



Advenio  
eAcademy,  
MALTA



University of Bari  
Aldo Moro,  
ITALY



University of  
Ioannina,  
GREECE



Poltava University of  
Economics and Trade,  
UKRAINE



Szent István  
University,  
HUNGARY



University of  
Žilina,  
SLOVAKIA

# ONLINE MASTERS IN ENTREPRENEURSHIP

## MHEI - ME

2020 Catalogue of Level 7 Programmes

Multiple Higher Educational Institutions  
Masters in Entrepreneurship (MHEI-ME)  
On-line & Blended Learning (MALTA)

“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.”

– Thomas A. Edison

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## Administration Details

Advenio eAcademy is operated by AeA Ltd., a Maltese registered limited liability company with company number C-54887 and VAT Number: MT20668930

Registered Offices: Advenio eAcademy 33/4, Abate Rigord street, Ta' Xbiex, XBX 1128, Malta	Campus: Advenio eAcademy, English Communications School , 10, Triq San Piju V, Sliema SLM 1424, MALTA
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# Introduction

Advenio eAcademy is a licensed higher educational institution (HEI) based in Malta specialised in elearning (NCFHE Licence Number: 2013-FHI-006). In collaboration with a number of Higher Educational Institutions, in 2018 AeA launched a certified 90 ECTS credit at <sup>2</sup>EQF/MQF Level 7 on-line Masters programme in Entrepreneurship. This programme conducted in English and is awarded by Advenio eAcademy in collaboration with multiple HEIs from different European countries.

The collaborating Higher Educational Institutions bring to the programme years of international experience at graduate level and include some very well-known European universities. This international involvement is probably what distinguishes the proposed programme most. It provides a uniquely European open approach to learning, focusing on the on-going development of best practices in the different fields related to entrepreneurship. The collaborating HEIs include:- GREECE – University of Ioannina; HUNGARY-Szent Istvan University; ITALY – University of Bari Aldo Moro; SLOVAKIA - University of Žilina and UKRAINE - Poltava University of Economics and Trade. Other HEIs are expected to join the consortium in the future and this will further increase the diversity of course modules available to students.

The **On-line MHEI – ME** (Multiple Higher Educational Institution – Masters in Entrepreneurship) is a nineteen month part-time programme which brings together multiple Higher Education Institutions to design, develop, implement and operate an online Masters programme in Entrepreneurship. This programme is more generalist in nature. It is designed to assist practicing entrepreneurs, current managers of Small and Medium Sized Enterprises, or managers working within larger organisations who want to make the transition to the SME environment either as entrepreneurs or executives within SMEs. The programme is in response to the market requirements for specialised post graduate quality courses that meet the needs of existing entrepreneurs and small business managers. The focus of this programme is to provide entrepreneurs, or aspiring entrepreneurs, with a higher level of competence to enable them to successfully launch or grow their own SME operation.

This twenty-one month part-time Masters programme is certified by NCFHE, the National Commission for Further and Higher Education in Malta and accredited at 90 ECTS at Level 7. It is awarded by Advenio eAcademy in collaboration with the Partner HEIs. The accreditation of the course provides the confirmation of European quality assurance and the automatic recognition of the course within the EU<sup>1</sup>. The first intake was launched in April 2018 and graduation was held in November 2019. Further intakes were scheduled for 2019 and 2020.

The **Blended Learning MHEI-ME programme** was launched in April 2019 as a twelve month blended learning full-time programme for students residing in Malta. Advenio eAcademy offered additional on-site weekly support classes to assist students cope with the tighter time frames for the completion of the various course modules. The support classes are held at the English Communications School premises in Sliema. These premises are certified and licensed by the NCFHE for higher education and already host programmes by other educational institutions.

There is a variation in the on-line programme to allow for a shorter completion period. The Blended Learning programme allows for parallel running of various elements, namely the internship and the specialist courses as well as a reduced period for the completion of the business plan. Intake 1 of the blended learning MHEI-ME programme will commence in April 2019 in parallel with the on-line programme as the on-line activities will be common to both. Thereafter intakes will commence in parallel with the on-line programmes, July and October 2019.

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<sup>1</sup>The European Credit Transfer and Accumulation System (ECTS) is a standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries

<sup>2</sup>*European Qualifications Framework / Malta Qualifications Framework*

# MHEI Consortium

## 1. GREECE – University of Ioannina

The University of Ioannina was founded in 1964. In 1970 it became an independent Higher Education Institution, which grew rapidly in the following years. Today, the University of Ioannina includes 17 academic departments which account for 13,523 undergraduate students. A number of organised postgraduate study programmes are on offer that combine taught and research elements both at Master's and Doctoral level. Approximately 1,300 students are involved in full-time study progressing to a Master's degree, while 2,217 students are currently pursuing their studies at Doctoral level. Within a 42-year span the size of the University of Ioannina has almost doubled and its development prospects appear to be particularly promising.

The University comprises the following Schools and Departments: School of Philosophy, School of Sciences, School of Education, School of Health Sciences, School of Sciences and Technologies. Independent (Non-School) Departments - School of Fine Arts, School of Natural Resources and Enterprises Management (located in Agrinio), Independent (Non-School) Department (located in Agrinio) and Department of Cultural Heritage Management and New Technologies.

The efforts to establish a University in Ioannina and in the wider region can be traced back to the last pre-revolutionary years. During that period, leading Epirot intellectuals had attempted to found higher Education Institutions in Epirus. From the early fifties and directly after the founding of the Society for Epirot Studies (1954) a strong demand was voiced for the founding of a Higher Education Institution that would reflect the cultural background of Epirus and promote Ioannina and the wider region from every aspect.

In 1962 a delegation of visionary intellectuals was set up in Athens with a single aim: "the most effective assertion and widest possible promotion of the fair Epirot request to establish a third university or an independent theoretical or technical training school in Ioannina". In an announcement in July 1962 the Committee called on every official and unofficial

body, as well as on every Epirot citizen, to take action so that the above request would be realised.

On 8 May 1964 the founding of a School of Philosophy in Ioannina was announced in the daily press, as a branch of the same School of the Aristotle University of Thessaloniki. Initially the Department was housed in the old building of the Zosimaia Academy. In 1966 Georgios Mylonas, undersecretary to the premier's office at the time as well as education undersecretary, not only favoured the relocation of the School, but also commissioned the drawing up of plans for a custom built campus in the area near to Dourouti Monastery.



*Photo caption: Representatives of the HEI consortium at the Kick-off Meeting. From left to right:- Prof. Radovan Madlenak on behalf of University of Žilina and Prof. Jenny Pange on behalf of University of Ioannina.*



*Photo caption: University of Ioannina Campus.*

## 2. HUNGARY- Szent István University

Szent István University (SZIU), is one of Hungary's most prominent institutions of higher education, and consists of seven different faculties for study and research hosting approximately 14,000 students. The university campuses, located throughout the country, are home to some beautiful buildings in Hungary, offering students and staff a comfortable, relaxing environment for the attainment of knowledge. With parts of its history dating back well over two centuries, SZIU blends Hungary's rich traditions with cutting-edge technology to meet the needs of its students in today's competitive labour markets.

Within the seven faculties degree programs are offered in a wide variety of subjects ranging from natural sciences, engineering and veterinary medicine to business, economics, social sciences, health sciences and pedagogy. Programmes are available at every level from vocational training to PhD and beyond.

Szent István University's rich history dates back to the 18th century. With such a long history and legacy of excellence, Szent István University stands as a central pillar of higher education in Hungary and throughout the region.

Milestones in the history of SZIU:

- 1787 Faculty of Veterinary Medicine founded
- 1880 Ybl Miklós Technical College founded
- 1917 Teacher Training College, Jászberény founded
- 1920 University of Agriculture was founded in Budapest
- 1950 University of Agriculture moved to Gödöllő
- 2000 Szent István University founded

Szent István University, one of Hungary's largest institutions of higher education, was founded in 2000 by the merger of the University of Veterinary Science in Budapest, Ybl Miklós Technical College, the Teachers' Training College of Jászberény and the University of Agriculture in Gödöllő. Later on, in 2009, Tessedik Sámuel College merged with SZIE as well.

The university headquarters are located in Gödöllő, but altogether 7 different faculties for study and research in Budapest, Jászberény, Békéscsaba, Szarvas and Gyula host more than 14000 students. Some of the schools in Szent István University have more than

a century of history. SZIU understands the importance of internationalization and promotes a variety of international activities. With partners on almost every continent, SZIU students and staff can operate on a global scale to gain and share the essential knowledge for success in the globalized world. SZIU sees this as a cornerstone for a more secure future and are proud to be a vital part of it. Szent István University strives to become a leading and significant international institution of higher education and knowledge in the Carpathian Basin, uniquely unifying the spectrum of agriculture and other connected disciplines at a national level.



*Photo caption: Representatives of the HEI consortium at the press conference. From left to right:- Ms. Lilla Mária Aldorfainé Czabadai and Dr. Gyorgy Neszmelyi on behalf of Szent István University, Mr. Stephen P. D'Alessandro on behalf of Advenio eAcademy, Prof. Olena Cherniavska on behalf of Poltava University of Economics and Trade, Prof. Jenny Pange on behalf of University of Ioannina and Prof. Radovan Madlenak on behalf of University of Žilina.*



*Photo caption: Representatives of Szent Istvan University and Advenio eAcademy at the Multiplier Event held in Hungary.*

### 3. ITALY – University of Bari Aldo Moro

The University of Bari Aldo Moro, one of the 58 State universities, was founded in 1925 and is attended today by about 60,000 students, across the Bari, Brindisi, and Taranto campuses. The University was named after one of its most famous students, the statesman Aldo Moro. Moro taught Criminal Law at the University of Bari for several years.

The university offers various courses for undergraduate, graduate and post-graduate students. Aside from teaching, the university is also focused on scientific research at the doctorate level. The University of Bari research centres are highly-interactive, having connections among different departments, universities, and other research centres.

The University of Bari is one of the most prestigious universities in Southern Italy and it is one of the largest universities in Italy, with a student population of around 60,000. A recent name change refers to the statesman Aldo Moro (1916-1978), a student of law there until 1939 who then served as ordinary professor of philosophy of Law and Colonial Policy (1941) and of Criminal Law (1942).

These are the 13 faculties in which the university is divided into:

Faculty of Agricultural Science, Faculty of Arts and Philosophy, Faculty of Biotechnological Sciences, Faculty of Communication Studies, Faculty of Economics, Faculty of Educational Science, Faculty of Foreign Languages and Literatures, Faculty of Law, Faculty of Mathematics, Physics and Natural Science, Faculty of Medicine and Surgery, Faculty of Pharmacy, Faculty of Political Science, Faculty of Veterinary Medicine and Ionian Department of Law and Economics (Taranto).

The University has been awarded the following ranking positions:

- ranked 305 by Performance Ranking of Scientific Papers for World Universities (2009)
- ranked 401-500 by Academic Ranking of World Universities (ARWU) (13th university in Italy) (2012)
- ranked 350-400 by Times Higher Education Supplement (THES) Ranking of World Universities

(2011)

- ranked 508 by QS World University Rankings (2007) ranked 186 (in Europe) by the Leiden Ranking (2010)

The University is one of the 20 Italian higher education institutions in the ARWU list of the top 500 universities in the world for 2012. Moreover, it has been ranked between 151st and 200th in the world for Physics by Academic Ranking of World Universities (ARWU)- Shanghai Jiao Tong University (2012).



*Photo Caption: University of Bari Aldo Moro Campus*



*Photo Caption: Prof. Alessandro Pagano, Prof. Agostino Marengo and Dr. Mariangela Latorre of University of Bari at the Multiplier Event held in Italy.*

## 4. MALTA- Advenio eAcademy

Advenio eAcademy was established in Malta in 2013 as a licensed Higher Education Institution (HEI), (NCFHE Licence number: 2013-FHI-0006) catering for an international clientele of discerning educational service providers and learners. It provides the opportunity for participating educational institutions and training organisations to move beyond the constraints of physical premises. It allows them to embrace a virtual campus which allows for the development and deployment of state-of-the-art educational and training programmes that really add value to the students.

Advenio eAcademy is the first organization in Malta providing on-line certified courses within the international ECTS framework, licensed by the National commission for Further and Higher Education in Malta, NCFHE. The e-learning platform used is the award winning EB-Learn solution developed and maintained by E-Business Systems, the web solutions arm of AllSecure Ltd. EB-Learn provides resource libraries, audio-visual and video presentations, forum and wiki capabilities, and integrates video conferencing facilities to allow for one-to-one or one-to-many coaching or tutorial sessions.

Critical to the success of Advenio eAcademy is the student-centric approach adopted in all its operations. It is driven by a team of professionals determined to harness technology and partner networks to develop and delivery top quality programmes at very cost effective prices in formats that meet the needs of the more discerning students.

Advenio eAcademy seeks international partnerships and collaboration with higher educational institutes that collaborate to exploit and leverage the power of elearning. Over the past years it has run on-line Level 5 courses in Romania with the University of Bucharest and in Serbia in collaboration with the University of Nis and the University of Novi Sad. These are some of the top higher educational institutes in Central Eastern Europe with international reputations for their innovation and commitment to on-going development of their programmes. Certification was provided to those students who successfully completed the prescribed requirements and examinations of the specialised on-line courses. Students were awarded 4 ECTS credits at MQF/EQF Level 5. ECTS credits act as

a quality assurance policy which establishes a point of reference for recognition and esteem. The recognition of credits enables learners to obtain recognition of the learning outcomes achieved in different countries without the need of re-assessment. The ECTS credit system establishes workloads and therefore upon presentation of the certificate, employers will have a clearer picture of the student's achievements within the national and European framework of qualifications.

In 2019 blended learning courses will be launched following the success of its on-line courses, and in response to calls for more customised courses to meet the needs of various local service providers. In collaboration with these partners, Advenio eAcademy will be launching a series of blended learning programmes providing additional materials to those available on the standard on-line courses. These blended learning courses will be customised to meet the specific requirements of the local service providers and will allow for greater student interaction.



*Photo caption: Delegates of the HEI consortium at the press conference. From left to right:- on behalf of Advenio eAcademy, University of Ioannina, Szent István University, Poltava University of Economics and Trade and University of Žilina*



*Photo Caption: The flags of Partner Institutes collaborating in this Erasmus+ project and the Official Erasmus+ MHEI-ME Project Leaflets*

## 5. SLOVAKIA- University of Žilina

The history of the University of Žilina (UNIZA) began on 1 September 1953 when the University of Railway Transport was founded by separating from the Czech Technical University in Prague. It gradually became an important pillar of education in the fields of transport, which resulted in the change in the name to the University of Transport. It was moved to Žilina in 1960 where it underwent many transformations, and in 1980 it was renamed again as the University of Transport and Communications. In 1996, after broadening its fields of interest and other organisational changes, it was renamed the University of Žilina.

At present there are about 10,000 students being educated at seven faculties in 225 accredited fields of study in all forms and degrees of university studies at the University. In its over 60 years of successful existence it has become the alma mater for more than 70,000 graduates, highly skilled professionals specialising mostly in transport and technical fields as well as in management, marketing or humanities. The quality and readiness of our graduates for the needs of practice is proved by long-term high interest in hiring them by employers that cooperate with the University in the recruitment process.

In the field of science and research, our University participates in 200 national and 41 international scientific projects and organises about 60 scientific and professional events annually. There were two new significant work places established within the Operational Programme Research and Development in 2013 – University Science Park and Research Centre.

Results of science and research activities of the University have an important influence not only on the educational activities but also on the development of international cooperation or interconnection with practice. One of the proofs of successful transfer of science and research results into practice is the Award for Technology Transfer for the team of authors from the Faculty of Mechanical Engineering at the University of Žilina.

The cooperation with foreign universities and institutions is crucial for our University. The University has signed bilateral cooperation agreements with

more than 150 foreign partners and it belongs to the most successful universities within the Erasmus Programme, both in the number of seconded staff and students. It successfully participated in the student mobility programmes with Brazil and Korea in 2014. University of Žilina has a burning ambition to continue in dynamic growth, to provide high quality education, to educate well-prepared and demanded graduates, to develop international cooperation both in science and education; however, its major aim is primarily to provide space and opportunities for the young generation to discover new, to broaden horizons, to learn how to cooperate, communicate and respect each other.



*Photo caption: Representatives of the HEI consortium at the Kick-off Meeting. From left to right:- Ing. David Dingli on behalf of Advenio eAcademy and Prof. Radovan Madlenak on behalf of University of Žilina.*



*Photo caption: Representatives of the University of Žilina and attendees at the Multiplier Event held in Slovakia.*

## 6. UKRAINE- Poltava University of Economics and Trade

Higher Educational Establishment of Ukoopspilka «Poltava University of Economics and Trade» (up to 2010 Poltava University of Consumer Cooperatives in Ukraine) is a modern, dynamic and innovative higher educational institution in economics in Ukraine, 56 years old, in which 7,000 students from 28 countries (USA, Azerbaijan, Georgia, Israel, Egypt, Morocco, Nigeria, Turkey, Tunisia, Turkmenistan etc. ) in 39 specialties are trained.

2 Faculties and 1 Institute are part of the University:

- Faculty of Commodities, Trade and Marketing;
- Food Technology, Hotel, Restaurant and Tourism Business Faculty.
- The Institute of Economics, Management and Information Technology is also operating as a part of the University.

Education process (teaching) at the University is on Ukrainian, English and Russian languages.

The teaching staff includes 51 doctor of sciences and professor, 196 candidates of sciences and associate professors.

Over the past 2 years 286 manuals approved by the Ministry of Education and Science of Ukraine (MESU); 315 tutorials; 58 monographs, some of which are devoted to specified topics were published; 27 patents were received, more than 106 scientific events were held, including 27 – international ones. Research is carried out by 29 scientific directions, 70 research topics are carried out.

The university staff uses modern concepts, Internet technologies and information systems for teaching students of e-business and e-government support techniques.

The University provides educational services in accordance with international quality standards series ISO 9001:2008. PUET is accredited in IV level by State Accreditation Commission of Ukraine. PUET collaborates with 91 foreign universities from 32 countries under agreements.

We have joint master program in Hotel restaurant business and Tourism with Academy of Hotel Business and Catering Industry in Poznan (Poland); in Business Administration with University of Nicosia (Cyprus); in Management of Foreign Economic Activity with Information Systems Management Institute ISMA (Latvia); in International Economics with Schmalkalden University of Applied Sciences (Germany).



*Photo caption: Representatives of the HEI consortium at the Transnational Meeting. From left to right:- Ms. Lilla Mária Aldorfainé Czabadai on behalf of Szent István University, Prof. Olena Cherniavska and Ms. Yuliia Perehuda on behalf of Poltava University of Economics and Trade*

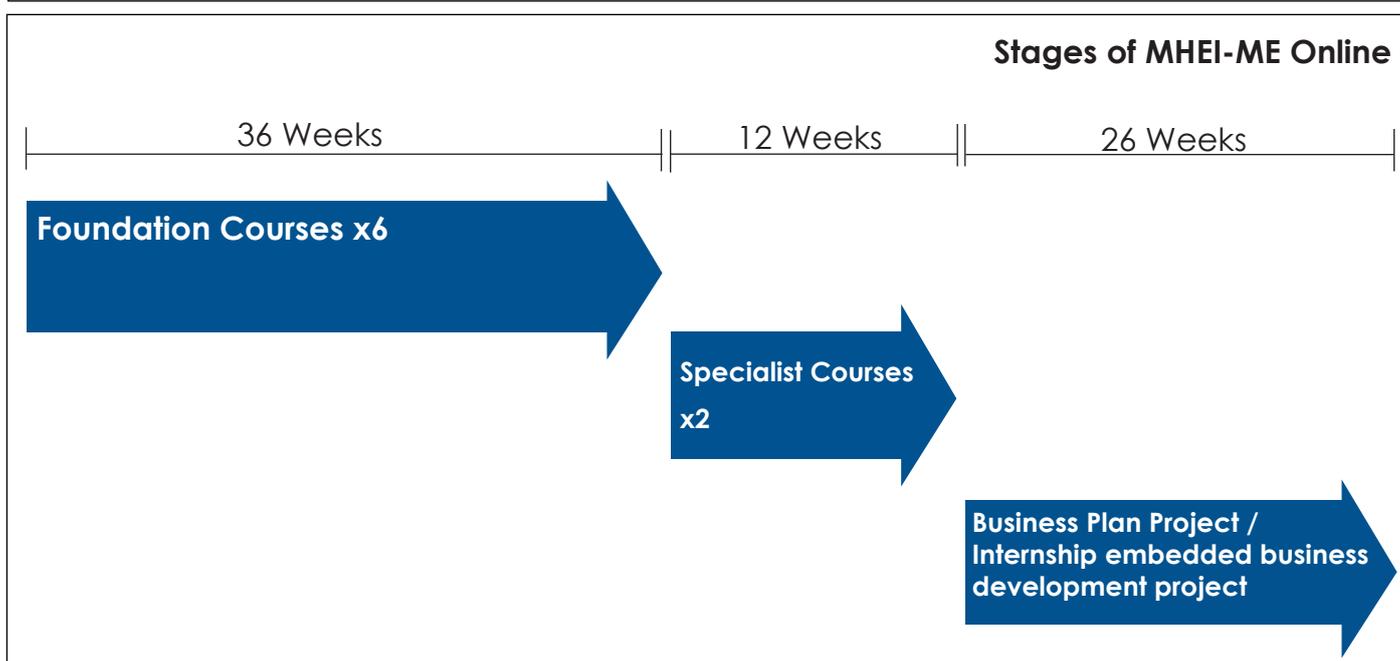


*Photo caption: Representatives of the Poltava University of Economics and Trade and attendees at the Multiplier Event held in Ukraine.*

# MHEI-ME Online Programme

Title:	Masters in Entrepreneurship	
Qualification Level:	MQF/EQF Level 7 - 90 ECTS Credits	
Intake:	January, April, July & October 2020	
Duration & Delivery:	19 Months - Online	Fee €9,990

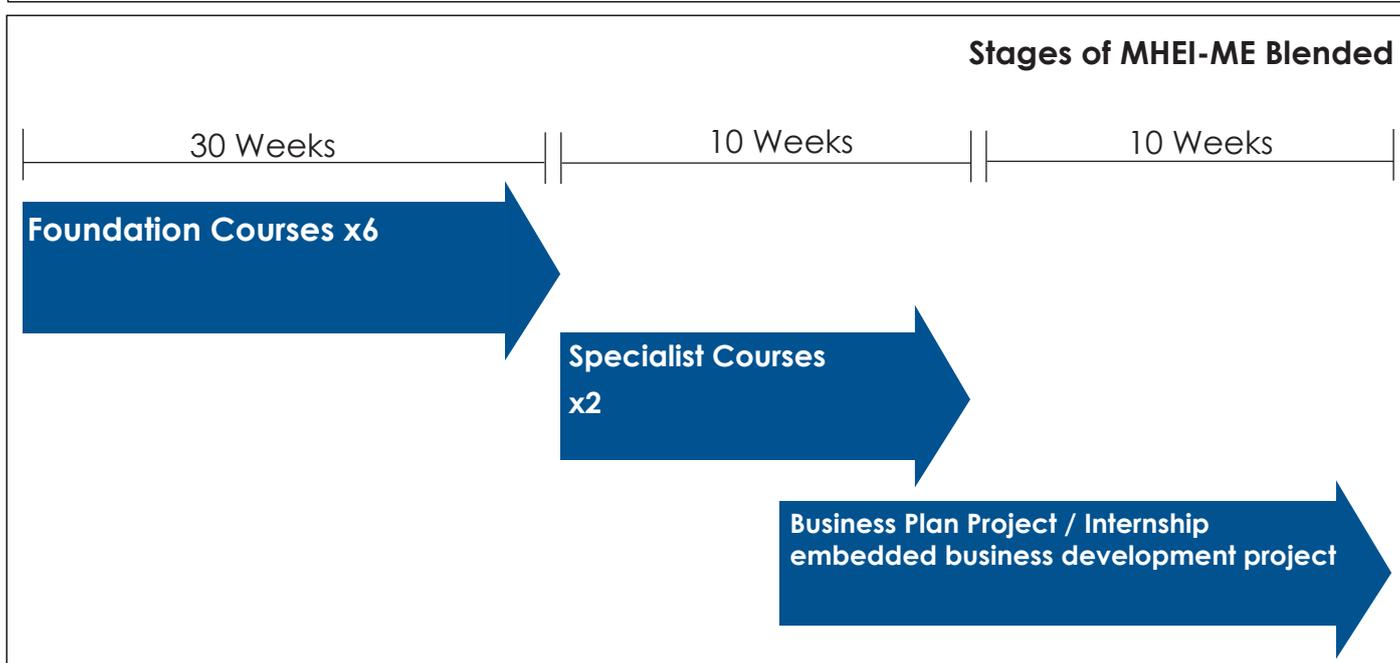
<p><b>1.Foundation Modules</b></p> <ul style="list-style-type: none"> <li>■ Principles of Management Advenio eAcademy, Malta</li> <li>■ Principles of HRM Szent Istvan University, Hungary</li> <li>■ Principles of ICT &amp; Information Management, University of Ioannina, Greece</li> <li>■ Principles of Financial Management, Advenio eAcademy, Malta</li> <li>■ Principles of Marketing &amp; Sales Szent Istvan University, Hungary</li> <li>■ Principles of Entrepreneurship University of Ioannina, Greece</li> </ul>	<p><b>2.Specialist Modules</b></p> <p><b>Selection of two of three modules</b></p> <ul style="list-style-type: none"> <li>■ Fund-Raising for Start-up and Growth of SMEs, Poltava University of Economics &amp; Trade, Ukraine</li> <li>■ Creativity &amp; Innovation Management for SMEs, University of Bari Aldo Moro, Italy</li> <li>■ Digital Marketing &amp; Social Media for SMEs, University of Zilina, Slovakia</li> </ul> <p><b>3.Business Plan / Internship embedded Business Development Project</b></p> <ul style="list-style-type: none"> <li>■ Research and Development of an investor-ready Business Plan. On-site SME Internship implementation of an embedded business development project</li> </ul>
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# MHEI-ME Blended Learning Programme

Title:	Masters in Entrepreneurship	
Qualification Level:	MQF/EQF Level 7 - 90 ECTS Credits	
Intake:	January, April, July & October 2020	
Duration & Delivery:	12 Months - Blended Learning in Malta	Fee €11,990

<p><b>1.Foundation Modules</b></p> <ul style="list-style-type: none"> <li>■ Principles of Management Advenio eAcademy, Malta</li> <li>■ Principles of HRM Szent Istvan University, Hungary</li> <li>■ Principles of ICT &amp; Information Management, University of Ioannina, Greece</li> <li>■ Principles of Financial Management, Advenio eAcademy, Malta</li> <li>■ Principles of Marketing &amp; Sales Szent Istvan University, Hungary</li> <li>■ Principles of Entrepreneurship University of Ioannina, Greece</li> </ul>	<p><b>2.Specialist Modules</b></p> <p><b>Selection of two of three modules</b></p> <ul style="list-style-type: none"> <li>■ Fund-Raising for Start-up and Growth of SMEs, Poltava University of Economics &amp; Trade, Ukraine</li> <li>■ Creativity &amp; Innovation Management for SMEs, University of Bari Aldo Moro, Italy</li> <li>■ Digital Marketing &amp; Social Media for SMEs, University of Zilina, Slovakia</li> </ul> <p><b>3.Business Plan / Internship embedded Business Development Project</b></p> <ul style="list-style-type: none"> <li>■ Research and Development of an investor-ready Business Plan. On-site SME Internship implementation of an embedded business development project</li> </ul>
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## Studying in Malta

Situated at the middle of the Mediterranean, the Maltese Islands have long been considered as the lifeline between Africa and Europe. This has led to the Islands being ruled by a succession of sovereigns, leaving their imprints on many facets of Maltese culture, ranging from the warm and welcoming character of the Maltese people to the entrepreneurial spirit of the Maltese businessperson.

Malta is a small island but smallness has its advantages. The small geographic size makes it relatively cheap, quick and easy to get around the island, especially with the many direct bus routes to and from various bus termini. Malta's proximity to other Schengen and EU countries and the numerous direct flight connections make it very easy to explore the Mediterranean region.

Malta enjoys a temperate climate with mild winters and warm summers. With a Mediterranean climate similar to that of southern Italy or Greece, the weather in Malta is one reason for the country's popularity with tourists. During summer, daytime temperatures are typically above 30°C (86°F) and in winter not usually lower than 15°C (59°F).

Malta may be small, but it's also packed with things to see and do. The country's thriving tourism industry has spurred on the development of its lively nightlife and cultural scenes, as well as a wide range of outdoor activities, from tennis and golf to paragliding and diving.

With Mediterranean characteristics, Maltese food is similar to that of neighbouring island Sicily. Fresh fruit, vegetables, pasta and seafood are all key elements. Traditional dishes include rabbit stew, fish pie, bragioli (stuffed beef), and bigilla (a thick bean dip). Popular for snacking are pastizzi (savoury pastries) and ħobż biż-żejt (traditional bread with olive oil, tomatoes and a mix of other toppings). There are also lots of restaurants specializing in cuisines from around the world from Italian, British, Indian, Chinese and Arabic.

Options for accommodation in Malta include private apartment rental or staying with a local host family.

Students from within the EU, the US and a number of other countries do not require a visa to study in Malta for less than three months. If students plan to stay for longer, check with your nearest Maltese embassy or consulate to find out whether you need a visa. If you do, the visa requirements for Malta ask you to provide:

- Completed visa application form
- Valid travel document (passport)
- Two passport-size photographs
- A valid return ticket or certificate of prepaid return journey
- Proof of access to sufficient funds to cover tuition fees and living expenses
- Letter of acceptance from a Maltese educational institute
- Proof of accommodation arrangements on arrival
- Proof of medical insurance for duration of your stay

All international students planning to study in Malta for more than three months must apply for an e-residence document, which is replacing the old identity card system. This requires many of the same documents and supporting materials listed above, and can be applied for after arrival in the country.

## On-site Support Services



*Photo caption: typical classroom for weekly support classes.*

Advenio eAcademy's on-site classrooms sessions are held within the ECS School in one of Malta's most popular towns, Sliema. This location is used to host the onsite weekly support classes which are an integral part of the blended learning programme in Malta. The premises are located within a historic protected building which is typical of Maltese architecture of the late nineteenth century.



*Photo caption: The entrance to the classical town house where the classes are held.*

*Address: Advenio eAcademy, English Communications School , 10, Triq San Piju V, Sliema SLM 1424, MALTA*

# MHEI-ME Programme

## Courses - Foundation Modules

*(These are compulsory for the Online & Blended Learning Programmes)*

### The SME Perspective

#### 1. Principles of Management

Advenio eAcademy, Malta

The Principles of Management module seeks to provide students with the skills necessary for an entrepreneur or senior executive within an SME to understand the role of management and to master effective management skills to lead the SME organisation. The course focuses on the four core functions of management and how these can be developed and customised to be as sophisticated or complex as the organisation in which they are to be used. It seeks to identify best practice and provide an overview of current management practices within SME organisations. The course enables students to critically review such practices enabling them to adopt, adapt and apply such practices in their own organisations. The course highlights the importance of developing a culture of management that is based on respect. It shows that respect can only be earned where the focus is on building credibility and integrity through consistent and fair management behaviour.

##### Knowledge at the end of the module:

1. Describe the complex and interrelated nature of management functions and practice.
2. Identify the elements of a control system and how they affect the setup of organisational processes.
3. Describe how interrelationships between the planning, leading and control functions impact organisational effectiveness.
4. Describe the various Leadership theories and their causal links between leadership, motivation and performance.
5. Identify the need for a SWOT analysis in the dynamics of Strategy formulation and its interdependency with the Organisational Goals.
6. Define the elements of behaviour, culture, values, norms and their effect on structure.
7. Describe the concept of the Learning Organisation

and its relevance to effective Human Resources Management in the firm.

#### 2. Principles of HRM

Szent István University, Hungary

The Principles of HRM module seeks to provide students with the skills necessary for an entrepreneur to build and manage a team that will drive the start-up or established organisation. The focus throughout the programme is the development and application of the relevant Human Resource Management skills within the context of an SME organisation with an emphasis on the identification and use of modern web-based tools for such implementations.

##### Knowledge at the end of the module:

1. Describe human resource management from a systemic, strategic perspective, and its relevance to managers and employees in an organisation.
2. Describe the impact of contemporary organisations design, their environments, strategic objectives and policies have on HR Management.
3. Describe how globalisation, demographic, economic, political, social and technological trends, government policy and legal regulation, shape and impact on HRM strategies.
4. Describe fundamental EU employment laws and the challenges of international HRM.
5. Identify the core processes in assessing the competency needs of an organisation and their impact on recruitment and development of employees in cross cultural contexts.

#### 3. Principles of ICT & Information

Management

University of Ioannina, Greece

The ICT & Information Management module seeks to provide students with the skills necessary for an entrepreneur to understand the role of ICT and IM in setting up, building and growing an SME operation. It provides an overview of current ICT tools and services that are available to entrepreneurs and managers of SMEs, be they open-source or commercially available.

The emphasis is on their identification and the selection of the most appropriate.

#### Knowledge at the end of the module:

1. Describe and analyse the role of information systems in facilitating the interaction between data and people.
2. Describe and analyse how the management of information acquisition, use, retention and transfer can enable the organisation develop and leverage strategic advantages.
3. Critical awareness of new technological advances and emerging knowledge and techniques in information management and demonstrate skills applying these innovative methods in the organisational context.
4. Identify the ever changing information needs of the organisation and carry out autonomous research in developing and applying ideas on how to address them.
5. Describe and analyse the basic concepts , conceptual and practical frameworks used to study human-information interaction, and social responses to information technology.
6. Describe and analyse concepts and methods of front- and back-end information architecture. Covers back-end topics including data and content modelling, taxonomy, controlled vocabulary, SEO, search, and analytics.
7. Describe and analyse data warehouse and dimension modelling; online analytical processing and multidimensional cube for information processing and dissemination; architecture of data acquisition, processing, and presentation layers; data governance and BI best practices, and future trends.

## 4. Principles of Financial Management Advenio eAcademy, Malta

The Principle of Financial Management module seeks to provide students with the skills necessary for an entrepreneur or senior executive within an SME to understand the role of financial management of the business. The course also covers the development of financial management skills as the basis for improved monitoring and management of the financial affairs of the SME organisation. It seeks to identify best practice and provide an overview of current financial management tools and services that are available to

entrepreneurs and managers of SMEs. The course enables students to use such tools allowing them to develop, implement and monitor their own financial management programmes. The focus throughout the programme is the importance of managing the cost of control, to ensure that the control process itself is well managed and is appropriate to the scale and complexity of the SME organisation.

#### Knowledge at the end of the module:

1. Describe the relationship between business risk reduction, diversification, return on investment and insurance coverage.
2. Identify the investment decision process and its practical application based on which further independent research is to be carried out in order to arrive at possible solutions.
3. Match the role of different asset classes, their behaviour in isolation and in relation to other asset classes, and an understanding of how portfolios of investments can be constructed and analysed.
4. Identify the managerial economics theories applicable to the needs of an organisation.
5. Describe the processes of the financial markets and the implications of floating your organisation on the stock exchange.

## 5. Principles of Marketing & Sales Szent István University, Hungary

The Principles of Marketing & Sales module seeks to provide students with the skills necessary for an entrepreneur or senior executive within an SME to understand the roles of marketing and sales and the importance of a smooth integration of both for the success of a business. The course deals with the critical challenge of developing organisations which are customer centric and the challenges to be overcome in this regard. It seeks to identify best practice and provide an overview of current marketing and sales tools and services, particularly those related to Customer Relationship Management CRM, that are available to entrepreneurs and managers of SMEs. The course enables students to use such tools allowing them to develop, implement and monitor their own integrated marketing and sales campaigns. The focus is on the importance of taking the customer perspective in all decision making within the organisation, to ensure a continuity and consistency of messages throughout the various media used for

the marketing and sales campaigns.

#### Knowledge at the end of the module:

1. Define Marketing in today's market context and identify how the main components of the marketing process impact an organisation.
2. Identify the importance of structuring an organisation to facilitate customer focus.
3. Describe the concepts of implementing Agile concepts into a Marketing department.
4. Describe the practical challenges in applying market segmentation and position strategies to achieve a desired position in the target market segment.
5. Identify key challenges in the design of a research project, particularly regarding quantitative and qualitative research and the limitations and constraints involved.
6. Demonstrate an understanding of the manner which interactivity of new media has impacted brands and the roots of loyalty decline.
7. Describe the role that sales forecasting has in an organisation's marketing plan.

## 6. Principles of Entrepreneurship University of Ioannina, Greece

The Principle of Entrepreneurship module seeks to provide students with a sound understanding of the core skills necessary for an entrepreneur. It provides them with an understanding of what it takes to be an entrepreneur and the mind-set required for entrepreneurial success. It seeks to provide students with the knowledge and skills relevant for the management of new ventures across the entrepreneurial life cycle.

This module introduces theory, practice and research into starting and growing new ventures. Knowledge and skill development focuses on start-up planning as well as learning-by-doing through adaptive execution. This course describes entrepreneurship as a process of economic or social value creation, rather than the single event of opening a business. Reflecting recent research, the course focuses on opportunity recognition, assembly of the financial and human resources needed to develop the idea, and launching the new venture.

#### Knowledge at the end of the module:

1. Understand the business environment and determinants of success of new ventures.
2. Appreciate economics, strategy and finance across the entrepreneurial life cycle.
3. Understand the growth, development and evolution of new ventures.
4. Understand new venture strategic and financial management across the entrepreneurial life cycle.
5. Exhibit due diligence on new ventures.
6. Appreciate business planning

## Courses - Specialist Modules

*(These are compulsory for the Online & Blended Learning Programmes. Students need to select two subjects from the three subjects currently on offer.)*

## 7. Fund raising for Start-up and Growth of SMEs, Poltava University of Economics & Trade, Ukraine

The Fund raising for Start-up and Growth of SMEs module seeks to provide students with the skills necessary to assess business plans and develop a funding strategy for an entrepreneurial venture. Students will become familiar with the different sources of funding available across the entrepreneurial life cycle and learn how to identify the most appropriate source for each stage, particularly the emerging sources of crowd funding. Students will also be provided with the skills for a variety of company valuation techniques and how to structure a term sheet for seeking early-stage equity investment, as well as preparing an investment pitch to raise funding.

#### Knowledge at the end of the module:

1. Apply company valuation techniques to value different entrepreneurial companies for sale, purchase and mergers and acquisitions
2. Evaluate and apply the essential components and structure of a term sheet for early-stage businesses seeking equity investment.
3. Assess business plans and identify the appropriate sources of funding for entrepreneurial businesses
4. Prepare an investment pitch to raise funding from potential investors including business and venture capital firms.

## 8. Creativity & Innovation Management for SMEs

University of Bari Aldo Moro, Italy

The Creativity & Innovation Management module seeks to provide students with the skills necessary for an entrepreneur to understand the role of creativity and innovation in setting up, building and growing an SME operation. It seeks to identify best practice and provide an overview of current creativity and innovation tools and services that are available to entrepreneurs and managers of SMEs to drive the start-up or established organisation. The focus throughout the programme is the importance of the development of intellectual property which can be used by the organisation as a source for strategic competitive advantage. The emphasis is on the understanding of the underlying concepts of Intellectual Property and understanding the international infrastructure available to register and protect such rights.

### Knowledge at the end of the module:

1. Define how to reframe problems, what the potential barriers are to being creative and how to manage them.
2. Describe and analyse the concept of the Learning Organisation and how the five disciplines contribute to the organisation's competitive advantage.
3. Describe and analyse the legal solutions to protect innovative assets.
4. Describe and analyse how innovative systems shape innovation capabilities of a business.
5. Identify and analyse the types and extent of innovation, contrasting incremental and radical innovation and product and process innovation.
6. Describe and analyse how the relationships in a network can shape the innovative potential of the participants.

## 9. Digital Marketing & Social Media for SMEs

University of Žilina, Slovakia

The Digital Marketing & Social Media module seeks to provide students with the skills necessary for an entrepreneur to understand the role of digital marketing and the manner in which social media can

be successfully utilised by SMEs to promote and grow their activities. It seeks to identify best practice and provide an overview of current social media tools and services that are available to entrepreneurs and managers of SMEs to drive the start-up or established organisation. The course enables students to use the more advanced analytical packages allowing them to develop, implement and monitor their own campaigns on the more popular social media such as Facebook or Linked-In. The focus throughout the programme is the importance of the relevance and content of the social media campaigns ensuring that the SME organisation can mobilise its limited resources to leverage this medium and reach out to the target market segments required. The emphasis is on the understanding of the social media infrastructure and its use in local or international campaigns.

### Knowledge at the end of the module:

1. Describe and analyse the sources of value creation in e-business through the Amit & Zott model.
2. Identify the differences between offline and online marketing in local and international environment.
3. Describe and analyse how local and international market segmentation, targeting and product positioning effect the organisations online marketing tactics.
4. Describe and analyse how the use of social media and online platforms are applicable to the organisation.
5. Describe and analyse the role of affiliate marketing in online marketing campaigns.
6. Describe and analyse the procedures for Search Engine Optimization, Search Engine Marketing, Social Media Optimization, and Real Time bidding.
7. Describe and analyse the role and use of CRM tools in designing online customer acquisition and retention marketing campaigns and measuring their results.
8. Describe and analyse the role CRM tools in measuring the sales funnel, the marketing message to deliver at each sales stage and the marketing tools to deliver them.

# Business Plan Presentation or Internship Embedded Report

*(This is compulsory for the Online & Blended Learning Programmes)*

This research based project compels students to investigate and plan for a new business launch or the growth of an existing business through new product or new market development. It seeks to challenge the students to carry out the required level of research and analysis. Their work should reflect a critical evaluation of the context of the business, the core competencies and skills of the people driving the business. In addition, it needs to place this in the context of the economic and market realities of the proposed launch and the risk/reward balance that is critical to any investor.

Alternatively, students may opt for a twelve week internship in a suitable SME organisation within their country or in one of the countries where the partner HEIs are resident. During their Internship they will have the opportunity to combine their theoretical education with applied work experience. During the internship, students will be expected to carry out a number of work packages. These will be assigned for each of the subject courses in the earlier stage of the programme. Students need to complete these as an analytical final report. These are to be discussed during

the internship with their work supervisor and with the help of a mentor they will need to implement within the weeks assigned for their internship. Students will be required to maintain an on-line timesheet during their internship to demonstrate their exposure to the different duties and responsibilities to be undertaken. Once the final report is completed, the students are expected to present this in a live video conference session which will be attended by the supervisor, the evaluator and other students and academics.

## Knowledge at the end of the business plan and presentation or Embedded Project and Presentation:

- Research ethics in the methodology and nature of the study being investigated
- Understanding of the use of the scientific method in the context of empirical research; its advantages and limitations.
- Understanding of the distinctions between quantitative and qualitative research and their relevance to the SME
- Appreciation of the basic concepts of intellectual property and how this applies when referring to third party research.

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## MHEI-ME Learning Outcomes

Upon completion of the course, students will be able to:

- Evaluate current personal, team and an organisation's core competencies;
- Identify the required knowledge and skill set required for the current, desired job, being it communication skills, theoretical or applied knowledge;
- Proceed with drafting a personal learning needs plan and plan further studies;
- Proceed with suggesting team training needs based on current core competencies and needs analysis;
- Communicate the right attitude on how to best handle obstacles and objections;
- Interact in group discussions in both written and audio visual form;
- Operate online media for audio visual communication;
- Present cases how the use of forums and video conferencing tools can be integrated in a business environment;
- Analyse and synthesise key concepts and frameworks with clarity and critical reflection.

The learning outcomes described above provide a summary of basic expectations. The MHEI-ME programme is a state-of-the-art EQF/MQF certified programme designed to enable entrepreneurs or aspiring entrepreneurs to combine their own entrepreneurial experience with an international academic experience. This programme thus provides them with the concepts and theory as well as direct exposure to international best practice in SME affairs.

# MHEI-ME Programme: Intake 2018/19

The 9th of April 2018 was a special day for Advenio eAcademy and its collaborating partners in this Erasmus+ co-funded project. This meant that after three years of collaborative efforts between the Partner HEIs based in a number of European countries and other stakeholders, the first intake for the online certified Masters in Entrepreneurship was launched.

The students on Intake 1 of the MHEI-ME programme benefitted from two scholarship programmes which were made available. The first was for 50% scholarship on fees through the Erasmus+ co-funding arrangements and the second funded by the Consortium of HEIs offering the programme was for a further 50% funding of fees. In this way students on Intake 1 were enrolled with a 100% scholarship.

Intake 1 of the MHEI-ME programme is composed of 15 excellent students from a number of different countries around the world such as: Azerbaijan, Ghana, Kenya, Malta, Slovakia, Ukraine and Zambia. This international mix is an integral part of the programme which seeks to provide students with the academic framework and a real-world network and skill-set to launch and manage entrepreneurial projects.

☰ Digital\_Marketing\_Social\_Media\_for\_SMEs\_Tutorial\_3

MHEI-ME - Digital Marketing and Social Media for SMEs

## Discussion 2

- Which do you think are the three most important changes in campaign communications introduced by the emergence of digital media channels? And please explain why?

- From push to pull
- From monologue to dialogue or triologue
- From one-to-many to one-to-some and one-to-one
- From one-to-many to many-to-many
- From lean-back to lean-forward
- Changes in nature of marketing communications
- Increase in communications intermediaries
- Integration
- Timing of campaign communications

University of Žilina      Tutorial 3      6

Recorded with [BigBlueButton](#)

Chat messages:  
[User]: [User] is working. He was not able to break free from work  
[User]: Hi [User], thanks for the update  
[User]: can a company do offline promotion in form of CSR?  
[User]: <https://www.allbusiness.com/corporate-social-responsibility-business-brand-reputation-profit-18903-1.html>

*Photo caption: Live Workshop Session during the Digital Marketing & Social Media Management for SME's module lectured by Prof. Radovan Madlenak*

*Photo caption: Live Workshop feed.*

# MHEI-ME Graduation Ceremony - Intake 2018/19



MHEI-ME Intake 2018-19  
Graduation, 29th November 2019

*Photo caption members of Faculty with some of the successful students of the 2018-19 intake who travelled to Malta for the graduation ceremony.*

The Multiple Higher Educational Institution – Masters in Entrepreneurship Programme is awarded by Advenio eAcademy in collaboration with five European partner HEIs- Szent Istvan University, Hungary; University of Zilina, Slovakia; University of Bari Aldo Moro, Italy; Poltava University of Economics & Trade, Ukraine and University of Ioannina, Greece. This online certified programme is co-funded by Erasmus+ and is accredited by the National Commission for Further & Higher Education in Malta, NCFHE.

The Intake 2018-19 commenced in April 2018 with students coming from seven countries including Azerbaijan, Ghana, Kenya, Malta, Slovakia, Ukraine and Zambia. These students were required to complete nine subject modules, an internship and to research and compile an investor ready business plan for a start-up or on-going small and medium sized enterprise. Throughout the online programme, weekly on-line tutorial sessions were held for students to interact with Faculty and get direction to their studies.

These students had to contend with online course work, forum contributions, assignments, evaluation tests, work-packages on internship and the challenges of developing a business plan ready for a potential investor's evaluation. All this had to be accomplished along with their day-to-day commitments at work and in their personal lives.



*Photo caption: Mr. Stephen D'Alessandro, Executive Director of Advenio eAcademy inaugurating proceedings at the Graduation.*



*Prof Jenny Pange, Faculty representative of Ioannina University, Greece speaking on behalf of the Partner universities.*



*Ing. David J. Dingli, Director - Advenio eAcademy delivering the closing address.*



*Mr. Kurt Tabone, Course Co-ordinator, Advenio eAcademy introducing the speakers.*



*Prof. Dr. Gyorgy Neszemlyi, Academic Director - Advenio eAcademy giving his presentation.*



*Members of Faculty, students and guests at the award ceremony.*



*Mr. Oleksandr Ustian, the first placed student in the course receiving his degree.*

# Student Feedback - Level 7 – Masters in Entrepreneurship

“In today’s rapidly changing world, the ability to adapt to changes and seize new opportunities is more important than ever. The Master’s degree in Entrepreneurship offered by Advenio Academy helps every student to develop the necessary entrepreneurial abilities in order to succeed in such an environment. Whether if one seeks knowledge in transforming an existing company, dream of starting an own venture or even simply wanting to expand the career horizon, this course opens a spectrum of paths to pursue. I recommend this course to anyone who wishes to become an entrepreneur for many reasons, but mostly because;

- It provides excellent understanding of all entrepreneurship principles
- It is well organised, very detailed and informative
- It gives you flexibility to work on your own time limitations
- The tutors are highly qualified, experienced and professional
- It’s an online course designed by an impeccable software solution“

RM, Malta, 2018 Intake 1



“The programme is designed to bring a valuable mix of theory and practice. It highlights numerous issues which are crucial for the entrepreneurial. Tutors possess deep expertise and are open for communication. That is why I may recommend it to everyone who is looking for a Master’s degree programme.”  
OU, Ukraine, 2018 Intake 1

“I am student of University in Žilina, part time worker, leader of student organisation ESN at my university and I can describe myself like all the time busy guy. Almost one year ago, when I heard first time about this new study program, I was wondering, how can be this study useful for me. I get only basic information, and from beginning I like it. Now, after finishing all 9 modules, I can say, it was awesome. At my university I study something similar, and I see very big differences. Tutors here provided me with much more practical knowledge, all of them spent years working in companies, where did they gain another kind of knowledge and in this study they shared it with us, what did I miss at my university the most. Studying together with students from others country has helped me to open eyes and to understand different issues from other countries in all topics around business. What do I like the most? I can choose, when and for how long I want to study, thanks to online interface with quantum of interesting materials and videos. I recommend education in study program Master in Entrepreneurship for everybody, who is busy, but is still seeking for new knowledge and opportunity, because with this study it is much easier and it worth it. “

MI, Slovakia, 2018 Intake 1



The online Master of Entrepreneurship Programme was an eye opener for me, far beyond my expectations. Time spent with highly qualified lecturers and other students was extremely valuable. The diversity of participants from different nations and the impressive curriculum, has given me inspiration, insight, and enhanced my confidence of start my own business. Thanks to this programme, I feel able of taking a big step forward in setting up my business venture.

EM, Kenya, 2018 Intake 1

## Student Feedback - Level 7 – Masters in Entrepreneurship



I would like to recommend AeA Academy as a highly professional institution which provided skilled lecturers with extensive knowledge in their field. I attended a study program MHEI level 7 Master in Entrepreneurship and I authorize that this institution delivered top quality programmes with a focus on student needs using ICT. One of the biggest benefits is the support of collaboration between students coming from different countries and cultures. Potential students who are willing to extend their knowledge throughout excellent professionals with the format which meet student needs of in-house learning should not hesitate to miss this lifetime opportunity. As participants, we dealt with multiple issues in particular fields of various subjects and

help each other understand the situation in our countries. Not only it helps us strengthen our cooperation but also we gained new views on various topics. Advenio eAcademy has a student-centric approach supporting individual learning as well as collaborative. This includes forums where we discuss particular topics, team assignments which help us collaborate and conferencing calls where we learn to communicate on a higher academic level. I highly recommend this institution for its academic program. It is an excellent choice for everybody who would like to enhance their learning skills.

JN, Slovakia, 2018 Intake 1

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'I have already read another Masters Degree with a British university, which I found very taxing and very expensive and took me a number of years (on part-time) to complete. On the other hand following the course of Masters in Entrepreneurship with Advenio e-Academy was more relaxed to follow because, you can study at your own pace, through a number of videos on each topic. This is easy to follow and with the weekly tutorials with the lecturer and other students gave us the impetus needed to communicate, learn from one another and sound our problems/difficulties. This is followed up by a number of forum questions on each topic, where students contribute to the content and discuss further the readings and debate the issues. And, all this from the comfort of your home/office without the need to go to a university/college locally or abroad. I would strongly recommend this course, especially to potential entrepreneurs who have a dream of opening up their own business, because it has an international dimension and is very well structured by international professionals in every field of study'

MZ, Malta, 2018 Intake 1



A very interesting and valuable experience. I learnt a lot and it gave me a good grounding in the basics of entrepreneurship. I feel that over the duration of the course, I gained a lot of knowledge and practical strategies that will be beneficial to me especially to my future businesses. The course exceeded my expectations significantly. Going by the modules, I would say that each Tutors/Professor went beyond the class requirements to give real life examples (case studies). The lecture notes were more than understandable, and the tutorials classes were more of a discussion. I commend them for their 200% dedication they showed during the programme. Additionally, the qualification and the professionalism of the professors were unmatched. The programme itself was an eye-opener to me and I acquired more knowledge and skills. I would genuinely recommend anyone to join this programme since it's simply the best when it comes to entrepreneurial knowledge.

EO, Kenya, 2018 Intake 1



## MHEI-ME Entry Requirements:

An applicant must satisfy the entrance requirements for each programme based on:-

- 2nd Upper Bachelors degree  
OR
- Pass in a Bachelors degree and a minimum of 5 years work experience which should be in an administrative or managerial position in an SME or organisation in which there has been clear execution of management functions, planning, organising, control and leadership. This would need to be demonstrated through relevant letters of reference and a recruitment interview in which the candidate will be asked about his or her relevant SME experience.

AND

- Proof of Proficiency in the use of the English language, either through an international language course certification,  
OR
- Proof of attendance in a University where the Tuition language was English, OR
- Proof of working in an international business for more than 4 years where the language used is English.
- Students are notified of the status of their registration upon application, submission of documentation and settlement of fees. In the event that application is rejected, students have the right to ask for their personal details to be removed from the system. Alternatively, student personal details and documentation are kept for 2 years.

## MHEI-ME Quality Evaluation:

The policies, partnerships with key partners and systems are defined within key documents for each programme. Every programme is reviewed to maintain the same standards and requirements as would be applied by Advenio eAcademy.

- Learning materials are written and examinations are set and marked by academic staff employed or chosen by AeA, and are required to apply AeA's standards;
- Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and on-going review of all programmes. Annual management reports are prepared to review statistics and feedback on programmes;
- Student Experience Surveys collect feedback on the content of the programme and system usage for further development of the overall service.

## MHEI-ME Variation for On-line & Blended Learning Programme

The Blended learning programme is more intense and is delivered in Malta over a shorter period of 12 months. The Internship will be implemented after completion of the Specialist Modules and the Business Plan stage will be implemented within the period dedicated for the Specialist Modules and Internship period.

The blended Learning option utilises the on-line resources of the On-line programme with face-to-face contact hours during workshop tutorials. This more intensive approach enables students to complete the programme in twelve months rather than the twenty-one month period envisaged for the on-line programme. AeA shares a vibrant higher education learning campus providing students with the right environment for their studies.

# National Commission for Further and Higher Education

The National Commission for Further and Higher Education (NCFHE) was officially launched on the 14th September, 2012 and is legislated by the revised Education Act which came into force on the 1st August 2012. Its mission statement is:

“to foster the development and achievement of excellence in further and higher education in Malta through research, effective licensing, accreditation, quality assurance and recognition of qualifications established under the Malta Qualifications Framework.”

Advenio eAcademy is the first organization in Malta, licensed by the NCFHE whose services are based on online learning (NCFHE Licence number: 2013-FHI-0006). In addition, the NCFHE is the institute that has accredited and approved the online Masters in Entrepreneurship. Therefore, Advenio eAcademy is the lead institute for the Quality Assurance of this programme and consequently is the degree conferring body for the MHEI-ME programme delivered in collaboration with its Partner HEIs; Szent István University, University of Bari, University of Ioannina, University of Žilina and Poltava University of Economics of Trade.

NCFHE acts as a broker between the government and relevant higher education institutions and has successfully established a structured dialogue, through a series of regular consultations with all stakeholders to take on suggestions, recommendations and address concerns for the sector. These would serve as input towards the development of national strategies.

NCFHE also oversees the implementation of the national Qualifications Framework, quality assurance and qualifications recognition as part of the Bologna and Copenhagen Processes. It also acts as the National Coordination Point for the European Qualifications Framework, ReferNet and forms part of the ENIC-NARIC Network.

NCFHE focuses on:

- providing accreditation to further and higher educational institutions;
- providing accreditation to programmes or courses of studies at further and higher education levels;
- quality assurance of both educational institutions and programmes or courses;
- recognition of obtained national or international qualifications as well as prospective qualifications;
- validation of informal and non-formal learning;
- research and policy recommendation on issues related to further and higher education.

NCFHE is an affiliate member of ENQA, the European Association for Quality Assurance in Higher Education. The Qualifications Recognition Information Centre (QRIC) within NCFHE also forms part of the European Network of Information Centres in the European Region (ENIC) and the National Recognition Information Centres in the European Union (NARIC). The Commission acts also as the National Contact Point for the European Qualifications Framework.

Throughout the years, NCFHE has been a regular contributor to the European forum regulating the European Qualifications Framework and European Meetings of the DG Higher Education, as well as representing Malta on the European Training Foundation Governing Board. More recently, the NCFHE is also participating on the European Working Group on Modernisation of Higher Education which supports EU member states reforms to maximise the potential of higher education systems. ([ncfhe.gov.mt](http://ncfhe.gov.mt))

“Learning is the only thing the mind never exhausts,  
never fears, and never regrets.”  
—Leonardo da Vinci



Advenio  
eAcademy

## Mission Statement

*“Advenio eAcademy is committed to the design, development and implementation of quality certified on-line courses in Entrepreneurship and related topics to provide executives in the SME sector with EU recognised qualifications that assist them in the running of their businesses and demonstrate their competence and professionalism.*”

*Advenio eAcademy develops local and international collaborations with Higher Education Institutes, professional bodies, NGOs and private sector firms, to develop customised elearning solutions which meet the requirements of specific market segments and user groups.”*



info@aea.academy



33/4 Abate Rigord Street,  
Ta Xbiex, XBX 1128,



+356 2134 2704



aea.academy