the EJET staff to manage all student's related procedures, including the enrolment to a programme of study, the programme assessment, the issuance of the certification and any other administrative correspondence. The EJET Platform is currently being developed, therefore a link and a platform structure is not available yet; however, upon its completion, EJET staff will inform the MFHEA and update any relevant document as required. In the meantime, all communication with the students and other relevant stakeholders is managed by the EJET staff via email.

- **Study daily:** in a constant manner;
- **Take frequent breaks:** It is better to revise on a regular basis than to leave the major revision period until they are really desperate to acquire such knowledge prior to an assessment. If one studies for two hours, revising the work for ten minutes the following day, this method is known to be more successful in the long term. Nevertheless, people learn in different ways. Creativity, curiosity and discovery have an important part to play in education. It is not expected that all students will approach their studies in the same way, or in any way that may be prescribed. It is advised and expected that each student will be able to manage their studies and be disciplined as to how to go about it.

4.1.4 Preparing to Read and Study

Students should think about the location in which they will undertake their personal learning. They should create a space where they can develop the habit of studying, keep their notes and reading material at hand and set aside some time when they can focus on the task planned without being interrupted. When they are faced with any study task or reading, it is helpful to spend a couple of minutes taking notes on what they currently know about the topic or map out what comes to mind when reading the question. This exercise will bring their own ideas and experience into focus.

It could remind them of previous relevant information from the programme. It will prepare them to respond critically to what they read and to integrate whatever they learn into their current knowledge and practice. Creating a mind map is sometimes a useful way to start such notes and to ensure that students generate a comprehensive range of points. This means the rapid gathering of ideas, which seem relevant to a particular topic or problem, within a brief time limit and without judgement. Students can then reflect on each idea, develop and analyse the material as a whole, and make connections.

Mind mapping is a technique that students can use on their own, as well as when carrying out group work.

Moreover, when studying it is encouraged for students to refer to the syllabus/programme objectives, since each programme aims to provide comprehensive coverage of the examination and/or assignment programme objectives. Students should ensure that they have covered all the information required in their studies.

4.1.5 Effective Reading and Note-taking Reading

It is important for students to know their study objectives in detail before starting their reading and note-taking activities. Many students put great effort into preparing notes but do not manage to get very far without having direction. When students set their learning objectives, they can then identify what reading they will need to undertake. They shall adopt the appropriate reading strategy (e.g. reading selectively/entirely) and ensure to have access to all the necessary texts and journals they require.

Increasingly, students will need to make use of web-based material but they must ensure that any websites accessed are academically and professionally reliable. There are various styles of reading, which are appropriate for different purposes. For studying in depth, learning and remembering, one should not necessarily start from the beginning and finish at the end of something they plan to read, but it does help to do so. Therefore, the EIET recommends that students:

1. Look briefly at the whole item to see what is there.
2. Look at headings and tables

3. Read any introduction or introductory paragraphs, any summary, and any concluding section. This way, they will already be developing an understanding of what is said, without any detailed reading.
4. Skim reading each section to amplify their understanding.
5. Finally, one can read the text in detail.

Using these styles of reading, students gradually build up their understanding, and if they think that they could benefit by reading the entire text from cover to cover, then they should do so. The lecture notes will provide students with the basic framework of ideas, theories and concepts they will need to complete the assignment. These notes will therefore not be sufficient on their own.

They will need to make use of the required reading, extra references and any other material they come across in the programme of researching their assignment. Students should take notes as they read and add any comments, that they may think relevant as they go along. They should ensure that their reading is relevant to the topic, as it is easy to find oneself 'drifting away' from the subject. Students may capture the key aspects from as many sources as they can manage and compare what the authors are saying as they are reading. There will be both similarities and differences in their views and it helps if students can begin to classify authors together.

In addition to drawing on academic sources, one may be required to draw on their own practical experience. For example, something which students read in a textbook may contradict what occurs in one's own organisation and this should be reflected in their thoughts and notes. It is recommended that students try to extract just the relevant points to achieve their learning goals. When students are taking notes, they should try to keep sight of what they are after and ask themselves how they can use this material in their place of work (if any).

When taking notes, students should try to 'translate' what the author is saying into their own words. Also, they should try to think about what is being said from their own perspective, whether they agree or disagree with the points that the author is making.

Good note-taking also helps avoid plagiarism as their notes will represent their summary of what other writers have said. Noting down all details of the author, book/journal title, website, publisher, chapter and page numbers makes referencing one's learning easier. After completing their reading and note-taking students should organise the material, they have gathered into a logical sequence which will allow them to have a well-organised way to jog their memory and probe it as and when required.

4.1.6 Making Use of Learning

It is important to make use of periods of reading and study, to derive the maximum benefit thus revising and summarising the key aspects learned, both about the topic under discussion, and the process of thinking and learning. It is easy to forget new ideas. New tools, methods and skills require practice. To aid one's memory, students should review their notes regularly. To help develop their skills by using new tools, it is advised that they try them out at their place of work or their relevant environment if and when possible.

4.1.7 Evaluating Ideas, Action and Learning

People generally seem to find it easier to focus on weaknesses and negative points when they are evaluating propositions, people and projects. However, the evaluation should also cover positive points and highlight strengths, too.

To counter this tendency, and to explore a range of factors relevant to analysis, it is useful at the start to make use of evaluative thought to brainstorm the positives and the negatives, then the interesting things about the matter in question.

This approach will bring forth key ideas to the surface before one considers them in more depth. Of course, the same idea may fall under more than one category. At this stage, that does not matter; students are simply examining ideas. This process is a tool and a technique to help a certain type of thinking, which students will find helpful throughout their programme of studies.

4.2 Teaching

4.2.1 Student-Centred Learning

The EIET is student-centred, as the programmes are designed to provide them with an unrivalled learning experience that can have an immediate impact on their performance. Therefore, trainers are well-versed in pedagogical methods and are able to tweak these to the specific preferences of each student and class including the enhancement of student diversity and special needs of each student.

This flexibility also enables our academic staff to ensure that the learning objectives of the programme are being achieved by all students, including students with special needs in the pedagogy employed. Learning methods used involve, but are not limited to:

- Group Exercises;
- Videos;
- Presentations;
- Discussions;
- Case studies;
- Practical examples/exercises;
- Virtual learning.

Moreover, our trainers are fluent in pedagogy practices that cater for student diversity and special needs by managing intercultural and mainstream classrooms, teaching students in their second language, and classroom tolerance and diversity. Therefore, they are also equipped to manage the constant change being faced, by contributing to the student motivation leading to social cohesion and well-being of all involved.

In light of the above, the EIET also caters for students with educational disadvantages caused by personal, social, cultural or economic circumstances, who need particular support to fulfil their educational potential (Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, 2006), and to ensure that later in life, they may achieve personal fulfilment and development, active citizenship, social inclusion and employment.

4.2.2 Student Participation and Active Learning

Students are engaged, interested and learn more when teachers use different techniques to involve them in the learning process. These range from very short and simple techniques, like anecdotes/stories about the content, to more involved activities like group work and collaborative learning projects.

The EIET academic staff have established a hierarchy of active learning strategies, and they also find it useful to document and evaluate the effectiveness of each activity. Asking students to critique activities places academic staff in the role of facilitator making the classroom/online class a dynamic ever-changing environment in which students have a voice. This allows students to view the academic staff as people who are flexible enough to take risks when educating, this increases the likelihood of further student engagement.

Even motivated students occasionally need academic staff to prompt them to complete learning tasks. Active learning strategies serve as useful educational tools when students participate. The academic staff needs to monitor their evaluation system constantly and consistently. Most of the students who at first seem to resist participation eventually accept their role as active rather than passive learners. Therefore, by active learning the EIET believes that:

- Students are involved in more than listening.
- Less emphasis is placed on transmitting information and more on developing students' skills.
- Students are involved in higher-order thinking (analysis, synthesis, evaluation).
- Students are engaged in activities (e.g., reading, discussing, writing).
- Engaging students using the right mix of educational techniques and use of media sources.

The EIET supports academic staff in implementing active learning during programme delivery, thus including a range of teaching and learning activities such as:

- Involving students in well-structured question-and-answer sessions.
- Individual think and write exercises.
- Pairing activities, such as "Think, Pair, Share".
- Interactive seminars.
- Case studies.

More complex and higher-risk processes may include:

- Individual and group project-based assignments.
- Student involvement in research.
- Practicum experiences.
- Student teaching.

The highest risk processes may include carefully structured small group-based strategies such as:

- Collaborative learning.
- Cooperative learning.
- Team learning.
- Problem-based learning.

Nevertheless, the institute will strive to recruit academics that create an environment that engages students who might not otherwise be engaged in their own learning meaningfully. Thus, using a variety of teaching strategies contribute to the overall picture of making learning a deeper, more engaging, meaningful, active and effective process of education.

4.3 Assessment

The students' assessment of the programmes read, may include examinations, coursework and presentations to ensure that the learning objectives set out at the beginning of the programme are achieved by the students. Students will be allowed two attempts to pass a module.

In case of a reassessment, students have to pay a fee as stipulated by the Institute at that point in time. If a student fails to pass a module both times, they may be withdrawn from the programme. The pass mark will be 50% unless otherwise advised by the Head of the EIET and Academic Staff at the start of the programme. Students need to pass each of the assessment components to achieve the

relevant certification. If a student fails (even after reassessment), then a certificate of attendance will be provided.

4.3.1 Assessment criteria

The below grading criteria is made available to all students at the start of their programme of studies. This system is used to ensure that the Institute follows a fair and consistent process for all coursework handed in by each student.

Grading system

- a) **80% and above:** Work of distinguished quality which demonstrates synthesis, originality and insight with no significant weaknesses. Written in good English and sources thoroughly cited (if applicable).
- b) **70-79%:** Work of distinguished quality which demonstrates synthesis and clear signs of originality and insight. Less ambitious in scope than a higher grade, sources accurately cited (if applicable).
- c) **60-69%:** Clear evidence of independent enquiry and critical judgement in selecting, ordering and analysing arguments. Sources adequately cited (if applicable).
- d) **50-59%:** Evidence of the student's ability to structure and organise thinking and to support arguments. However, it may be rather descriptive with uncritical coverage of debates and issues. Sources adequately cited (if applicable).
- e) **40-49%:** Work which shows recognition of the issues involved and an attempt to analyse them in relation to the content. Some attempt to cite sources (if applicable).
- f) **35-39%:** May be repetitious, consisting of a string of weak assertions/opinions which may not relate to each other. A performance which falls marginally below the standard required for the award of achievement.
- g) **Less than 35%:** Little or no understanding of the subject. A performance which falls clearly below the standard required for the award of achievement.

4.3.2 Coursework

Presentation of Coursework

All coursework submitted by students should be free of spelling, typographical and other technical errors. Students are encouraged to use an appropriate spell-check programme and proofread the final draft closely, possibly even by someone else. Headings and captions in diagrams and tables must be fully self-explanatory. All diagrams and tables must have their sources clearly cited at the foot of the diagram or table.

Coursework Submission

Students need to submit their coursework electronically through the virtual learning environment. All coursework will be submitted in a Word document format for the academic staff to provide feedback in writing. Moreover, any coursework submitted after the deadline agreed upon during the programme will be marked as late and 25 percentage points will be deducted as a penalty for late submission unless it is clearly a case of *force majeure*. Coursework submitted after 4 weeks of the deadline will not be assessed and the student will fail the module.

Marking

Coursework for all programmes will be marked within 30 working days (thus excluding weekends and holiday periods when the Institute is on shut down). Students will receive their coursework marks and feedback through the virtual learning environment.

Word limit

Each programme and module have its coursework and word limit. It is therefore advised that students keep to the word limits provided for each assignment and/or assessment, as going over or under the word limit (normally more than 10%) will be penalised. The cover or title page, table or figures, references or any appendices do not count as part of the word limit.

The word limit reflects the level of detail required. This means that if the assignment is too long, students have either taken too many words to explain their point or have given too many detailed examples. If the assignment is too short, either there is more to the answer than they have submitted or the assignment did not go into enough detail to reply to the question. Students are required to declare the word count when submitting their work. Penalties are incurred in cases of non-compliance with the word count.

Students should check with their respective academic/s if they have questions about word counts and penalties. Please note that academic staff are not required to mark past their word count and if they exceed the word limit, their mark will be assessed on all the information available within the word limit. This enables equality and fair treatment among all students, giving them the same opportunity in expressing their thoughts and ideas.

The following are some recommendations to students if the assignment is too long:

- Do not try to remove single words from the assignment. It is unlikely to reduce the assignment's length significantly, but it may confuse the argument. Instead, one must aim to remove/condense whole sections of the assignment;
- Students should not include something just because it is a fact, or just because it is included in their programme material. Include something only if it is relevant to the argument;
- Students must be direct. State one's point rather than writing many paragraphs to 'lead up' to it;
- Go back to the question. Which sections relate to the point and which are secondary?
- Go back to the plan. Which paragraphs fit in the overall structure? Which paragraphs overlap and can be combined?
- Remove sections that are over-explained, over-specifying a point, or a repetition of a previous point, or write off-topic.
- Remove multiple examples where one or two are sufficient.

If the assignment is too short:

- Explain the argument fully: every argument in one's head and plan must be on the page. Are there gaps in the argument? Does each point logically follow the last one, or are there points that are overlooked?
- Look for the 'hidden' answer: what theories does the student think the marker expects? How does this relate to the materials from lectures and programme material? Use the programme information in the answer to the assignment question;

- Are there complications or contradictions in the argument or in the research? Explain them and explore them;
- Define any special terminology that was used that a general reader would not be familiar with;
- Illustrate with more examples and/or quotations;
- Contextualise and explain the quotations used. How do they relate to the argument?

Referencing

References are scholarly acknowledgements of work referred to or quoted. If applicable, failure to reference works used or quoted, is plagiarism. Proper citation of sources is an essential part of the presentation of academic work.

There are several acceptable methods of referencing. Examples include the Harvard system and the Numeric system; however, they must be consistent with one style throughout the assignment and/or assessment. Should students require assistance with referencing, they should speak with academic staff of the programme being read.

4.3.3 Examinations

Some programmes are assessed through examinations. The way of assessment is presented to students during the registration process. The date of the examination will be communicated to all students by the academic staff and reconfirmed via the virtual learning environment. This is to ensure that the date is suitable for all students attending the programme and that they all have the same amount of time to prepare for their examination.

During examination time, all students must follow the instructions of the invigilator carefully. Students may not communicate with anyone apart from the invigilator during the duration of the examination. If a student is in breach of this regulation, it will be treated as an offence.

Such offences include, but are not limited to:

- Having books, notes or scrap papers on the desk without permission;
- Being in possession of instruments, mobile phones, mobile devices or other technology that allows communication with others inside and outside the room;
- Disturbing other students during the examination process. When exams are handwritten, it is the responsibility of the students to make their scripts legible. In case a script is illegible the examiners may refuse to mark the script and award a mark of zero (0).

4.3.4 Feedback to Students

During the tuition process, academic staff will be required to spend a considerable amount of time giving feedback as regards assessments, marking and comments on the work submitted. Feedback is provided to ensure that the learning objectives and outcomes are aligned. It is also an important aspect of helping all students to improve their academic and work performance. The feedback process is an ongoing one and all students have the opportunity to discuss any coursework with their academic staff member for guidance before they submit it. This will enable students to be more confident with their work and focus their studies on the learning objectives. Students can also use the marking criteria already mentioned as a form of checklist for their work before submission. Consequently, both oral and written feedback provides all students with insight into the strengths and weaknesses of their work, guiding them on the areas they need to improve in.

4.3.4 Mitigating Circumstances

Mitigating circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt a student's performance in assessment. This should not be confused with long-term issues such as medical conditions, for which the Institute can make adjustments before the assessment.

A mitigating circumstances claim should be submitted if valid detrimental circumstances result in:

- the late or non-submission of assessment;
- non-attendance at examination(s);
- poor performance in assessment.

For a mitigating circumstance claim to be considered the student must produce independent documented evidence. If for any reason a student is unable to provide such evidence by the deadline, the claim will not be considered until they are able to do so. Supporting evidence is required to show that the circumstances:

- have detrimentally affected the student's performance or will do so, with respect to the above;
- were unforeseen;
- were out of the student's control and could not have been prevented;
- relate directly to the timing of the assessment affected.

Decisions relating to mitigating circumstances claims are taken by the relevant academic staff and the Head of the EIET. Where mitigating circumstances are accepted, and it is agreed that these circumstances were sufficiently severe to have affected the student's performance in assessment, the normal response will be to offer them another opportunity for an assessment without penalty, at the next available opportunity.

This means that the student will have an opportunity to resubmit the coursework within a stipulated time and will be marked according to its merit.

4.3.5 Board of Examiners

All coursework and exams are assessed by the academic staff member delivering the programme and then reviewed by the Head of the EIET, who will approve the grade or otherwise. In such cases where a disagreement arises, the Head of the EIET and academic staff will discuss the grade until a unanimous decision is reached.

4.3.6 Action in Case of Dishonesty

Academic dishonesty (including cheating, fraud, plagiarism and any form of copying) inhibits students from achieving a valuable learning experience of the highest standards promoted by the Institute and will not be tolerated. Presenting work that is not one's own for assessment constitutes plagiarism. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

Another form of plagiarism (and hence cheating) is auto-plagiarism or self-plagiarism. This occurs when a student submits work (whether a whole piece or part of a piece) without acknowledging that they have used this material for a previous coursework. If the student uses someone else's pre-existing work, for instance, by summarising/quoting it – they must reference the original author.

This applies to all types of content, not just text, but also diagrams, maps, tables, charts, and so on. Students must use quotation marks when quoting from any source (whether original/secondary). They must fully reference not only quotations, but also paraphrases and summaries. Such references should then be included in a bibliography/reference list at the end of the assignment. The need for referencing also applies to web-based material; appropriate references according to the type of work/image should always be provided.

The Institute has a zero-tolerance policy in relation to cheating in examinations. The possession of notes, documents or other unauthorised material and the writing of information on the body or clothing is an offence. If a student is caught with such material or with information written on their clothes or body, it will automatically be understood that cheating has taken place. Any student who is found to have used unfair means¹ in an examination or assessment procedure will be penalised.

Penalties for unfair practice will be determined by the Head of the EIET together with the relevant academic staff member of the programme. This may include failure of the module, with no provision for reassessment.

Proven cases of plagiarism or cheating can also lead to disciplinary proceedings in which case the student is presented with necessary evidence and may ultimately result in their expulsion from the programme. A record of the proceedings, actions and student's details will be kept by the EIET administration for future reference.

4.3.7 Appeals and Complaints

Right of Appeal

An academic appeal is a request for a formal review of an academic decision submitted on specific grounds. It is important to note that an appeal is different from a complaint as specified below.

The EIET is committed to give its students a positive learning experience. However, there may be occasions when they feel they have grounds to appeal against an academic decision (for example, when a student feels that their performance in an assessment was adversely affected by undisclosed mitigating circumstances).

In such cases, the student may decide to challenge the result awarded by the examiner. It is advisable for the student to resolve academic difficulties with the Institute, and the Institute is committed to do this as fairly and effectively as possible. In order to understand the reason for the result/decision, the student should seek resolution with the relevant academic prior to following a formal appeal procedure. It is only when informal channels have been exhausted, or the case is reasoned to be too problematic for an informal procedure, that a formal appeals procedure is initiated.

A formal appeal must be filed by the student within 15 days of receiving the result. A formal letter including all relevant documentation and evidence for the case is to reach the Head of the EIET for consideration and assessment; this is to be sent by email.

The Head of the EIET together with key academic staff will deal with such appeals within a period of 60 working days, taking into consideration all documentation provided, and will do this as fairly as possible. The Board will then reply to the student in writing and inform them of the outcome and the reasons for it. The outcome will be communicated to the student by the Head of the EIET by email.

¹ 'Unfair means': cheating (such as: unauthorised use of notes or programme material in an examination); falsification (such as: misrepresentation of the results of experimentation); plagiarism (as described in the above Section of this document); self-plagiarism (duplication of one's own work, as described in the above Section of this document); unfair collaboration or collusion (representation of work produced in collaboration with another person or persons as the work of a single candidate).

The Institute requests that students appreciate that appeals may not always result in their preferred outcome.

Complaints

A complaint is when a student seeks to raise a concern about the quality or delivery of service they receive from the Institute. Examples of what may be brought forward include:

- An Institute service, academic or non-academic;
- Information about academic programmes;
- Teaching;
- Facilities;
- Resources and tools;
- The behaviour of a member of staff;
- The behaviour of another student.

Students are encouraged to put forward any feedback/complaint, knowing that it will be fairly investigated. The Institute ensures that all complaints will be treated in strict confidence and that they will be used as feedback to improve the learning experience of all individuals at the Institute. If a student needs to make a complaint, they must do so with the Head of the EIET. In such cases where the Head of the EIET is involved, the student can forward their complaint to an academic member of staff.

When the Institute receives a complaint, it will first seek to deal with it through informal discussion with the Head of the EIET. If this fails to resolve the issue at hand, the student can raise the complaint formally to the Head of the EIET through the relevant online forms found on the EIET portal. This procedure is designed to ensure that the student's complaint will be dealt with in good faith and without being penalised for complaining.

Standard 5 - Student Admission, Progression, Recognition and Certification

5.1 Admission

Interested applicants can register online for all programmes by the EIET which are open to persons who are deemed to have the ability to follow such programmes with profit. Acceptance may be subject to a short interview; the questions are standard and are asked to each applicant to ensure consistency. The interview may be carried out in person or online, which aims to determine the student's interest in the programme being applied for, as well as the competence to analyse, discuss and interact in a student environment. Certain programmes may have specific entry requirements.

Certain qualifications and/or experience may be specified for particular programmes – such requirements are outlined on the programmes' page on the EIET website. The admission processes and criteria are implemented consistently and in a transparent manner. Following the screening process students are admitted to the programme on a first-come-first-served basis.

Most classes take a maximum of 25-30 students each so that trainers can attend to all individual needs. Potential students who are interested in following a programme which is oversubscribed to will be advised of the next intake of the programme.

Applicants of programmes will be informed via email of their acceptance or otherwise. Those accepted will also receive a confirmation notice with details of the programme.

Other requirements for specific programmes may be defined in the programme brochure and/or website dedicated page of the respective programme, to which all interested applicants have access to prior to registration. These requirements are outlined for all applicants to understand the level and standard expected of them as well as the learning objectives of the programme they are applying for. With respect to the admission process and criteria, the EIET cares for consistency and transparency. Students are requested to declare their level of education and other relevant personal data (date of birth, gender, address, email address and phone number, employer if available, etc.) when registering through the online registration form available on the Institute website.

All applications received will be treated with utmost confidentiality and in line with all the provisions of the national and EU data protection regulations and/or its equivalent legislative repealing law, if and when the latter enters into force.

In the case of interviewing, the Head of Institute is responsible for processing and reviewing the registrations received and coordinating such interviews. When an applicant is deemed competent to be enrolled on a programme, a confirmation email and/or a message through the portal (Google Workspace) will be sent.

5.1.1 Induction Programme

All students are called in for an induction programme before or on the first day of training. During this induction programme, students are made aware of various policies and procedures outlined in this handbook, the learning objectives and the expectations of the chosen training programme.

5.1.2 Special Cases

In exceptional cases, students may be accepted without meeting the minimum requirements, but this will be evaluated on a case-by-case basis. Such cases may include students who have vast experience in the labour market but never managed to acquire academic qualifications. Such cases are decided

upon by the Head of the EIET and the relevant academic staff so as to ensure that the student can benefit from and is successful in the programme.

5.1.3 Payment

Participation in the programme is subject to payment unless otherwise agreed to with the student. Upon registration, applicants commit themselves to pay for the programme unless otherwise stated in the registration section online.

5.1.4 Students' Data

During registration, the EIET will collect relevant data on the student in accordance with national and EU data protection regulations. All previous qualifications as well as new qualifications obtained will be collected in a database for the Institute to monitor students' progression and allow advancement to higher level programmes when available. No data will be shared with third parties unless approved by the student.

5.1.5 Qualification Level

Students will receive documentation explaining the context, the Malta Qualifications Framework (MQF) level, and amount of learning credits, content and status of the qualification gained in line with MFHEA Regulations upon successful completion of the programmes. Upon programme completion, the EIET will provide a certificate of completion/attendance/accreditation in line with MFHEA Regulations².

5.2 Progression

The EIET will ensure that all processes and tools will be in place to collect, monitor and manage information on student progress. The progress monitoring will take place using Moodle making various options available for lecturers.

Grades: Since every programme has its own gradebook which is accessible from programme administration > gradebook setup. Some activities such as Assignment and Quiz send grades back to the gradebook. It is also possible for teachers to enter grades directly into the gradebook.

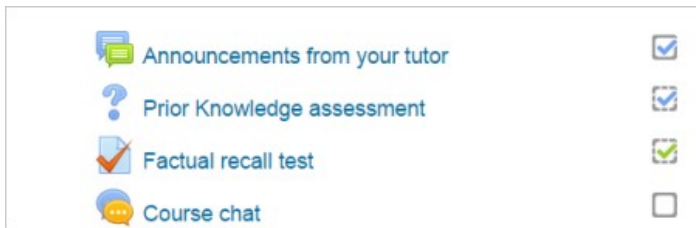
Competencies: Competencies describe the level of understanding or proficiency of the student in certain subject-related skills. Competency-based education (CBE), also known as competency-based learning or skills-based learning, refers to systems of assessment and grading where students demonstrate these competencies.

Activity completion: When activity completion is enabled by the administrator and in the programme settings, academic staff can indicate for each programme item how they wish it to be registered as complete. A tick/checkmark will then appear against the activity. Students may either mark it complete manually or the item will automatically be registered as complete once a student has met the specified criteria. These may be viewing a resource, submitting an assignment, posting in a forum or other conditions. Academic staff can see an overview of who has completed what in the activity completion report in programme administration > Reports > Activity completion.

² The Regulations and Communications are available at this link:

<https://ncfhecms.gov.mt/en/services/Pages/All%20Services/communications.aspx> accessed in February 2023.

Student view

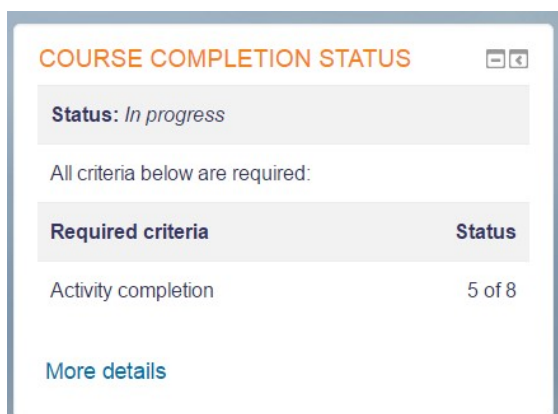


Teacher view

First name / Surname	Announcements from your tutor	Prior Knowledge assessment	Factual recall test	Course chat
Frances Banks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mark Ellis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brian Franklin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barbara Gardner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amanda Hamilton	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joshua Knight	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
George Lopez	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anthony Ramirez	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Donna Taylor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brenda Vasquez	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Programme completion: enabling programme completion allows for a programme to be officially marked as finished, either manually or automatically according to specific criteria. If the programme completion status block is added, students can see their progress during the programme. Academic staff can view the overall progress of students towards programme completion from programme administration>Reports>programme completion.

Student view



Academic staff view

Criteria	Announcements from your tutor	Prior Knowledge assessment	Factural recall test	Useful links	Video resources	Course discussion	Group Project	Reflective Journal	Course complete
First name / Surname									
Frances Banks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Ellis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brian Franklin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Gardner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Hamilton	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Badges: may be awarded either manually or using activity completion settings in a programme and are a popular way to motivate students. Students may be awarded badges at different stages of the programme for different levels of progress.

Programme reports: A number of programme reports are available to the academic staff in their programme to help them track the progress of their students. In addition to the activity and programme completion reports mentioned above (which are only available if these settings are enabled), there are also activity reports, participation reports and general programme logs.

Analytics: This feature provides detailed descriptive and prescriptive reports to support learners through their programmes.

5.3 Recognition

The EIET has mechanisms in place taking into consideration the relevant qualifications that are accredited or recognised by the MFHEA, and relevant periods of study and prior learning required prior to the student signing up for the programme. The EIET will also ensure that the recognition of non-formal and informal learning will be assessed through an interview with the student as well as by checking any previous learning against the MFHEA Guidelines, the programme content followed, hours of study and programme outputs are assessed, prior to a student following a programme with the EIET. This thorough exercise will be carried out to ensure that the student will indeed maximise on the programme being offered and followed.

5.4 Certification

On successful programme completion, the EIET provides students with documentation explaining the context, Malta Qualifications Framework (MQF) level, the number of learning credits, content and status of the qualification obtained, in line with the MFHEA regulations. Accredited qualifications will also reference the learning outcomes achieved.

5.5 Students' Responsibility

Students are required to undertake programme study and assignments with honesty and integrity and will agree to this in the Terms and Conditions while registering for the programme.

Furthermore, students are informed ahead of the programme commencement, that as part of the institution's policy, during any coursework or exams they are responsible to:

- Create and express their own ideas;
- Acknowledge all sources of information;
- Complete all coursework alone or acknowledge collaboration;
- Report results accurately when conducting any sort of lab or field research;
- Be honest without copying from previous work or other students.

Furthermore, all students are encouraged to interact and participate during class which will help them advance their knowledge and understanding.

Standard 6 - Teaching Staff

6.1 Recruitment & Quality of Academic Staff

The academic staff, administrative staff and support staff are the beating heart of the EIET and therefore their recruitment is a critical factor in providing the best learning experience to our students.

The academic staff at the EIET are committed to ensuring that the recruitment and selection of all academic staff and other employees will be fair, open and transparent and comply with relevant legislation in force at the time of recruitment.

Once a job vacancy arises, a detailed job analysis is conducted by the Head of the EIET to establish what needs to be done and what skills, experience and competencies are required, and to verify the financial sustainability and the actual need for recruitment. Following the job analysis, a job description and its specifications are prepared which enable the EIET to look strategically at the specialised network of human capital targeting the required skills and sector competencies.

The role description shall consist of the following:

Role Title:

- Whom the academic/staff reports to;
- The duties and responsibilities;
- Working conditions including working hours and the working environment.

The role specification shall consist of:

- Key skills and competencies;
- Qualifications;
- Experience;
- Any other attributes required to perform the role efficiently and effectively.

In order to ensure the competence of the EIET staff, the EIET commits to apply clear, fair and transparent processes for the recruitment, conditions of employment and professional development of such staff.

The following is the recruitment process used:

1. The need for personnel arises.
2. A call for recruitment is drafted and will include the requirements for the post and the job description.
3. The call is published.
4. A search leads to candidates.
5. Candidates are pre-selected based on their CV.
6. Top candidates are interviewed.
7. The best candidate is hired.

Once the Head of the EIET confirms recruitment is needed, a job description is designed which also includes specifics as regards the recruitment process and the employment conditions, and is published on the EIET website and circulated on social media. Candidates interested in applying as staff at the EIET are requested to prove their competencies and skills, as explained in the job description by utilising the appropriate form on the EIET portal.

Once CVs are received by the stipulated deadline, they are analysed based on the criteria outlined in the job description, the top three are short-listed and are invited for an interview. The EIET is committed to ensuring transparency and fairness in all activities and interviews free from any bias. Should the applicant be adequate, they are engaged and provided with a work contract for their signature in line with the Employment Act and Industrial Relations Act (Cap.452).

The rest of the applicants are informed that a more suitable candidate has been selected for the post. When recruiting trainers, the EIET goes a step further as it aims to provide efficient and reputable training services and, therefore, is willing to recruit the most suitable lecturers for the scope of the training. Emphasis is usually made on two main categories of skills:

- **Sectoral skills** related to the different topics covered by the EIET training programmes: the candidate should demonstrate that he/she masters the relevant competencies, and knowledge as well as sectoral first-hand experience. Therefore, the Institute requires a relevant MQF Level certification or higher than the MQF Level of the programme to be delivered. In particular cases of objective excellence in a specific sector, if the person does not have the relevant qualification, at least 2 years of work experience in the specific field is required.
- **Transversal skills** such as innate or acquired communication, leadership, and presentation skills as well as personal interests and life experiences, are also very significant to be included in the EIET team. The relevant qualifications of candidates will also be scrutinised and ensured by the Board with the support of any experts in the relevant field as identified by them.

A copy of the original certificates is required at the recruitment stage, together with police conduct. In cases where qualifications are international, they will be recognised by the Malta Qualifications Recognition Information Centre (MQRIC).

All applications and curriculum vitae received will be treated with utmost confidentiality and in line with all the provisions of the Data Protection Act or its equivalent legislative repealing law, if and when the latter enters into force. No data will be shared with any third parties and will only be used for the purposes of the recruitment process.

All applicants will be considered for a position because of their skills, teaching approach, work experience, qualifications and competencies. No applicant shall be discriminated on the grounds of sex, age, race / ethnic origin, marital status, gender identity, family responsibilities, pregnancy or potential pregnancy, disability, sexual orientation, religious or other beliefs as per the terms of Article 9 of the Equality for Men and Women Act (Cap. 456).

6.2 Academic Integrity and Freedom

EIET is committed to providing a learning experience of the highest standard while ensuring academic integrity and freedom. This policy has been developed to clearly communicate the responsibilities of all staff members and students as well as the actions that will be taken in case of plagiarism and dishonesty during coursework and/or exams.

6.3 Academic Staff Responsibility

All the EIET academic staff members are expected to lead by example, displaying academic integrity and educating students in practising honesty in their work. Academic staff are expected to design the coursework and assignments to minimise the opportunities for breaches of academic integrity. This includes but is not limited, to:

- Developing original assignments based on understanding and analysis of material;

- Teaching students how to appropriately reference their sources;
- Ensuring the confidentiality of exam questions;
- Ensuring there is an invigilator for all exams;
- Reviewing assignments and exams and investigating suspected cases of plagiarism and cheating.

Furthermore, all academic staff members are to encourage and support open, vigorous, and challenging debates respectfully among students in a safe environment. It is also the responsibility of academic staff members to encourage students to think critically and to protect free speech during programmes being followed. This means that students are allowed to investigate and discuss matters, including those that are controversial, inside and outside of class, without fear of institutional restraint or any discriminatory action against them.

6.4 Staff Development

Academic staff engaged by the EIET will meet the recruitment criteria set out for each programme. Once engaged, all academic staff will go through a thorough induction process during which assessment criteria and teaching methods are discussed.

They are also informed of all the policies of the Institute to ensure adherence. Although all lecturers engaged by the Institute are competent in their training areas, the Institute still supports their development through CPD programmes that will enhance their teaching performance. Further to this, all academic staff and the Head of the EIET will meet on a regular basis to discuss topics in relation to assessments and teaching methods as well as students' feedback to continue improving the student's learning experience. These meetings can also be done online.

In this context, the EIET has developed two main arrangements that may be followed to observe teaching activities:

- **Organising a trial run of the programme, especially for programmes requiring technical knowledge:** academic staff is invited to deliver the programme or its most complex modules to the EIET staff members in order to test his/her preparation and training style as well as to assess the level of clarity of the delivered content and material. The trial may also be held online. Feedback related to the teaching observation is communicated regularly informally and biannually by means of a performance appraisal session, whereby student evaluation forms are analysed at the end of the programme and feedback is provided to the academic staff.
- **Feedback to the academic staff member is based on the following criteria:** effective communication, control of the audience, presentation skills, knowledge of the topic and specific expertise, use of supporting tools (PPT presentations, flipcharts, using videos, and other visual aids or materials etc), organisation and management of group exercises and discussions, ability to engage student participation and active learning. The Head of the EIET also engages with the students and receives informal feedback about the academic staff's performance and programme, and asks learners to carefully fill in the evaluation form at the end of the programme.

The EIET also promotes innovation in teaching methods and continuous professional development. The institute encourages scholarly activity to strengthen the link between education and research, where possible, research papers and scholarly articles may also be published on the Institute website. The case of part-time teaching staff that provide limited and *ad hoc* services, particularly in programme delivery, is supported in their role by the Head of the EIET, who administers the office and oversees the training implementation, therefore having an overview of what is going on and being able to provide the required information and support.

Moreover, the EIET makes gender equality one of its values and its management is based on the recognition and promotion of the potential of all employees irrespective of their gender and caring responsibilities. Therefore, being compliant with its principles, the Institute allows part-time staff to organise their time and tasks in the most suitable way for the individual as long as the results are accomplished and the programme delivered.

The EIET also ensures that such staff is constantly *au courant* with developments in their fields and with the methodological requirements of their programmes.

Standard 7 - Learning Resources and Student Support

7.1 Student Support During the Programme

During their studies, students may encounter unforeseen challenges and situations. In such cases when students struggle to study, need support with study skills or draw up a study plan, or perhaps need to suspend their studies for a while due to changes in their lives, the Head of the EIET can support and advise the student accordingly.

Furthermore, the EIET's administrative staff is available to assist students during office hours, and the academic staff is available for further questions by the students outside of the scheduled classroom hours. Wherever possible, questions brought up by students directly to the academic staff will also be addressed during the programme. The administrative staff at the EIET interacts frequently with both the academic staff and the students to ensure that the students have the required support.

Administrative and logistical support provided by the EIET staff is periodically monitored based on the feedback gathered through the evaluation form received by participating students at the end of each programme. Funding for learning and teaching activities is included in the yearly budget plans prepared by the Head of the EIET together with the academic staff. During this exercise, the below are taken into consideration:

- Rental of venues;
- Academic staff costs;
- Administrative staff costs;
- Cost of coffee breaks;
- Cost of the virtual learning environment;
- Cost of the portal;
- Other related costs.

Other requirements that may arise throughout the year are discussed with the Head of the EIET to allocate the necessary funds.

7.2 Resources Available

There are several resources to assist students commensurate with the type and level of the programme. Each programme that the Institute provides includes journals; custom-made learning materials such as case studies; exercise sheets; articles; videos; podcasts and presentations.

More specifically, upon payment of the tuition fee, all students will receive from the Head of the EIET updated communication by e-mail and/or web platform about the programme, including the presentations for each module and the related programme material as prepared for by the trainer. Any additional documents and useful printouts are distributed as hard copy by the academic staff directly during the programme delivery, at his/her discretion.

An online virtual learning environment is set up by the EIET. All students will receive individual credentials to access the system and download additional material. As outlined in Section 8.2 Students' Diverse Needs, the EIET also prepares the necessary resources for persons with special needs. Such requests need to be communicated to the EIET upon registration, so as to ensure that all materials and resources are adequate for each individual to ensure that all students receive the resources required for programme completion and success.

7.3 After Programme Completion

The EJET programmes also build the framework for the students to continue to learn independently after the programme, should they desire to do so. The EJET staff is available for students, providing them with any guidance from an administrative and educational aspect.

This is done through one-to-one discussions with the Head of the EJET or other staff (academic/administrative). In such cases, staff can provide students with:

- On the job coaching and mentoring;
- Further professional development guidance;
- Career development and employability guidance;
- CV and application writing assistance;
- Preparation for interview assistance.

Standard 8 - Information Management

8.1 Effective Management

Information provided by the EIET in all means of communication including programmes should be clear, accurate, objective, up-to-date and accessible. This is done by ensuring that the EIET will strive to provide all the information required to help prospective students make an informed decision as regards their education, particularly concerning the knowledge, skills and competencies they are likely to gain upon the successful completion of the programme.

Moreover, the EIET staff will gather feedback on the programme information provided by students both during the induction programme and through the evaluation form which is provided at the end of the programme. In line with GDPR, such data will be anonymised after 4 years and stored for 40 years.

Comments and suggestions are hence taken into consideration by the EIET staff to improve promotional material and to convey public information about programmes more efficiently. Moreover, all programmes are developed through research, based on peer-reviewed journals that are carried out by qualified people in the field.

The Institute performs a dry run of most of its programmes during which different members of staff or professionals in that area are present and feedback is provided. This enables the EIET to improve the clarity, accuracy and objectivity of all material delivered. In other words, all written material is thoroughly scrutinised before being provided to students. What is more, all data collected is carried out in compliance with all applicable data protection legislation in place at registration and at programme completion.

This allows the administration of the EIET to monitor the:

- Profile of the student population provided at the beginning of every programme;
- Programme attendance throughout the programme;
- Dropouts and retention throughout the programme;
- Success rate at the end of each programme;
- Satisfaction of the overall learning experience at the end of the programme;
- Achievement of intended learning outcomes throughout the programme;
- Career paths after the programme through follow-up evaluation forms; and
- Satisfaction of learning outcomes to employers (when applicable) 1 month after programme completion to assess the impact on work performance.

This information is collected through several instruments adopted by the EIET, namely the registration form, the attendance sheets for each session attended, assessment outcomes and evaluation forms. Additionally, any follow-up questionnaires are created on the basis of research being carried out by the EIET on the most efficient tools for surveys and/or feedback collection to monitor the students' satisfaction.

This research led to the EIET adopting the Kirkpatrick Blended Model presented in Section 3.2 - Programme Design & Evaluation of this document. The evaluation form aims to cover all aspects of the learning experience, without being excessively time demanding and is sent to students for feedback at the end of the programme.

The data collection is subject to the student's approval, requested at the registration phase and at the end of the programme. The EIET staff will also inform the students, during the introduction meeting

ahead of the first session, that the data will be used for statistical purposes to improve the quality of the service being offered and to support the management in decision-making, thus, handling such data in strict confidence and in line with the Data Protection Act (Cap. 440). Data on the achievement of learning outcomes, performance improvement and success rates are gathered, for each programme iteration, in a different file created by the EIET.

This file is used to analyse, as described in Section 11.1 – Quality Assurance Measures of this document, the data gathered, allowing the Institute to monitor general improvements for each programme from one iteration to another and to create, through the use of specific data analysis tools, descriptive and comparative statistics supported, when appropriate, by graphs and tabular display formats.

Throughout their education development with the EIET, students are encouraged to provide the Institute with feedback about their experience on an ongoing basis using an open-door policy. It is understood that feedback can take place in different forms, including formal feedback; informal feedback; written; oral; individual; group; academic-student; student-student, and the EIET values all forms as it helps the institute to continuously adapt to the needs of all students.

With reference to formal feedback, every student is encouraged to complete the feedback form provided to them on the last day of the programme. This data, together with other data collected at the beginning and throughout the programme, allows academic staff to perform a thorough evaluation after each programme, discuss improvements, implement changes that can take place immediately and plan for long-term goals and changes even in the budgeting phase. In the case of employment-oriented programmes, employers are also approached to provide feedback on how the learning outcomes impacted the employees' performance. This process enables the EIET to prepare an action plan to improve teaching, learning and feedback practices for future intakes. This plan is shared with all EIET staff to ensure compliance throughout.

8.2 Students' Diverse Needs

The EIET understands that students have diverse learning needs and always makes an effort to respect and attend to the requirements of students. This flexibility is reflected in the way programmes are designed and the way the Institute approaches individual needs, allocating tailored learning resources and support services which are communicated to the students through the portal and verbally on the first day of the programme and throughout the programme.

The support offered varies and depends on the needs eventually disclosed by the students (they are encouraged to do so when registering for the programme and prior to the commencement of the programme if the problem occurs after the registration phase) and the EIET will make the necessary arrangements to cater for the student, this is coordinated by the Head of the EIET together with the academic and administrative staff.

Student Diversity and Persons with Disability and/or learning difficulties or Special Needs

There is a growing public awareness of the need to pay particular attention to the requirements to cater for student diversity as well as persons with disability. This involves the setting up of a user-friendly environment with specially designed facilities.

The EIET continuously updates its policies to ensure that it is accessible to persons with disability and/or persons with special needs. This is being achieved through arrangements, both before and after entry, and designed to assist without giving an undue advantage. These arrangements are applicable both to follow a programme as well as for assessments and examinations.

These arrangements fall within the exigencies of reasonable accommodation as enshrined in the Equal Opportunities (Persons with Disability) Act 2000 and the United Nations Convention on the Rights of Persons with Disabilities. The online admission form has been tailored to make the Institute programmes more accessible. Therefore, in cases when students have a known disability and/or specific learning difficulty, students are encouraged to disclose this information with the Head of the EIET prior to the commencement of the programme.

This will enable the Institute to assess one's needs and make the necessary arrangements to support the student accordingly through the right learning paths and/or appropriate resources. Any personal information the student provides when disclosing their disability and/or learning difficulty will be treated in strict confidence and made available only to relevant members of staff with prior student consent.

The physical environment of the Institute is also important. The EIET programmes with an in-person component are held in accessible buildings, with ramps and lifts being available throughout.

The EIET is also committed to inclusive education of persons with disability and persons with special needs, as well as the progressive removal of barriers to learning and participation in mainstream education. A student whose learning difficulty or disability calls for special educational provision, namely provision different from or additional to that available to other students, makes higher quality teaching even more important for the EIET.

The EIET is a firm believer in inclusion to identify and remove barriers to learning and is committed to enhancing the educational experience through facilitated participation and achievement of all students. This is done by paying particular attention to learners that may be at risk of marginalisation, exclusion or underachievement by providing them with personalised, student-centred care and by focusing on inclusion thus having mainstream academic staff that embraces the needs and principles of inclusion and is able to create an environment of interaction and supported learning. The EIET's special pedagogy revolves around instruction informed by the specific needs of the individual to ensure specialist approaches, to the range of needs that are unique and specific to the individual.

The EIET believes that there is no single type of educational approach that will work best for all students. Best practice has shown that it needs to be tailored for the individual and an inclusive system is required for results to be attained. The Institute will therefore embark on ensuring that such individuals have all the tools at their disposal during programme delivery. Arrangements at the Institute are tailored, whenever possible, to meet the needs of the individual requiring them.

Advice for Students with Disabilities, Long-Term Illness, and Specific Learning Difficulties

The following note is made available to students:

If you have some form of disability and/or specific learning difficulty, we encourage you to inform us. That way we can understand what is required and make arrangements to support you for a better learning experience. Kindly speak to the Head of the EIET, as soon as possible – preferably before your programme commences.

Any personal information you provide us with will be treated with the strictest confidence and made available only to relevant members of staff - subject to your permission. Kindly note that if you do not disclose your disability or learning difficulty, or withhold permission to inform relevant members of staff, it will be hard for us to provide you with the right support that will help you achieve your academic goals. Please note that such disclosure will not disadvantage you in any way.

The EIET provides advice, guidance, information and support for a range of needs including:

- autism spectrum disorders/asperger's syndrome;

- dyslexia and other specific learning difficulties;
- mental health;
- mobility impairments;
- sensory impairments;
- unseen disabilities like epilepsy/HIV/AIDS/chronic fatigue and other chronic conditions or illnesses.

The Head of the EIET is advising you as regards the support that may be made available and is responsible for alternative arrangements for assessments. Therefore, if you feel that you require alternate assessment arrangements (such as extra time or the use of a computer), kindly discuss this with the Head of the EIET without delay.

8.3 Part-Time & Full-Time Training Programmes

The EIET is primarily focused on providing programmes that help students to develop and enhance their skills through short and long programmes. This means that the target audience will include students from the age of 7 onwards. Therefore, the Institute is committed to designing programmes providing persons of all ages the opportunity to develop their education and skill set.

Meanwhile, full-time training programmes that take place during office hours are also available. The majority of our programmes are designed in the English language to cater for international students as well as local ones.

The EIET also provides support to local and international students by assisting them in applying for national funds as well as Erasmus+ funds when and where applicable. Moreover, the Institute also provides translation service support to those international students who struggle with the English language.

Standard 9: Public information

The EIET publishes information to the public mainly using its website and social media platforms. It provides information on activities, including programmes, in a clear, accurate, objective, and up-to-date manner, making it readily accessible to the target audience.

The central point for information on the programmes is the EIET website, however, these guidelines apply to all communication of and by the Institute including emails and printed material. Digital programme brochures will include the:

- selection criteria for the programmes;
- intended learning outcomes;
- qualifications they award, including information on the EQF/QF level and ECTS/ECVET learning credits;
- teaching, learning and assessment procedures used;
- pass marks; and
- further learning opportunities available to students.

To ensure that public information is clear, accurate, objective, up-to-date and accessible, brochures and programme outlines are circulated among the EIET staff for thorough proofreading before being published on the website or shared with the general public.

The website includes the strategic objectives, selection criteria for programmes, intended programme learning outcomes, qualification titles (including MQF Level and credit value), and teaching, learning

and assessment procedures used by the EJET for each programme. Information is also provided on pass marks and further learning opportunities available.

In addition, the professional layout of the website provides clear and informative data on programmes and services that the EJET offers.

The website is regularly updated and maintained to the highest level of quality while ensuring that the information available is sufficient for prospective applicants to make an informed decision in terms of the knowledge, skills and competencies they are likely to acquire upon the successful completion of the programme.

9.1 General Public & Corporate Outreach

All public information is kept up to standard and remains loyal to the brand. The brand is an essential part of the EJET's success; hence any promotional material is aligned to such standards.

The IQA ensures that information on public domains such as soft copies, brochures, websites and any printed material, is adequate, valid and up-to-date.

9.2 Reviewing of Public Information

As part of the curriculum review, public information depicting programme information is reviewed regularly to ensure that the information is correct, accurate and true in line with the MFHEA application.

Any programme updates on the website reflect any updates which have been reviewed and sent to the MFHEA for approval.

Standard 10 - Ongoing monitoring and periodic review of programmes

10.1 Programme Review

Through all the procedures and policies outlined above, the EIET commits itself to providing a learning experience of the highest standard. As explained throughout this document, educational methodologies and knowledge are constantly being updated and it is critical for the EIET to keep up with the changes and continuously improve its services for the best interest of its clients. Based on the MFHEA's overall Quality Cycle, the EIET's Quality Assurance Policy follows the same basic steps:

1. Planning
2. Implementation
3. Evaluation
4. Review

The Institute, in consultation with the academic staff, plans the best possible programme for the students. Following the delivery, the Head of the EIET, the academic and administrative staff and the students have the opportunity to evaluate the programme and improve it for the next iteration.

In addition to a programme-by-programme review, the EIET also reviews its full programme portfolio annually to ensure that the content is up-to-date and the training methods conform to the current evidence-based best practices. Every aspect of the programmes is carefully monitored for quality at the EIET from identification of the students' needs all the way to the assessment and accreditation of the students.

The EIET strives to offer more than an accreditation, it wants to impart the knowledge available to the students in the most effective way possible so that they can make an immediate impact with the skills gained. Therefore, the constant assessment of the programmes is critical to their success.

Should the Institute grow and/or opt to submit more programmes to the MFHEA for accreditation in the future, the provider shall amend this IQA document to reflect the changes in relation to this Standard.

10.2 Periodic Review of Programmes & Awards

The management and academic staff will periodically discuss and review the content, assessment, and syllabus to analyse whether programmes are:

1. Delivering the expected learning outcomes desired;
2. Assessed in a fair and relevant process and medium form of assessment; and
3. Relevant and up-to-date to any policies, trends, theories, or amendments at the time of review.

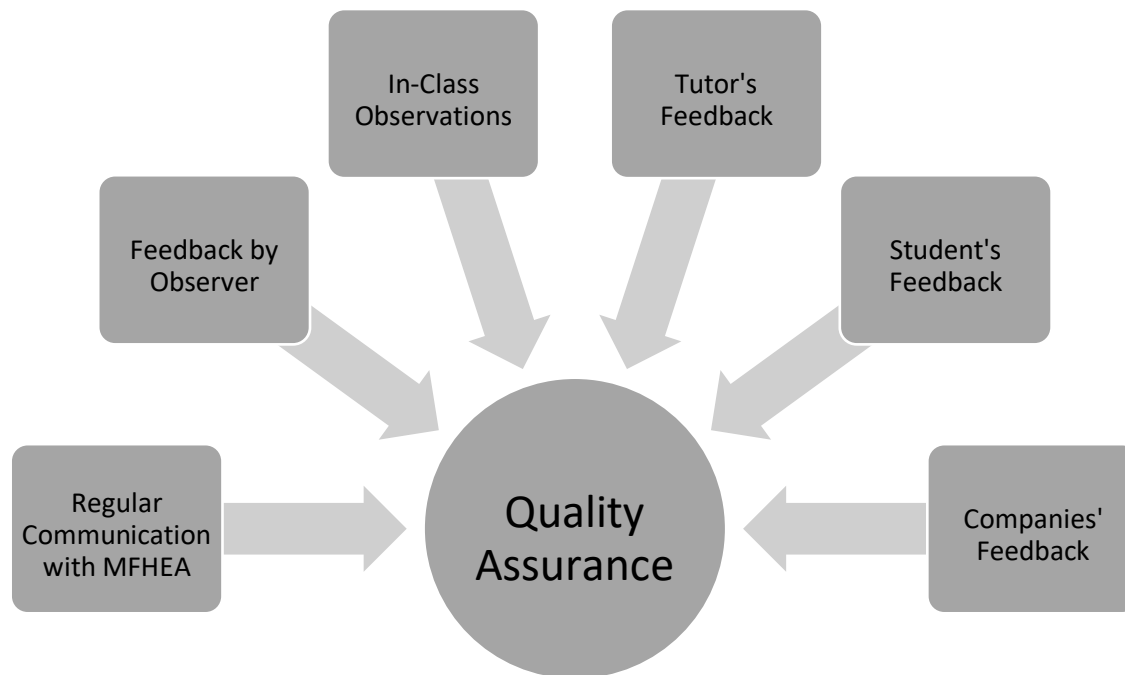
10.3 Active Participants in the Quality Assurance Process

The purpose of each programme is to create a platform which initiates and inspires current and effective learning of a said topic. The recipients of such knowledge are active and key players in the construction of and development of the EIET programmes. Stakeholders such as students and industry partners, offer ongoing support, insight, and feedback when they shed light on their needs and market trends.

Academic staff selected for each programme are active and reputable professionals in their field of work, and they share their experience and insight as a result of their ongoing role in the subject.

Contributors to the quality assurance of every programme start with the EIET administration requesting feedback from students and academic staff in writing to review and reflect on, after every programme. Suggestions are welcome and any room for improvement is noted, discussed and adopted as necessary.

Regular communication with and observing MFHEA's updates on the standards of Quality Assurance, also helps the EIET to remain at the forefront of the quality assurance process.



10.4 Feedback Evaluation Forms

The EIET thrives on delivering excellent learning opportunities to enhance the student's level of knowledge, together with their aspirations for educational, vocational and employment prospects. Therefore, their input on their experience is indispensable. It is the axle of what excels the EIET's level of quality. Feedback forms are imperative to gain a clear and structured form of constructive criticism to maintain a high level of standards and quality of learning experience.

The EIET has:

- a. A student's evaluation form
- b. Companies' feedback
- c. Academic Staff's feedback
- d. Regular communication with the MFHEA

10.4.1 Type of Online Feedback Form

Feedback received from the online feedback form is distributed to students following their last session, giving them the opportunity to provide an evaluation of the whole programme, considering its value for money, the delivery of the subject matter and an overall insight of customer care satisfaction. This form also evaluates if the attendee would recommend the institute and why.

10.4.2 Collection & Data Analysis of Feedback Forms

Once all the forms are collected, the data is analysed and included in a report to ensure that all feedback is noted.

Any negative feedback requiring immediate attention, is dealt with accordingly and followed up with the relevant stakeholder, academic staff and/or respective student/s, and a meeting may also be set if so required to resolve issues.

Academic staff are also given a briefing of the feedback analysis.

Standard 11 - Cyclical Quality Assurance

11.1 Quality Assurance Measures

The EIET will implement the Quality Cycle by monitoring and periodically reviewing their programmes in terms of their IQA policy and standards. This comprises implementation, review, valuation and planning.

The objectives of this cyclic exercise are to:

1. ensure that the objectives are achieved;
2. review the content of the programmes in light of the latest research/practice in the sector to ensure that these are up-to-date; and
3. respond to the changing needs of students and society.

Such reviews shall include input from students and, where applicable, input from EQA reports. They shall also include other stakeholders that are benefiting from the outcomes of the programme; in the case of career-oriented programmes, this includes stakeholders from the industry.

These reviews shall lead to continuous improvement of the programmes. Any action planned or taken as a result, shall be communicated to all those concerned during meetings and through the portal. The EIET academic and administrative staff report to the Head of the EIET as the Quality Assurance expert.

The Head of Institute is responsible for the annual review of each individual programme as explained throughout this handbook. In fact, the below shall be interpreted in line with all the policies and procedures outlined above. As far as the collection of feedback is concerned, the EIET is committed to ensuring that all stakeholders may influence teaching, learning and feedback practices.

In compliance with the policies and procedures already outlined in the document, the following tools have been identified as the most successful to gather information:

- The EIET has a programme completion evaluation form that is sent by e-mail and/or filled online at the end of the programme which students are requested to complete. The form is meant to evaluate the performance of the academic staff, the relevance of the topic, the quality of the programme information and venue (if applicable) and the quality of the support received. Additionally, the form offers an opportunity for students to highlight the most valuable aspects of the programme and offer suggestions for future iterations. The identification of valuable aspects and suggestions plays an important role in the review of the programme as these provide a clear indication of what is relevant to the students.
- When programmes are provided to companies, private stakeholders, such as employers, are requested to fill in feedback forms at the end of the programme aiming to evaluate the overall quality of the programme as well as the quality of support received and its impact on the work carried out following the programme.
- As regards public stakeholders, it is mentioned in Section 11.2 External Stakeholders for Quality Assurance and throughout this document, the EIET will liaise with them, only if and when required to receive specific feedback for the quality improvement of the respective programmes.
- The EIET staff is also requested to provide feedback once a year by the Head of the EIET, on the organisation and delivery of educational activities.

The analysis of the data collected is conducted with the support of useful IT analytical tools. After this, the data is presented and assessed during meetings evaluating each programme with the Head of the EIET, administrative and academic staff responsible for the programme.

These meetings are held annually to ensure that programmes and policies undergo a cyclical process of planning, implementation, evaluation and review. Recommendations and changes emerging from such meetings will influence the EIET action plan/s, issued yearly to improve teaching, learning and feedback practices for future intakes. The final version of the document is finally shared via e-mail and/or web platform with academic and administrative staff for their perusal. The academic staff are key to the quality assurance process and as active professionals, they understand its importance.

The EIET focuses on the important aspect of research in each of its programmes, thereby providing the students with the tools to continue developing their skills once they have completed the programme. Academic staff are expected to stay abreast of their areas of expertise and continue their professional development through participation in conferences and seminars. This includes assessors, as they are required to be familiar with existing assessment methods and are encouraged and given the opportunity to develop their skills in this area as well.

The Head of the EIET may guide and support academic staff towards attending conferences and seminars and pursuing scholarly activity to strengthen the link between education and research within their area of expertise, where applicable.

11.2 External Stakeholders for Quality Assurance

The EIET works in strong synergies with local public and private stakeholders active in the field of education as well as in various business sectors. More specifically, with respect to public stakeholders, the EIET liaises through regular meetings with the MFHEA for accreditation purposes of programmes and it is willing to collaborate with Jobsplus for funding programmes of MQF level 5 and Malta Enterprise for the approval of programmes from MQF level 5 to 7 under the Get Qualified 2017-2023 initiative³ and any relevant or subsequent initiatives.

Furthermore, to ensure that training programmes are in line with industrial needs and skills gaps, the Institute will consult with The Malta Chamber of Commerce, Enterprise and Industry, the Malta Chamber of SMEs and the Malta Business Bureau among others.

The institute believes that this process for developing programmes tailored to industry requirements, which links the needs of industry groupings to the educational paths that are designed and eventually delivered, offering students the possibility to get access to the specific set of skills that are being demanded by his/her industry, and the ability, after undergoing basic to advanced education, to choose the specific module(s) that appeal(s) best to the needs of the individual student in line with the performance improvement(s) being targeted.

Therefore, the EIET has the relevant key experts available in various sectors of industry that actively contribute as important external stakeholders to the quality assurance system, with whom meetings are held before identifying a new programme. This may also take place at the end of a programme to improve future iterations of a programme, and to discuss the feedback received from students, both verbally as well as through evaluation forms. Consequently, the students remain instrumental in the EIET quality assurance system.

³ More information is available at: <http://www.maltaenterprise.com/support/get-qualified-2017-2023> accessed on 11 February 2023.

To ensure this, students are also invited to provide feedback as described in this IQA. Moreover, institutional partners are also involved in the IQA system to ensure that the programmes provided by the EJET comply with national and European requirements and priorities.

Annex 1: Online/Blended Learning

The EIET will be offering online and blended learning through Moodle. For more information vide the document entitled 'The Virtual Learning Environment Guide: Moodle'.

1. *ADMISSION:* What are the administrative processes for student admissions and their authentication?

The EIET will keep to the declared process as stated in an earlier section of this IQA document. Once a user is enrolled on a programme, the student will be provided with a unique identification for authentication on the platform. When a user logs in using the credentials provided (assigned login and password that uniquely identifies the student; no IP monitoring to be performed for authentication to give a student the maximum connection flexibility and freedom), all activity, including submission of work and communication, is logged against this unique identity.

2. *TECHNICAL INFRASTRUCTURE:* At the programme design stage, how do you ensure that the virtual learning platform or other online tools used can deliver the programme or part thereof and that it facilitates teaching and learning? Please specify any tools/technologies used to assist students with special needs.

The virtual learning platform has been selected in line with the teaching and learning facilities required and according to the integrity, reliability and continuous availability of the technological infrastructure, both hardware and software features reflected in Moodle. When a related problem is met (i.e. service interruptions, website inaccessibility etc), it should be communicated to the academic staff who will immediately inform the management team that will get in touch with Moodle's help centre to address the matter as soon as possible.

Accessibility options are freely available and suited for several types of improved accessibility. Moreover, students with special needs may communicate their requests with the lecturer or the management, to address the matter. The management will discuss the possible employment of proper tools/technologies on a case-by-case basis. Moreover, students whose needs for technical or other support may arise during the evenings and weekends or whenever their academic staff is unavailable can access the VLE help section which provides videos and tutorials.

3. *TUTOR SUPPORT:* How do tutors receive academic, administrative, and technical support on the provision of the programme both in person and online/remotely?

The EIET staff will receive academic, administrative, and technical in-person and/or online support on the provision of Moodle. This will enable them to use all the system's respective features for an optimum experience. Moreover, support will be provided by administrative staff at the EIET having experience with Moodle (including technical background and knowledge). However, should it prove to be difficult, the EIET will be in touch with the Moodle support services for more in-depth technical support.

4. *STUDENT SUPPORT:* How will the education institution provide technical, administrative, and academic support including counselling to students in a virtual or blended environment?

The EIET will provide technical, administrative, and academic support in a virtual/blended learning environment by providing training to students at the start of the programme, for them to be able to use all the features possible to obtain an optimal educational experience. Support will also be provided by administrative staff at the EIET to support students with technical, administrative and academic support in person and/or remotely.

5. TUTOR COMPETENCIES: How will you ensure that tutors have the necessary ICT and pedagogical skills to use the virtual learning environment and other digital tools? Also, describe any technical support which can be provided to staff in using this and other digital tools.

Academic staff will direct and supervise the learning process of a programme. Consequently, all academic staff members will be required to be proficient in the necessary ICT and pedagogical skills to provide students with the best possible learning experience, this will be easily available through virtual contact.

The Head of the EIET will recruit academic staff, assessing their competencies, skills and knowledge to be in line with the general minimum qualifications and with online qualifications or experiences related to the programme of study. Furthermore, all academic staff are required to have experience with the use of Moodle as a virtual learning environment. Training and continuous professional development to use Moodle will be given by the EIET to cater for any updates, improvements or changes in the system or institutional requirements.

6. PEDAGOGY: What pedagogical methods do you use for teaching and learning? Explain your selection with reference to virtual learning or both virtual and traditional in case of a blended provision.

The EIET intends to utilise a flipped classroom pedagogical method when it comes to online/blended learning whereby the traditional contact hours are reflected by (mostly) asynchronous delivery methods. Sessions could have the format of online live academic-led sessions or tutorials as well as discussion groups.

Sessions may include a combination of theory and action learning methodologies such as project assignments, case studies, papers, analytical works and so on. Guest academics, webinars or online lab experiences may cover different topics.

7. INTERACTION AND COMMUNICATION: How do students and tutors interact with each other? Please explain with reference to virtual learning or both virtual and traditional in case of a blended provision.

Students and academic staff will be able to interact with each other using the virtual learning environment, or both virtual and traditional in cases of a blended provision. This may be found in the following pathway: in Site administration > Messaging > Messaging settings, teachers, students and other users may send and receive private messages via Moodle.

Moreover, online workshops, webinars, synchronous/asynchronous forums or other programme works could be proposed in an active way, namely giving the student the possibility to interact via online chat, video chat, and synchronous or asynchronous messaging systems.

The EIET will also recommend “peer learning” through the virtual learning environment which may also be supported through synchronous or asynchronous forums or chats and video-chats.

Feedback to students may also be provided on a one-to-one level or within a group/classroom environment.

8. ACCESS: What technical resources provided by the entity are needed by tutors and students to access the virtual learning environment and engage in teaching and learning?

The system is designed to be accessible via all devices such as PCs, laptops, tablets and mobile phones through a stable internet connection and a suitable browser. Accessibility options for students with special needs are applied according to the student’s hardware and browser setup (e.g. for visually impaired persons, proper browser plug-ins could be suggested in order to have a more comfortable view opportunity).

9. INSTRUCTIONAL RESOURCING: Please state the type of resources that will be made available to tutors and students, including resources which are both in virtual and physical format. How will the quality of the resources be ensured?

The resources being made available to academic staff and students, being in virtual and physical form will assist students commensurate to the type and level of the programme. Each training programme that the institute provides includes journals; custom-made learning materials such as case studies; exercise sheets; articles and presentations. More specifically, upon payment of the tuition fee, all students will receive communication by e-mail and/or web platform about the programme, including initial presentations for each module and the related educational material as prepared for by the academic staff. Additional documents and useful printouts may be distributed as a hardcopy by the academic during in-person sessions, at his/her discretion. The VLE will make available all the above-mentioned resources in a digital format. The EIET will also provide resources for persons with disability and those requiring special needs. Such requests will need to be communicated to the management upon registration, to ensure that all resources are tailored and adequate for each individual to ensure that all students have the necessary resources for programme completion.

The quality of the resources will be ensured by accessing such resources from reliable sources and will be evaluated post-programme completion through the evaluation forms completed and by following the Quality Cycle explained in this IQA.

10. ASSESSMENT: What is your approach to minimising plagiarism and cheating? Please explain what arrangements are in place for assessment in the virtual learning environment. How is the identity of the students checked when they submit their coursework, engage in virtual communication, or sit for online assessments? (e.g.: verification methods)

Assessment including the submission of coursework or projects, engaging in virtual communication or other types of assessment, will be logged and traced in the same way, to minimise plagiarism and cheating. Other technical requirements depend on the type of assessment, for instance, in case of an oral assessment, a webcam can be used to monitor the student. The academic/s will be responsible to minimise plagiarism and cheating attempts within the programme. To this end, academics may employ tools, data logs and traces made available by Moodle. The lecturer will report to the management in case of severe plagiarism and cheating as previously detailed in this document.

11. ARCHIVING: Indicate how records (including students' records, assignments, assessments, employment rates, and career paths when the programme states an orientation towards employment, and so on) are going to be archived in Malta.

Moodle provides an extensive suite of tools to help archive records and provide easy access for students, academic staff, and other stakeholders. Records can be stored and organised in the online platform, including students' records, assignments, assessments, employment rates, and career paths. All records may be accessed anytime by authorised individuals with proper permissions. The system allows for custom settings for data retention as specified by a programme or programme objectives. Additionally, Moodle includes options to back up files securely in case of a system crash. This ensures that data is preserved even if technical issues occur on the platform.

12. REVIEW: Explain how you will monitor, review, and update programmes to benefit from the latest technologies available for virtual teaching and learning.

Programmes will be monitored, reviewed and updated at least once a year to benefit from the latest technologies available for virtual teaching and learning. Should the EIET decide to use other online systems for its programmes, the EIET will duly inform the MFHEA.

Annex 2: EIET's Commitment to Equality and Diversity

The EIET believes that excellence will be achieved through recognising the value of every individual. The institute aims to create an environment that respects the diversity of staff and students and enables them to achieve their full potential to contribute fully, and to derive maximum benefit and enjoyment from their involvement in the life of this institution. The EIET will promote equality and human rights. The institute does this by providing advice and guidance, working to implement an effective legislative framework and raising awareness of student rights.

Policy Statement

The EIET is committed to promoting equal opportunities in education and employment. The EIET does this in recognition of the principles of equity and in conforming to the spirit and intent of equal opportunity and anti-discrimination laws. The EIET accepts its responsibilities in relation to these rights for people while they are engaged in activities undertaken as part of their study or employment with the EIET.

Definitions

Age discrimination means unfair treatment of a person on the basis of their age or age group. Age discrimination often occurs due to incorrect assumptions or stereotypes about people's skills, abilities, personal qualities or needs based on how old or young they are.

Disability under the Commonwealth Disability Discrimination Act 1992, disability means:

- total or partial loss of a person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of a person's body; or
- a disorder or malfunction that results in a person learning differently from a person without the disorder or malfunction; or
- a disorder, illness, or disease that affects a person's thought processes, perception of reality, emotions or judgement, or that results in disturbed behaviour; and
- includes a disability that presently exists; or
- previously existed but no longer exists; or
- may exist in the future; or
- is imputed to a person.

Discrimination

Unlawful discrimination means treating an individual and/or groups in employment and education less favourably because of one of the grounds specified in the relevant legislation.

Diversity

Generally, it refers to differences in race, gender, ethnic or cultural background, level of physical and mental ability, age, sexual orientation and religion. A productive and fair environment is one that acknowledges diversity and recognises the need to promote equality and a discrimination-free working and learning environment.

Equal opportunity

The EJET strives towards being an equal opportunities organisation. The EJET is actively committed to a policy that recognises the rights of all individuals to equality of opportunity. The institute's goal is to create an organisational and client learning environment which is free from discrimination, harassment or intimidation in which all people have equal opportunity to realise their full potential. The institute is committed to policies and procedures, which respect and value every individual's unique contribution, irrespective of their gender, marital status, race, ethnic origin, religious belief, or disability and without reference to social background or sexual orientation.

The EJET is committed to a programme of action that seeks to eradicate all forms of discrimination in all aspects of work and community involvement. The EJET further recognises that inequalities within society may be so deeply ingrained that they require a positive action programme to overcome them.

The EJET believes that discriminatory behaviour that is offensive or demeaning to anyone is treated as a matter of concern and is dealt with accordingly. The EJET believes that this principle is of fundamental importance in the context of a learning situation in which explanation, formulation and change of ideas and knowledge, and the acknowledgement of a wide diversity of opinion and belief, is central to its existence.

The EJET fully supports moral and legislative guidelines and is committed to following all Codes of Practice in relation to the Equal Opportunities, Race Relations and Disability Discrimination Acts, including any amendments or regulations associated with those Acts and future legislation.

Family / Guardian responsibilities

Refers to a range of duty of care or support responsibilities an individual may require as a member of a family or guardian.

Harassment

Unwelcome behaviour or language that has the effect of offending, intimidating, or humiliating a person on the basis of their sex, marital status, pregnancy, sexuality, race, disability, age, or political or religious belief, in circumstances which a reasonable person, having regard to all the circumstances, would have anticipated that the person harassed would be offended, humiliated, or intimidated.

Marital Status

Being single, married, married but living separately and apart from one's spouse, separated, divorced, widowed, or living with another person in a de facto relationship.

Pregnancy

Refers to presumed or actual pregnancy, or potential pregnancy.

Race

The term 'race' is understood to be flexible and evolving. It includes a person's nationality, country of birth, colour, ancestry, ethnic origin, or people associated with those of a particular race. The word 'race' is used in these procedures to reflect relevant legislation. Sex means whether a person is male or female.

Sexual harassment

Unwelcome sexual behaviour or sexual innuendo that has the effect of offending, intimidating or humiliating a person in circumstances, which a reasonable person having regard to all the circumstances would have anticipated that the person harassed would be offended, humiliated or intimidated.

Sexuality

This means whether a person is heterosexual, homosexual, bisexual or transsexual. It includes presumed sexuality.

Social justice

The right of all staff and students to equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth.

Victimisation

Refers to a person being subjected to less favourable treatment because it is known or suspected that the person has made or proposes to lodge a grievance; has provided any information or documents; has attended a conference in relation to a grievance; or has supported someone else lodging a grievance.

Workplace bullying or harassment

Workplace bullying or harassment involves the repeated unreasonable ill-treatment of a person by another or others. It is a form of harassment and discrimination consisting of offensive, abusive, belittling or threatening behaviour directed at an individual or a group in the workplace.

Implementation requirements

Consistent with legislation, the implementation of this policy will use education and conciliation as the principal means to eliminate discrimination and in the resolution of grievances. An essential element in the implementation of this policy is raising the awareness of all members of the EIET community of the principles of equity and social justice. In affirmation of its commitment to equal opportunity, the EIET will:

- Promote equal opportunity in all aspects of the EIET's activities and as an integral part of all the organisation's policies and practices.
- Adopt policies, procedures, and practices for staff consistent with equal opportunity principles in the areas of admission, teaching, assessment, research, and access to the provision of services and other facilities of the EIET.
- Adopt policies, procedures, and practices for staff consistent with equal opportunity principles in the areas of recruitment, selection, promotion, training and development, and other conditions of employment.
- Act to provide a learning and working environment that is free of sexual harassment.
- Take action to prevent the occurrence of unlawful discrimination, harassment, sexual harassment and bullying by conducting educative programmes and other activities for staff and students and through the implementation of discrimination and harassment grievance procedures for staff and discrimination and harassment grievance procedures for students.
- Take positive steps to promote representative participation of diverse groups of students and staff to achieve equal opportunity in education and employment.
- Continue to develop specific policies that focus on equal opportunity issues (as the need arises) and monitor and evaluate such policies.

Responsibilities and/or authorities

All staff and students are responsible for equal opportunity principles to be respected. Administrative and academic staff are required to know the legislation and ensure that the workplace and study environments are safe and free from discrimination under the grounds covered by this policy. The Head of the EIET is also responsible for the safeguarding of equal opportunity principles and promoting equal employment opportunities.

Evaluation

The policy will be evaluated by the Head of the EIET following recommendations presented by administrative and academic staff.

Practical Application

The EIET will endeavour to provide a service which is appropriate to the needs of an individual and delivered in a stereotype-free environment. Harassment of any kind will not be tolerated and the EIET will strive to provide appropriate support and guidance to staff, students and lecturers. Furthermore, the EIET is committed to providing a service taking into consideration the community's views.

The Institute will continue to work towards a staffing and learning population balance that reflects the wider community. It is important to recognise that the concept of 'equal opportunities' does not mean treating everybody the same. It is the concept of ensuring that everyone has a 'level playing field' and is protected from discrimination. Equal opportunities may therefore involve different treatment or adjustments.

The EIET recognises that good intentions alone are not sufficient, and this policy needs to be supported by a clear programme of positive action based on strategic objectives so that equality of opportunity can become a reality for employees and learners.

Implementation

It is recognised that the main responsibility to provide equal opportunities in education rests with the company by means of:

1. The adoption of the policy on Equal Opportunities and Diversity by the Head of the EIET.
2. Coordination by any Company Director/s, with an agreed pattern of shared responsibility by which implementation is affected by all administrative and academic staff and students enrolled in the various programmes.

Ethos of EIET

- **Publicity:** The EIET publicity will include a statement of commitment to equal opportunities for all.
- **Recruitment:** The EIET recognises that at every stage of the recruitment and selection process, it is necessary to eliminate discrimination and to train all those involved in the process.
- **Access:** The EIET's programmes will provide access to education to all individuals and will make reasonable adjustments to allow each individual to participate fully.

- **Induction:** It is the policy of EIET to promote equal opportunities in all aspects of its work. It expects all staff and students to perform their duties in relation to the programme in accordance with this policy.
- **Guidance and Support:** The EIET will ensure that adequate support is given to students who feel isolated when reading a programme. The EIET will enable former students to obtain guidance and support at any time after they have completed their programme.
- **Education:** The EIET will develop a variety of learning programmes that will enable a wide range of students to participate at different levels of education. There will be flexibility in the timetable to acknowledge different levels of ability, motivation and circumstances. Teaching, learning and assessment will take place online and/or in-person and will encourage flexible and open teaching, learning and assessment strategies and is, as far as possible, accessible to all.
- **Content:** The EIET will regularly check the content of all programmes to eliminate discriminatory materials or stereotypes.
- **Delivery:** A learning model will be adopted which enables learners to construct their own learning experiences by recognising that the students may need to work in different ways, at different paces and with different materials.
- **Assessment:** The EIET assessors will be appropriately trained and made aware of the possibilities of including bias in the area of race, gender or age in the assessment criteria and procedures. They will adopt models that eliminate discrimination. The EIET may revise assessment plans at any time during the year.
- **Resources:** The EIET will ensure that those responsible for the purchase and/or maintenance of book and non-book resources, equipment, furnishings and fittings have regard to equal opportunities.
- **Evaluation:** Programme evaluation will explicitly monitor all of the areas outlined above. The EIET staff will always act in a non-discriminatory manner toward both staff and students.
- **Students:** It is core to EIET's ethos that students are treated equally in all areas of their educational journey and given appropriate support to promote equality of opportunity.

The EIET has clear procedures to address situations that go against the ethos of EIET's work:

1. It is the responsibility of each member of EIET's staff in their role, where failure to implement policy is felt to have occurred, to take action to rectify the matter in a timely and confidential manner.
2. Where appropriate, action does not lie within the designated role of the staff concerned; the matter should be taken to the Head of the EIET who is responsible to address such a matter.
3. Where a learner, potential learner, or other client of the EIET raises an issue of failure to implement policy, this should be dealt with as in (1) and (2) above.
4. If such action does not bring about a satisfactory result, the matter should be referred to the Head of the EIET.
5. If any person feels they have not been treated fairly on any matter relating to this policy, they have the right to appeal to the Head of the EIET.

General incidents

General incidents of a discriminatory nature may include:

- Producing insulting written material.
- Attempting to recruit learners to racist organisations, for example, bringing leaflets, badges, magazines etc. into the EIET.
- Derogatory remarks directed to minority/ies or disadvantaged groups, for example, sexist jokes, and insulting references to persons with disabilities.

Action to be taken:

- a. Where the perpetrator is a student, the member of staff observing it or having it referred to them should deal with the incident.
- b. Where this procedure is felt to be insufficient or ineffective, the matter should be referred to the Head of the EIET.

Harassment may be defined as all those actions and practices by a person or group of people which are directed at one or more members of the EIET community which:

1. Are repeated and unwanted;
2. May be deliberate or done unconsciously to cause humiliation, offence or distress;
3. May interfere with work performance or create an unpleasant working environment;
4. Comprise of remarks or actions associated with the person's gender, race, sexual orientation or disability over their role within the EIET.

The EIET considers such harassment of staff, students or members of the public to be a serious offence and will not tolerate such behaviour from anyone. The EIET will give support through all of the procedures which may be required to deal with a harassment incident.

Review

The EIET has a responsibility to deliver its whole curriculum within an Equal Opportunities context and through processes aimed at countering discrimination of all kinds. As social demographic patterns change, there may be additional urgency for the EIET to reconsider its programmes in relation to groups of learners who would not have previously undertaken a further education programme.

The workplace, the law, and non-statutory guidelines: There are a number of pieces of legislation and non-statutory guidelines, which protect individuals from unfair discrimination in the workplace, namely:

- Treaty of Rome (1957) Article 119
- Equal Pay Act (1970) and Equal Pay (Amendment) Act (1983)
- Rehabilitation of Offenders Act (1974)
- Sex Discrimination Act (1975)
- Sex Discrimination (Gender Reassignment) Regulations (1999)
- Race Relations Act (1976)

- Race Relations (Amendment) Act (2000)
- Disability Discrimination Act (1995)
- Disability Rights Commission Act (1999)
- The Special Educational Needs and Disability Act (2001)
- Article 13 of the Treaty of Amsterdam (1999)
- Code of Practice on Age Diversity (1999)

Furthermore, there are also a number of statutory organisations, which exist to ensure that Equal Opportunities legislation is complied with, for example:

- Advisory Conciliation and Arbitration Services (ACAS)
- Commission for Racial Equality (CRE)
- Equal Opportunities Commission (EOC)
- Disability Rights Commission (DRC)

Disclaimer

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of publication. The EIET makes every reasonable effort to ensure that the information in the Institute's handbook is accurate, however, the EIET regularly reviews all educational services, and these may change from time to time. It is recommended that you contact the administrative staff to check the current position on programmes and services. To check for the latest information, students are encouraged to follow the VLE for the full programme portfolio.