



Advenio eAcademy

Guiding principle:
All programs are subject to the standards set by the
Malta Further and Higher Education Authority

Advenio eAcademy Quality Assurance Manual

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Advenio eAcademy

Established in 2013, Advenio eAcademy is a Higher Education Institution (HEI) based in Malta, (NCFHE License number: 2013-FHI-006) which caters for an international clientele of discerning educational service providers and learners.

It is committed to the development of on-line certified courses that provide students with quality courses and programmes that are engaging, relevant and tangibly assist them in increasing their competencies and skills in the subjects being covered. The focus of Advenio eAcademy is narrow, primarily the development, management, and operations of small and medium sized enterprises (SMEs), allowing it to concentrate its resources and expertise to provide top notch programmes and support services.

Advenio eAcademy is about a vision of higher education that is not bound by the campus walls or location. It is a vision of cross border, cross continent collaboration of Higher Educational Institutions to adopt and refine best practices in on-line learning. 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, licensed by the MFHEA whose services are based on certified online learning. The e-learning platform used is the award winning EBLearn solution developed and maintained by E-Business Systems, the web solutions arm of AllSecure Ltd¹. 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.

This document introduces Advenio eAcademy its ambitious independent courses and programmes as well as its collaboration programmes. The latter bring together various higher education institutes to create international virtual and blended learning programmes that are recognised within the EU.

Vision and Mission

Vision

The vision underlying the development of the long-term prosperity of AeA Ltd – Advenio eAcademy is based on a holistic approach to the provision of educational services that will be increasingly web-based. This vision is articulated below:-

We see that in the coming years 5G systems will increase the power of online communications enabling innovative new tools to be deployed. Internet based services will become the norm, with a whole range of new technologies emerging to make this

¹ AllSecure Ltd is a subsidiary company of the Malta based company, D'Alessandro & Associates Ltd which is also the holding company of AeA Ltd – Advenio eAcademy.

channel and its derivatives more reliable and secure. The convergence of data, voice and IT technologies will see a stronger development of such tools that will facilitate international living and lifestyle, and this will no doubt have a direct impact on the demand for and effectiveness of elearning.

In the coming decade we envisage a continuation of the trend for organisations to allow for remote working. This will provide more flexibility for employees and improve their work-life balance in many ways. In addition to the convenience of working from home and being able to better cope with family obligations, remote working will no doubt free up commuting time. This is typically time that can be used on a daily basis for personal development and education. The COVID-19 pandemic demonstrated the power and effectiveness of elearning, particularly in the adult education field. We therefore expect to see an educational environment that is more open and global in nature. It will be characterized by higher utilization of online learning solutions and thus the increased mobility of educational institutions, large and small. These will seek to take advantage of niche markets that will emerge in different parts of the world as technology becomes more powerful thereby improving the effectiveness of elearning solutions.

This will create opportunities within Europe particularly for programmes that can benefit from Erasmus Mundus initiatives that encourage and support EU students to travel and study abroad. The aspect of internships and foreign living experience should remain an integral part of the Advenio eAcademy programmes ensuring that these continue to be designed and developed with a hybrid learning approach.

In addition, this increased flexibility will provide scope for further development of accredited online educational programmes to international markets that are particularly scarce of reliable standards of quality in education allowing for recognized accredited EU programmes to be offered in countries and regions such as Africa and the Middle East as well as China and the Far East.

The vision of the future for online education is thus for rapid expansion and growth. This is based on two key drivers. The first is technology. It is assumed that there will continue to be technological developments that will improve the speed and effectiveness of current web-based solutions. Secondly, on the commitment of local governments and the EU to increased investment in development and upskilling of the workforce to help in the re-construction of the various economies post-COVID. This will see additional funding of lifelong education programmes that assist individuals to expand and develop their competencies.

A stronger EU will dedicate more resources to funding of international research and development in study programmes at all levels of education and entrepreneurship has already been highlighted as a priority area for development. The EU needs to grow the SME sector to be more competitive globally, and to do this it is prepared to invest in dedicated training and development for the sector.

Mission

On the basis of the vision set out above, the mission statement of Advenio eAcademy has been defined as follows:

“Advenio eAcademy is committed to the design, development and implementation of quality, certified and non-certified, on-line and blended learning courses in Entrepreneurship, social Entrepreneurship and related fields. These programmes are designed to provide executives in the Small & Medium Enterprise (SME) sector and in the Non-Governmental Organisation (NGO) sector with EU recognised qualifications and quality online programmes and courses. These will assist them in the running of their organisations and in demonstrating their competence and professionalism.

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

Goals and Objectives

The goals of Advenio eAcademy for the coming five years can be summarised as being:-

Goals

- To establish AeA as a quality driven HEI providing on-line and blended certified educational courses and programmes, at different levels, catering to the specific requirements of SMEs and the entrepreneurial teams within these organisations.
- To build an international reputation as an academic higher educational institution which is customer-centric and provides its students with top caliber certified on-line and blended courses and programmes which meet their expectations and reflect good value for money.
- To design, develop, produce, and implement quality, certified and non-certified, on-line, and blended learning courses in Entrepreneurship, Social Entrepreneurship, and related fields.
- To develop 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.
- To maintain an open and proactive approach to the continued development of its on-line platform and the manner in which it allows for the design, development, management, and delivery of rich content to students in a cost-effective manner.
- To continue with the development of a diverse team of professionals in Administration and Faculty ensuring it is the high calibre of the people in the organisation that continue to drive the organisation forward.
- To invest in the recruitment and development of qualified and competent faculty and staff, embracing the flexibility of online operations, to provide engaging and rewarding full-time and part-time employment opportunities.

- To strengthen its financial base allowing it to expand as the expected demand for its certified on-line courses and programmes grows internationally.
- To develop sustainable sources of revenue including student registration fees, local and international grants and subsidies, local projects and tenders, and other sources of revenue which do not conflict with the integrity and reputation AeA.
- To identify and research international educational markets and their requirements for EU accredited online and blended learning in entrepreneurship and related subjects.
- To invest in online and onsite systems, processes and procedures which focus on the cost-effective planning and implementation of the organisation's activities and resources to improve the return on investment.
- To reach out to local SMEs and entrepreneurs engaging them in the on-going development of up to date elearning in-house and client training solutions.
- To provide executives in the SME sector with EU recognised ECTS and EC-VET qualifications that assist them in the running of their businesses and demonstrate their competence and professionalism.

Objectives

- ROI Targets - To achieve ROI ratios of 25% on commercial operations and to ensure full direct cost recovery in funded projects.
- Asset Utilisation - To achieve asset utilization ratios that justify investment in the relative assets within the time frame of this strategic plan. In essence such investments should offer a pay back of four to five years. The exception to this guideline will be in any capital investment in buildings which may be calculated over double this timeframe.
- Growth of customer base: To increase the client/customer/student base by 25% per annum.
- Penetrating new market segments - To diversify target market segments by increasing a minimum of two new countries per annum.
- Customer satisfaction standards - To set and monitor standards of customer satisfaction ensuring that customer satisfaction levels within the different customer groups are consistently above a threshold satisfaction level of 80% that is set for all operations.
- Customer loyalty - To develop loyalty programme and incentives that reward client/customer/student loyalty targeting repeat business in terms of volume and frequency, so as to strengthen the business relationship and increase custom.

- Business Process/Operations - To establish alliances and allegiances with international parties that allow for the creation of new business/services to different AeA client/customer/student groups, based on targets of one new business and one new service per annum.
- High standards of efficiency and effectiveness - To set high standards of efficiency and effectiveness in operations and to measure and monitor these standards of performance.
- Innovation and technology - To recognize the importance of maintaining an innovative and creative approach to the development of Advenio eAcademy programmes and projects.
- Standards of ethics and corporate governance - To operate in a manner that is ethically correct and fits within best practice of corporate governance of an EU regulated higher education institution.
- Training & Development - To invest the training and development of staff, committing between 5-10% of annual payroll costs to on-going training and development.
- Rewards and incentives - To set up an incentive scheme that can reach up to 25% of a member of staff's gross salary, and rewards individual effort that is beyond the call of duty and/or exceptional standards of performance.
- To be a good employer - To ensure that the corporate culture within the organization is based on the respect for all members of staff and implements various best practices in field within the context of its size and area of operations.

1. Purpose of this document

1.1 *Aim of the QA process*

The academic team is committed to create continuous quality improvement cycles at AEA, and it aims to guide the institution through the processes of national accreditation both at the institutional and programme level. The Academic team serves as the body which performs tasks related to what could be considered as “external checks” such as degree checks (whether or not students have fulfilled all requirements for certification) and is responsible for organizing quality checks (content level checks).

Quality Assurance at AEA sets out to ensure the same high quality for all degree and non-degree programs. This is done by addressing a variety of fields, such as the academic content of programs, admission of students, administrative and student support, among others. The aim is to use efficient processes and services to support the quality assurance culture at AEA.

1.2 *Responsibilities*

Advenio eAcademy shall apply with the MFHEA for a review of their programme accreditation, through periodic provider and programme quality audits, in accordance with regulations. This will certify that the quality of service provided covers more than the requirements set out by the license requirements.

1.2.1 Board of Directors

The Executive Director on behalf of the Board of Directors, controls and directs the activities of the academy and its faculty and has the overall responsibility to ascertain compliance with regulations even though tasks may be delegated as required. In the event of any changes in the ownership or the Executive Director of the Academy, the MFHEA shall be notified of such changes.

The responsibilities also include:

- The selection, recruitment and appointment of external faculty, advisors, examiners, and reviewers.
- The overseeing of key quality assurance processes.
 - Procedures for design and approval of new programmes, subjects, and modules
 - Procedures for the assessment of learners
 - Procedures for on-going monitoring of programmes
 - Procedures for evaluation of each programme at regular intervals
 - Procedures for selection, appointment, appraisal, and development of faculty
 - Procedures for evaluating the effectiveness of quality assurance procedures.

- The liaising with National Bodies and External Agencies where appropriate.
- The assurance that the course is delivered follows the relevant MQF and EQF standards in terms of learning outcomes, curricula content, quality of learning opportunities, maintenance and enhancement of standards and quality.
- The provision of the virtual e-learning platform.
 - The infrastructure and facilities
 - Its content including the audio visual and communications services.
- The coordination of the monitoring of programmes.
 - Self-evaluation
 - External evaluation of programmes including student surveys and assessors.

1.2.2 Academic Board

The Academic Board will comprise:

1. Chair: Programme Director (appointed from amongst the Academic Programme Directors of the various partner HEIs).
2. Academic Programme Directors of the various partner HEIs.

The membership can be added to by co-option to obtain expertise.

The Academic Board will meet either via video conference or via on-site meeting at one of the HEI locations, at least twice a year and will report, as appropriate (each of the partner HEIs will specify the appropriate reporting structure). In order that a meeting of the Academic Board may proceed, a representative of least fifty per cent + 1 of the Partner HEIs need to be present at the meeting in person or on-line.

The key responsibilities of the Academic Board are as follows:

- i. To act as provide for the academic management, operation, and development of a Collaborative Programme to run the Multiple Higher Education Institute programme of courses.
- ii. To provide a forum for the discussion and dissemination of good practice in enhancing the Joint Collaborative Programme.
- iii. To review and act upon the results of student surveys and other mechanisms to obtain student feedback.
- iv. To review and, where appropriate, act upon the results of feedback from employers and industry.
- v. To review and act upon academic performance data related to the Joint Collaborative Programme.
- vi. To consider proposals to introduce, amend or withdraw courses in the Joint Collaborative Programme for onward consideration by the Administrative Board.
- vii. To prepare an Annual Report for consideration by the participating HEIs.

- viii. To contribute to Academic Review at the programme levels, and to progress recommendations.
- ix. To receive summaries of comments from any Internal or External Examiners and Internal or External Examiner Reports and recommendations for action.
- x. To liaise with other programme committees where necessary to fulfil their respective remits.
- xi. To consider any other matters related to the development of the Joint collaborative Programme.

The Academic Board makes decisions about the Programme on the following areas and will produce an Annual Report to include information on the following:

- i. recruitment and admission of students;
- ii. operation of the programme (e.g., tutoring, timetabling);
- iii. management of assessment including assessment requirements;
- iv. identification of programme-related resource needs;
- v. production and maintenance of comprehensive student programme documentation;
- vi. monitoring and evaluation of the programme including Internal or External Examiner Reports and follow up actions;
- vii. approval of the annual programme monitoring report(s) for the programme (such reports will be forwarded to the appropriate faculty at the HEIs);
- viii. recommendations relating to initial approval and subsequent modification of programmes and regulations;
- ix. nomination of any External Examiners when required;
- x. recommendations on the level of tuition fees and the distribution of tuition fees and share of student load.

1.2.3 Administrative Board

The Administrative Board will comprise:

1. Chair: Programme Director (appointed from amongst the Programme Directors of the various contributing higher education institutions);
2. Administrative coordinators involved in the programme(s) from each of contributing higher education institutions;

The membership can be added to by co-option to obtain expertise.

The Administrative Board will meet either via video conference or via on-site meeting at one of the HEI locations, at least twice a year and will report, as appropriate (each of the contributing HEIs will specify the appropriate reporting structure). In order that a meeting of the Administrative Board may proceed, a representative of least fifty per cent + 1 of the participating HEIs will be present at the meeting.

The key responsibilities of the Administrative Board are as follows:

- i. To monitor and supervise the overall management and administration of the programme, ensuring appropriate levels of corporate governance and prudent financial management of the Collaborative Programme.

- ii. To provide a forum for the discussion and dissemination of good practice in management and development, marketing, and sales of the Joint Collaborative Programme.
- iii. To consider proposals to introduce, amend or withdraw courses in the Joint Collaborative Programme received by the Academic Board.
- iv. To prepare an Annual Administrative Report for consideration by the participating HEIs.
- v. To contribute to Administrative Review at the programme levels, and to progress recommendations.
- vi. To liaise with other programme committees where necessary to fulfil their respective remits.
- vii. To consider any other matters related to the development of the Joint collaborative Programme.

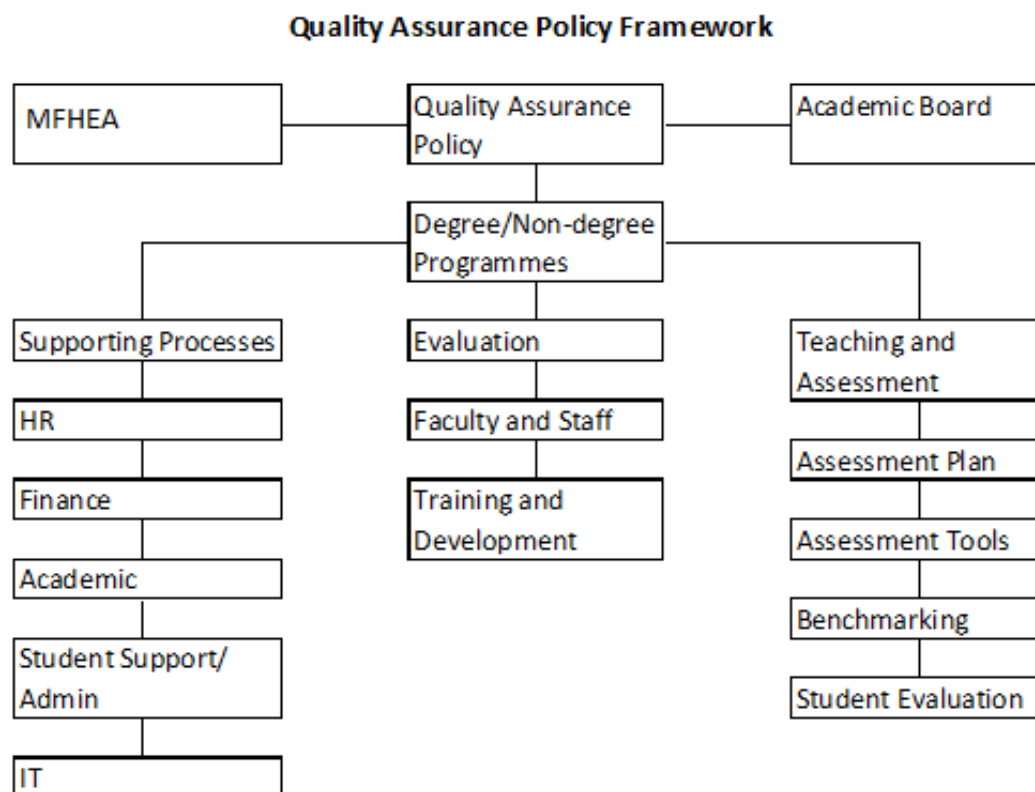
The Administrative Board makes decisions about the Programme on the following areas and will produce an Annual Report to be submitted to the administrative contact in each of the contribution institutions within three months after the final examination. The Report will include information on the following:

- i. Revenues and expenses of the programme;
- ii. Operations of the programme (e.g. student numbers, tutoring, timetabling);
- iii. Utilisation of programme-related resource (e.g. elearning platform operational metadata);
- iv. approval of the annual programme monitoring report(s) for the programme (such reports will be forwarded to the appropriate faculty at the HEIs);
- v. recommendations relating to initial approval and subsequent modification of programmes and regulations;
- vi. review of the tuition fees and the relevant terms and conditions.

1.3 Independent Review of Internal Quality Assurance

Advenio eAcademy will set-up half yearly review of its Internal Quality Assurance by an independent Reviewer to evaluate the processes listed in its Quality Manuals.

2. The implementation of QA



The Quality Assurance Policy diagram above is developed on 3 key elements:

- MFHEA Policies
- Academic Board
- Degree/Non-Degree Programmes

Within these elements there are several different considerations to the overall Quality Assurance that the academy must develop, implement, and review.

The details below illustrate how QA is embedded on an institutional and programmatic level. Implementing QA at the institutional level:

- Clear organization mission and strategy;
- Clear organizational structure with responsible areas for assessing, feedback loops and necessary improvements (with action points);
- Faculty: clear classification of faculty; faculty and their tasks for contributing to the programme and course development and to the quality cycles; scholarly activities including desirable academic contribution (publication, research);
- Admissions and emphasis on external relationships;
- Student and stakeholder focus.

Implementing QA at the programme level:

- Careful attention to curriculum and programme design and different modes of delivery;
- Admissions, external and internal relations;
- Regular periodic reviews of programs (including external panels);
- Regular feedback from employers and the labour market;
- Participation of students in quality assurance activities;
- Defined measures to improve the quality of the programs.

AEA tools for feedback and information:

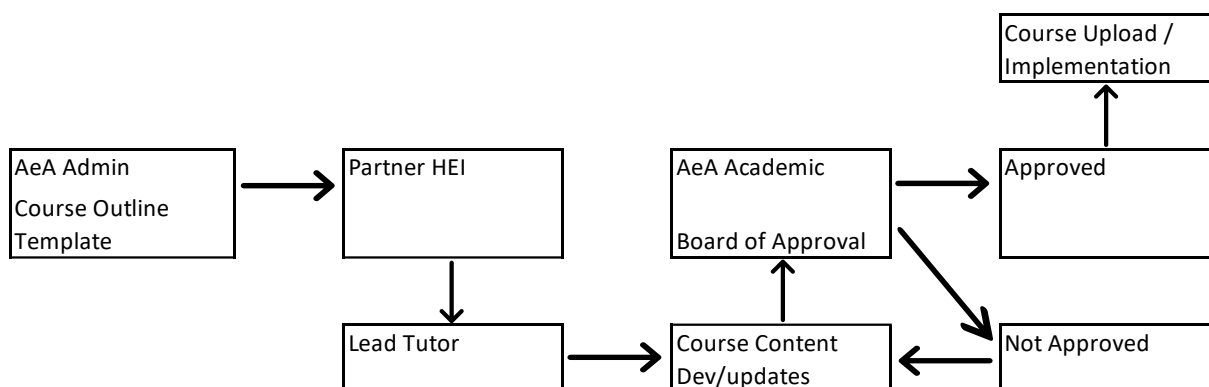
- End of Programme satisfaction questionnaire
- Alumni Survey
- Data about applications / accepted students / graduates;
- Faculty evaluation;
- Course evaluations.

The institution continues to explore the best systems and tools to make the process more effective.

3. Programme Evaluation

The Course Development and Evaluation Framework must be carried out as per the below structure. Course documentation must be carried out in line with the set Advenio eAcademy templates, which each HEI and faculty has access to. The Lecturer must use these templates when developing or updating a programme. A new course developed or an update to an existence course must be reviewed by the Academic Board. If approved the course content will be passed on to the Technical team for upload. If the Academic Board does not approve the content this will be communicated to the lecturer for revision and the same process will re-apply prior to the final upload of the content material.

Programmes/Courses Design, Development and Evaluation Framework



4. Mechanisms of QA

4.1 Regular evaluation at programme level

Regular evaluation of the programme takes place at several levels.

- The intended learning outcomes are measured at programme level by direct and indirect measures.
- Course evaluations are taking place after each course throughout the programme;
- The curriculum is evaluated regularly by faculty, students, and relevant stakeholders.
- Faculty and faculty are evaluated per course and annually against set standards.

More details about these interlocking control cycles can be found below, each following the basic *Plan, Do, Check, Act* logic:

Plan

The programme is defined in terms of:

- Programme level Intended Learning Outcomes, focusing on higher-level competences (in terms of MQF descriptors);
- Programme structure, course outlines and allocation of credits;
- Definition of didactical philosophy.

Do

- The changes and improvements of the programme are discussed by the Academic Board;
- The Courses Co-ordinator of the programme revises the content of the course outlines and communicates necessary arrangements with faculty involved in the delivery of the program;
- The Courses Co-ordinator discusses the course outlines with the course teams and assigned lecturers.

Check

- Several instruments are used to assess the program. An overall Satisfaction Questionnaire is carried out at the end of the programme. Also Faculty-Student course evaluations are done after each course. Administration keeps record of students' grades, as well as of any possible cases taken to the Academic Board for academic misconduct;
- Administration keeps record of students' thesis performance. This data, with the course grades, is compared with the Student Learning Outcomes (SLOs), and the results are analyzed and discussed as part of the direct measures to assess the entire intake performance;

- Executive reports and any action plans as a result of the evaluations in terms of academic and/or operational issues are discussed in the Academic Board.

Act

- The information from the overall programme satisfaction questionnaire is analyzed and discussed with the Academic Board. The non-academic issues of the programme are discussed with the Administration;
- The information measuring the intended learning outcomes assessments is discussed by the Academic Board;
- Action items are discussed in the Faculty Meeting and Academic Board and finally ratified by the Executive Director;
- As a result, the programme can be adjusted both at the content and the operational levels. This requires coordinated actions from the Courses Co-ordinator, the faculty and the faculty involved at the operational level;
- The overall questionnaire is revised periodically by the Courses Co-ordinator, Administration, and Faculty;
- The improvements in the programme are implemented by the Faculty and subject to approval by the Academic Board

4.2 Regular evaluation at course level

Plan

- A course outline, according to a prescribed format, is drawn up based on the profile of that course contained in the overall program;
- The course is scheduled in the programme according to its function in the curriculum and its logical relations with other courses;
- A lecturer is assigned to the course based on general (programme dependent) and specific (subject dependent) qualifications required;
- The lecturer is either given an existing course outline or asked to draw up a new one on the basis of course-evaluations of the previous academic year;
- The Academic Director has a pre-course talk with the lecturer and makes agreements with the lecturer and/or the course team supplementing the course plan.

Do

- The lecturer communicates all relevant information, including the course outline to the students;
- The course is taught according to the plan, additional agreements, and the schedule;
- Students do their graded assessments

Check

- The assessments are graded as described in the course outline and reported in agreed- upon formats, to provide transparent feedback to the students;

- Student evaluations of the course show their opinions on a broad range of course-related issues, including the perceived degree to which the learning goals have been attained;
- The lecturer is required to fill in a document in which s/he evaluates the course in general, the degree to which learning goals have been attained, the grades and other relevant aspects of the course;
- With the grades, the student evaluation and the teacher evaluation as inputs, a de-briefing interview between the Academic Director and the faculty is held. Conclusions of this interview, including necessary improvements for the cycle, are recorded to be used in the next academic year;
- The specific information from the overall programme satisfaction questionnaire regarding the courses and the different segments of the curriculum is analysed and discussed.

Act

- Decisions on program-level changes, if relevant to the specific course, combined with conclusions from the de-briefing interview are translated into necessary course changes;
- The course outlines are evaluated and adapted to include the necessary changes.

5. Maintaining relevance

The following boards and committees are involved in the quality assurance process:

- The **Board of Directors** consists of the Executive Director, Academic Director and Operations Director. Monthly Board of Directors meetings are scheduled. In these meetings the Board of Directors team will report on the strategy progress.
- The **Academic Board** meets monthly and oversees all education related activities and issues; it gives recommendations for quality improvement on operational and strategic levels to the Academic Director. The Academic Board is composed of faculty and faculty members of AEA. The **Academic Board** renders a final judgment in case a student does not agree with the grading decision and would like to appeal against it. The Board of Appeal operates in accordance with the Regulations of the AEA Board of Appeal for Assessment. Its members (a chair, four faculty members and a secretary) are appointed by the AEA Executive Director for a three-year period.
- The **Administration (Complaints Service Point)** is the central contact point where students can submit their objection, appeal, or formal complaint, both for academic and non-academic complaints. Cases are dealt with confidentially.

6. Faculty Policies

Advenio eAcademy Faculty which also includes lecturers from international partners who are collaborating on any programme being awarded by Advenio eAcademy must adhere to the Faculty Handbook. All Faculty members will have access to the Faculty Handbook through the dedicated Faculty area within the e-learning platform. Any changes effected to the Faculty Handbook needs approval by the Academic Board and this will be communicated to all Faculty members.

Lecturers Faculty Portfolio:

No research portfolio required for faculty engaged in Levels 4, 5 and 6.

Members of Faculty engaged in Level 7 programme need to deliver one published paper related to the topic or be involved in business consultancy projects in the related field.

All members of Faculty are required to submit an updated cv on an annual basis.

7. Students Policies

Advenio eAcademy Student Manual is an information supplement for students enrolled in any of the courses/programmes offered by the academy. Students should also refer to the terms and conditions and course brochures for detailed information on the respective courses. This student Manual provides an overview of relevant policies and procedures. This document is to be used as an aid for students in conjunction with the Programmes Brochures and any additional material provided by the academy.

Throughout this document, Advenio eAcademy is referred to by this name or in its abbreviated form AeA, any specific reference to the limited liability Maltese registered company operating Advenio eAcademy is made by reference to AeA Ltd.

All students will have access to the Students Manual, within the Students Area in the e-learning platform. Any changes to the Students Manual will be communicated via an Announcement to the Students.

8. Recognition for Prior Learning Policy

Recognition of Prior Learning (RPL) is the process through which students can gain exemption to, or credit within a nationally recognised qualification course/s based on learning outcomes or competencies gained through formal, non-formal and informal learning.

The purpose of Recognition and Accreditation of Prior Learning (RPL) is to recognize and, where appropriate, accredit the expertise gained by skilled individuals in non-academic contexts. By contributing to the holistic assessment and self-assessment of non-traditional learners, RPL supports the European agenda for Lifelong Learning.

By allowing applicants to demonstrate learning achieved through a range of learning experiences, including formal, non-formal and informal education, RPL enables them to gain access to undergraduate or taught postgraduate programmes of study and/or gain exemptions from parts of it.

This policy aims to guide departments in managing the process of recognition and accreditation of prior learning by providing a set of core principles and key features intended to ensure consistency and transparency in the application of the principles of RPL throughout the Institute.

The decision on whether to allow applicants to gain access to a programme through RPL rests with the Academic Board. Where RPL is deemed appropriate, the RPL practices for specific programmes must be framed to suit differing contexts. Appendix 13.1 shows the ARPEL Process & Integration Framework of Advenio eAcademy.

Applicants seeking admission and/or exemption through RPL must provide evidence in writing, through the submission of a portfolio, that they have achieved the specific learning outcomes at the required levels. The evidence of learning achieved should be compiled by the applicant following advice/discussions with the Courses Administrator and should provide a comprehensive demonstration of achievement. The portfolio building process is led by the applicant but will be supported by the Courses Administrator.

The RPL Policy provides further information about the whole process including the application form.

8.1 *Level 7 - Masters in Entrepreneurship*

Programme Entry Requirements:

- 2nd Upper Bachelor's 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.

Recognition for Prior Learning

Note 1: Special admission criteria.

Prospective students over the age of 30 can apply without a first degree as long as they provide appropriate details in their CV and a relevant work reference/s that confirm their work experience (at least 5 years in an SME organisation or organisation in which they have been involved in execution of one or more of the core management functions, planning, organising, control and leadership).

Bearing in mind that the course seeks to attract entrepreneurs in SMEs and not in micro enterprises, these are likely to have had to deal with the multitude of tasks and responsibilities that go with running a small business, be it fund raising, contracting, HRD, marketing and sales etc. Five years of such broad experience as an entrepreneur may well be quite comparable to ten years of working in line position in a large organisation where there would be limited exposure to the range of challenges any business would face.

Needless to say, these will have to be evaluated on a case-by-case basis, but the principle should be to open access to those entrepreneurs who already have practical experience and are seeking to get a more professional tools and perspectives to their practical knowledge base. The RPL process shall be based on an evaluation of four core elements:- Formal Learning, Informal Learning, Non-Formal Learning and Prior Work Experience. Applicants will be asked to list such experiences and provide relevant support documentation. They will be asked to participate in an online interview in which they will be asked to elaborate on the knowledge, skills, and competencies they have acquired within each element.

The applicants that may not have provided the required supporting evidence to their work experience or learning accomplishments, may be asked to complete a Pre-Programme Preparatory Module prior to be accepted in the programme to make sure that they will be able to progress in their studies.

Note 2: English Language Proficiency

Arrangements will be made for on-line coaching in English language for students who may have some difficulties in coping with tuition in the English language despite their proficiency level. Such on-line private lessons will be available at a separate charge to the students and will be available for small groups (max 4 persons and assuming demand at the time of enquiry) or individual tuition. AeA is already in discussions with a third-party English Language organisation to launch joint programmes in English language tuition.

Note 3: Module recognition

If a student holds a degree specializing in one of the modules thought in the Masters programme, the student can apply for this to be recognized. The student must present the Academy with the transcripts to show that the learning outcomes, objectives, and skills covered in the Degree programme match with the Masters module. This will be assessed on a case-by-case basis. The students might be requested to only submit the assignments of the module to make sure that they have reached the required level.

Note 4: Recognition of OTHM L7 Diploma with 120 UK Credits

The students with an OTHM L7 Diploma with 120 UK credits can apply to complete the Master's in Entrepreneurship Degree on the basis of the recognition of the relevant OTHM L7 Diploma subjects, namely:-

- OTHM Level 7 Diploma in Accounting and Finance
- OTHM Level 7 Diploma in Education Management and Leadership
- OTHM Level 7 Diploma in Health and Social Care Management
- OTHM Level 7 Diploma in Human Resource Management
- OTHM Level 7 Diploma in International Business Law
- OTHM Level 7 Diploma in Logistics and Supply Chain Management
- OTHM Level 7 Diploma in Project Management
- OTHM Level 7 Diploma in Public Administration
- OTHM Level 7 Diploma in Risk Management
- OTHM Level 7 Diploma in Strategic Management and Leadership
- OTHM Level 7 Diploma in Strategic Marketing
- OTHM Level 7 Diploma in Tourism and Hospitality Management

Students need to apply via the online application form available on the website www.aea.academy. This will be followed by an online evaluation interview which will examine the learning outcomes and the knowledge achieved by the student in the

programme. The interview plan will be sent to the participants in prior which will include the student presentations of previous course works (Appendix 13.2 shows the L7 ARPEL Interview Plan). The ECTS credits that can be availed by a student with an L7 OTHM qualification will be 64 ECTS credits. If the qualification submitted by the student seem not satisfying any learning outcome of the L7 Masters in Entrepreneurship programme, the evaluators will request the student to do any individual programme modules on the respective areas or to submit additional support materials. (Appendix 13.3 shows the L7 ARPEL Interview Evaluation Sheet).

The successful candidates will be offered an advanced entry to the final Research Project of the Programme. Duration of the Final Research Programme will be 24 weeks for Online delivery/12 weeks in blended delivery. Upon completion of the Research project the students will be provided with a Master's Degree In Entrepreneurship comprising the 26 ECTS credits awarded by Advenio eAcademy and the 64 ECTS credits recognised at L7 on the basis of the relevant OTHM qualifications.

8.2 *Level 6 – Bachelor's in Entrepreneurship*

Programme Entry Requirements:

- Successful completion of an approved secondary qualification
- AND
- Evidence of English language proficiency of IELTS level 5 results, or equivalent if secondary level of education was not delivered in English language
- AND
- Minimum of 4 years of entrepreneurial work experience in middle/senior level within an SME environment

The target groups for this programme are as follows:

- 1) Entrepreneurs with more than 4 years of SME experience, but without an MQF Level 6 qualification
- 2) Entrepreneurs with an MQF Level 6 or 7 qualification in subjects not related to Business studies

Accreditation Recognition for Prior Experience & Learnings (ARPEL)

The first stage of Bachelor's in Entrepreneurship Programme is the ARPEL Process. The focus of this process is to encourage experienced entrepreneurs without any formal qualifications in business studies to pursue their studies and increase their level of expertise to make them more effective as entrepreneurs. The proposed ARPEL Bachelor's Degree in Entrepreneurship enables them to accredit their prior formal, informal, non-formal learning and work experience as part of their coursework. For each of these four areas of activity an applicant can get up to 30 ECTS credits accreditation. However, overall an applicant can get accreditation up-to 90 ECTS credits. This will represent 50% of the 180 ECTS credits that must be obtained to earn the Bachelor's degree.

The students will use the website of ARPEL4Entrep project in the URL www.arpel4entrep.com. From the home page they can register to the online system to complete the ARPEL process. The maximum duration of the stage is 12 weeks. Following are the steps to complete the online ARPEL Process.

Step 1: System based collection of data

This step Identification of Prior Experiential & Learning Activities. The applicants need to furnish the information regarding their formal, informal, non-formal learning and work experience in this step.

Formal Learning – includes any formal and accredited qualifications/awards achieved by the applicants at EQF/MQF Levels 4, 5 and 6.

Informal Learning – includes the recognition and accreditation of any informal learning activities undertaken such as non-accredited courses and CPD hours. Also any excess ECTS credits from formal learning, could also be accounted in this stage.

Non-formal learning – includes any personal involvement in philanthropic, hobbies or other external interests, any personal triumph or challenge reflecting strength of character, leadership and perseverance and any other extraordinary life experience.

Work experience – a minimum of 4 years entrepreneurial work experience in middle management level is required for entry to the programme. Different categories of work experience will be highlighted to distinguish between the type of experience gained at either middle or senior level and the type of responsibilities the applicant has fulfilled.

Step 2: Data Substantiation

Applicants need to upload supporting documents for all claims made in this step 1.

Step 3: Evaluation and interview/s

The students can select the interview slot with the evaluators. Application and the interview will be evaluated and an Estimated ECTS will be calculated at this stage from the evaluator. If necessary additional supplementary materials will be requested to submit. Students will be provided with the Interview Plan (Appendix 13.4 shows the L6 ARPEL Interview Plan) in prior along with the notification so that they can prepare accordingly. (Appendix 13.5 shows the L6 ARPEL Interview Evaluation Sheet)

Step 4: Validation and issue of Credits

The validators will cross check and the application and equivalent Estimated ECTS will be assigned for the application. The students will be informed the final estimated ECTS credits via email. Appeal policy is available for the students to re-sit in the ARPEL process if they prefer.

After the successful completion of ARPEL process students can proceed to the next components of Bachelor's in Entrepreneurship Programme: Subject Modules & Final Project.

8.3 Level 5 – Undergraduate Higher Diploma in SME Management

Programme Entry Requirements:

- A Pass in a Level 5 Diploma
- OR

- A Grade C or better in a Level 4 Diploma (e.g. Advanced Level certificates) and a minimum of 2 years work experience

AND

Students whose first language is not English and whose previous qualifications were in a language other than English will be required to produce evidence of IELTS level 5 results, or equivalent

Recognition for Prior Learning

Note 1: Special admission criteria

Prospective students over the age of 25 can apply without a level 4 diploma as long as they provide evidence in a CV and a work reference that they can make up for it through work experience (at least 2 years). The applicants may be asked to complete a Pre-Programme Preparatory Module prior to be accepted in the programme to make sure that they will be able to progress in their studies.

Note 2: English Language Proficiency

Arrangements will be made for on-line coaching in English language for students who may have some difficulties in coping with tuition in the English language despite their proficiency level. Such on-line private lessons will be available at a separate charge to the students and will be available for small groups (max 4 persons and assuming demand at the time of enquiry) or individual tuition. AeA is already in discussions with a third-party English Language organisation to launch joint programmes in English language tuition.

Note 3: Recognition of OTHM L5 Diploma with 120 UK Credits

The students with an OTHM L5 Diploma with 120 UK credits can apply for the Undergraduate Higher Diploma in SME Management on the basis of the relevant OTHM L5 Diploma subjects, namely:

- OTHM Level 5 Diploma in Accounting and Business
- OTHM Level 5 Diploma in Business Management
- OTHM Level 5 Diploma in Education and Training - see additional center resource requirements
- OTHM Level 5 Diploma in Health and Social Care Management
- OTHM Level 5 Diploma in Information Technology
- OTHM Level 5 Diploma in Logistics and Supply Chain Management
- OTHM Level 5 Diploma in Tourism and Hospitality Management

Students need to apply via the online application form available on the website www.aea.academy. This will be followed by an online evaluation interview which will examine the learning outcomes and the knowledge achieved by the student in the programme. The interview plan will be sent to the participants in prior which will include the student presentations of previous course works.(Appendix 13.6 shows the L5 ARPEL Interview Plan). The ECTS credits that can be availed by a student with an L5 OTHM qualification will be 64 ECTS credits. (Appendix 13.7 shows the L5 ARPEL Interview Evaluation Sheet). If the qualification submitted by the student is not considered as being satisfactory, the evaluators may request the student to complete any individual programme modules or to submit additional support coursework.

The successful candidates will be offered an advanced entry to the final Research Project of the Programme. Duration of the Final Research Programme will be 24 weeks for Online delivery/12 weeks in blended delivery. Upon completion of the Research project the students will be provided with a certificate of Undergraduate Higher Diploma in SME Management including the 26 ECTS credits awarded by Advenio eAcademy and the 64 ECTS credits recognised at L5 on the basis of the relevant OTHM qualifications.

8.4 Gaining certification on completion of non-certified self-learning programme

1. Confirmation through eB-Learn system of completion of all relevant elearning objects
2. Invitation to complete Course Certification Top-Up Module
3. Course Certification Top-up module to include details of Forums, Assignments and live evaluation requiring:-
 - a. Compilation of Forums Workbook – discussion of forum questions and key posts in each session;
 - b. Compilation of Assignments Workbook – presentation of assignments for each of the sessions/modules as relevant
 - c. Live presentation of workbooks – video conferencing evaluation session for successful completion of Course Certification Top-Up module

Total Study hours (self-learning + top-up module) must equal those of the certified course.

9. Social Responsibility Policy

Policy brief & purpose

Our Corporate Social Responsibility (CSR) company policy refers to our responsibility toward our environment. Our company's existence is part of a bigger system of people, values, other organizations, and nature. The social responsibility of our business is to give back to the world just as it gives to us.

Policy elements

We are committed to operating as a responsible business that meets the highest standards of ethics and professionalism. Our company's social responsibility falls under two categories: **compliance** and **proactiveness**. Compliance refers to our company's commitment to legality and willingness to observe community values. Proactiveness is every initiative to promote human rights, help communities and protect our natural environment.

The full policy can be accessed on the Advenio eAcademy Website (www.aea.academy)

10. Accessibility Policy

Online Accessibility:

Advenio eAcademy is committed to make all the information provided via the central pages of its website accessible to all users. General principles of navigation and usability are applied throughout the site to help all visitors. Advenio eAcademy is committed to ensure accessibility of the website for people with special needs. English subtitles are included for all pre-recorded audio-visual presentations in the programmes (Subtitling on the Master's and Bachelor's degree programmes is scheduled for 2022 with the planned updating of course content). Advenio eAcademy is also committed to ensure that e-learning platform is compliant to the FITA Web Accessibility Guidelines except where these conflict with mobile-friendly functionality.

All the materials for students and Faculty are made available in the Student Area and Faculty area of the eB-Learn platform. The Faculty and the students are provided with login credentials to the learning platform. The system generated notifications are incorporated for events such video conferences and online workshop sessions.

On-site Accessibility:

Advenio eAcademy is committed to make all the on-site classes accessible to all students and ensure accessibility for people with special needs.

All on-site classes are carried out at MFHEA approved premises.

11. Language Policy

All programmes designed and delivered by Advenio eAcademy are in the English Language and students must have an adequate level of English to enroll in these programmes.

11.1 Use of multi-languages for course work

Provisions for support of additional language on selected programmes.

1. Implementation through eB-Learn system of multiple language command facilities to ensure that the system commands are available in English and in any other language to be supported.
2. Implementation of voice captioning in English with choice of sub-titling in the other language to be supported
3. Implementation of relevant language translated versions of texts for Forums and Assignments with responses accepted in the additional language to be supported
4. AeA approved and appointed interpreter/translator to be present to support faculty and/or students during live weekly tutorial sessions.
5. AeA approved and appointed interpreter/translator to translate course work (forum posts/assignments) into English for faculty evaluation if Faculty does not have sufficient proficiency in the additional language to be supported.

This policy is also addressed within the Faculty Handbook and Students Manual.

12. MFHEA Standards

12.1 *Standards for internal quality assurance Policy for quality assurance*

Entities shall have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders shall develop and implement this policy through appropriate structures and processes, while involving external stakeholders. Such a policy should include:

- a) the organisation of the quality assurance system;
- b) the responsibilities of departments, schools, faculty, institutes and/or other organisational units as well as those of institutional leadership, individual faculty members and students with respect to quality assurance;
- c) reference to the relationship between research and learning & teaching, where applicable;
- d) procedures for ensuring academic integrity and freedom, where applicable;
- e) procedures for ensuring against academic fraud;
- f) procedures for ensuring against intolerance of any kind or discrimination against the students or faculty;
- g) the involvement of external stakeholders in quality assurance;
- h) procedures for the quality assurance of any elements of an entity's activities that are subcontracted to or carried out by other parties;
- i) in the case of local representatives or franchises of foreign providers, explicit reference to the quality assurance procedures of the parent provider and the role of the local representative or franchise in this.

The mission of Advenio eAcademy is to establish AeA as a quality driven HEI providing on-line and blended certified educational courses and programmes, at different levels, catering to the specific requirements of SMEs and the entrepreneurial teams within these organisations. The goal of Advenio eAcademy also looks to build an international reputation as an academic higher educational institution which is customer-centric and provides the students with top calibre certified on-line and blended courses and programmes which meet their expectations and reflect good value for money.

The management, administrative and Faculty teams aim to provide the quality education which these students will require in the workplace and in accordance with labour market needs. To achieve this, Advenio eAcademy adheres to the principles of student-centred learning process and focus on academic efficiency and integrity.

Regular meetings are arranged with external stakeholders such as the Partner HEIs, particularly those with real-world experience in related fields, are held to ensure that the courses being offered are in line with the needs of the labour market. Student and faculty feedback is also collected to make ensure the quality of the programmes and procedures.

An individual within the organisation is provided with the responsibility for quality assurance and communicate with on quality assurance matters. This role is currently being undertaken by the Administrative Officer under the strict guidelines from Executive Director.

Discrimination or intolerance on the basis of age, gender, religious views, race, or any other grounds, is strictly prohibited in Advenio eAcademy. Policies against discrimination are in place and strictly enforced. Cases of discrimination or intolerance are brought before the executive board and disciplinary action will be taken against any student or member of faculty found guilty.

Policies against academic misconduct, plagiarism, cheating, and other attempts to gain unfair advantage in assessment, are also in place. Any such case will also be referred to the board, and disciplinary action may be taken against any party found guilty. Following such a decision, any individual wishing to appeal this decision has five working days to lodge an appeal.

12.2 Institutional probity

Advenio eAcademy ensures that appropriate measures and procedures are in place to ensure financial probity with updated financial statements and budget plans on quarterly basis. The academy confirms that the company accounts and financial statements are audited on a yearly basis by an appointed external auditor. Advenio eAcademy through its Internal Quality Assurance processes, ensures that the members of the body corporate, the legal representative and the persons occupying a headship position are fit and proper persons to deliver further and/or higher education programmes.

Advenio eAcademy is privately owned and self-funded. Ultimate responsibility for the financial probity of the institution and selection of key management personnel rests with the Board of Members. Tuition fees are pre-set by the Board of Directors taking into account the expected tutoring costs and the organisation's general budget. Advenio eAcademy also plans to increase the revenue by looking for more support schemes and funds. Various marketing strategies are also discussed in the meeting with Board of Directors.

12.3 Design and approval of programmes

AeA endorses the Malta Qualifications Framework as the official National Qualifications Framework of Malta and agrees to abide with the level descriptors, standards, and criteria that the MFHEA publishes from time to time to maintain the framework's relevancy to the system of qualification in Malta.

All course related material such as course description and certificates will reflect the Malta Qualifications Framework. AeA obliges itself to adhere to a learning outcome-based approach when developing and describing qualifications.

Advenio eAcademy apply with the MFHEA for a review of their programme accreditation, through periodic provider and programme quality audits, in accordance with the licence regulations. This will certify that the quality of service provided covers more than the requirements set out by the licence requirements.

All programmes are designed using a learning outcomes approach, specifying the knowledge, skills, and competences to be gained from each programme. The workload for all courses is indicated in ECTS. At the conclusion of each academic year, students are invited to fill in a feedback form for each module, assessing the extent to which the delivery of the module tallied with the stated learning outcomes, and the quality of teaching and course material provided. This feedback is seen by the Executive Director and Board of Directors. Any issues relating to teaching are handled internally, while issues with course design and content are discussed with the Board of Directors.

The virtual platforms used in the programme are thoroughly tested to ensure that the technical features are working well. Third parties are also involved in the testing process to get better feedback. Advenio eAcademy operates on an Agile style of management with weekly Operations Meetings of staff and bi-weekly project meetings with international partners. These meetings regularly address the effectiveness of programme design and the teaching and learning process. During the programme design, research is also carried out to identify international best practices. At all programme design stages the importance is given to provide support in student progression process. All the processes and stages are subject to a formal institutional approval process by the Academic Board.

12.4 Student-centred learning, teaching and assessment.

Advenio eAcademy ensures that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, with the assessment of students reflecting this approach. The implementation of student-centred learning and teaching will:

- a) respect and attend to the diversity of students and their needs, enabling flexible learning paths;
- b) consider and use different modes of delivery, where appropriate;
- c) flexibly use a variety of pedagogical methods;
- d) regularly evaluate and adjust the modes of delivery and pedagogical methods;
- e) encourage a sense of autonomy in the learner, while ensuring adequate guidance and
- f) support from the teacher/lecturer;
- g) promote mutual respect within the learner-teacher relationship.

Quality assurance processes for assessment take into account the following:

- a) Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- b) The criteria for and method of assessment as well as criteria for marking are published in advance;
- c) The achieved learning outcomes are analysed in relation to the intended outcomes. Students are given feedback, which, if necessary, is linked to advice on the learning process;
- d) Where possible and applicable, assessment is carried out by more than one examiner;
- e) The regulations for assessment take into account mitigating circumstances;
- f) Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;

- g) A formal procedure for student complaints and appeals is in place.
- h) The assessment methods are in line with the programme outcomes.
- i) The Faculty is encouraged to participate in external CPD, Webinar, trainings and the proofs are collected by the academy.
- j) Support for research and additional programmes are provided to Faculty by Advenio eAcademy.
- k) The Faculty and students are provided with the digital copies of handbooks with detailed explanations of the features and processes of the learning platform.

Each module within the programme includes various learning objects. These include, pre-recorded audio-visual lectures, lecture notes in power point presentation format, reading and reference lists, self-assessment tests, and on-going assessment in the form of live online tutorial sessions, forum topic discussions and assignment.

One live tutorial workshop per week is organized for every module and is led by the relevant course tutor. Additional support classes are held regularly to address particular issues individual students may have. The live workshop sessions will be used to give additional information of topics covered in the pre-recorded audio-visual presentations, the assignments or in the forum sessions. This cross referencing of content material is an important part of the implementation of the programmes as it assists students in the reflective and adoptive learning processes.

Additional reading and reference list is also provided in each segment of the sessions. All live tutorial sessions are recorded for future reference. Faculty participate in the online discussion forum and add comments to the student's posts. Additional references or support evidence are given along with each post to help others go through. The assignments are evaluated based on the evaluation criteria published in the quality policy document of AeA. Additional comments on the assignments are provided for the students to improve their work and if required the students are guided to resubmit the works.

12.5 Student admission, progression, recognition, and certification

Advenio eAcademy consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition, and certification. In particular:

- a) Admission processes and criteria are implemented consistently and in a transparent manner;
- b) handbook and guidelines of admission are provided for each programme on the website;
- c) Email verification the students registered are conducted in the system;
- d) Induction session to the institution and the programme is provided in the beginning of each programme;
- e) both processes and tools are in place to collect, monitor and manage information on student progression;
- f) AeA includes strict policies towards the plagiarism checking. The internationally acclaimed Magister Anti-plagiarism tools developed by Compilatio. Faculty is able to analyse students submissions for plagiarism. If a high similarity % is recorded for a student submission, the student will be given a report of the similarity % and will be

asked to re-submit the assignment. Failure to abide by the plagiarism policy will result in reduction in mark or failing of assessment if a high similarity percentage is recorded.

- g) All assessment elements take place on the e-learning platform, and these are logged to the students' profile. This includes tutorial attendance, forum contributions and assignment submissions.
- h) on successful course completion, students receive documentation explaining the context, MQF level, amount of learning credit, content and status of the qualification gained, in line with MFHEA regulations.

12.6 Competence of Teaching Staff

Advenio eAcademy assures the competence of the teaching faculty and these are evaluated depending on the teaching programme. Clear, fair, and transparent processes are set-up for the recruitment, conditions of employment and professional development of such Faculty members, the majority of whom would be on contracts for service. During the recruitment stage of the programme, the interview panel will evaluate the technical skills of the faculty. Their overall experience and knowledge in handling digital media is considered. After appointment, the new Faculty member will be provided with training sessions on the eB-Learn platform.

Advenio eAcademy highly promote innovation in teaching methods, and continuous professional development. All Faculty members are encouraged to constantly au courant with developments in their fields and with the methodological requirements of their programmes.

The classes are recorded, and the Executive Director these recordings are used in the performance evaluations to ensure that they meet the standards of the academy. In addition the Executive Director makes it a point to attend on an ad hoc basis at least one live tutorial session per module to get direct experience of student interaction. Feedback (Online and Offline) collected are evaluated and meetings are organised with Faculty to discuss the area of improvement. The board of academy also ensures that the updates are conveyed via emails and meetings are arranged whenever necessary with the full time and part time faculty. They are provided with the IQA and all other relevant documents in the Faculty Area of the eBlearn Platform.

The Faculty will have initial information session (online) with the members of the programme and the overall details of the programme will be discussed. They are provided with login credentials to access the platform and the programme will be assigned to them. The Faculty Area of the eB-Learn platform will include the relevant programme details such as Faculty handbook, schedule, evaluation, and assessment details. Demo sessions will be arranged for all Faculty to ensure that they are familiar with the live videoconferencing and the features in the platform. Faculty can also use the live chat option provided to get any technical assistance. Other contact details are provided for additional support including with the evaluation and assessment criteria of the module.

Faculty are also provided support to improve the teaching methods, ad hoc Faculty Development workshops are organized to address particular issues that arise in relation to evolving teaching practices. Additional support for extra faculty development courses is also provided on demand. Faculty is encouraged to publish one academic paper every year.

Faculty are properly informed about the commencement of the module and are given sufficient time to prepare for the live sessions. The invitation for the online sessions is sent two days prior to the session, and a system generated reminder is also set up 15 minutes before commencement of the session.

All support is provided for full-time and part-time (online) Faculty in a consistent way. In the event of any other work-related issues, Faculty are advised to contact the Academic Director directly on the official email address. A faculty handbook is available for all Faculty outlining all policies and guidelines related to the design, development, delivery, and assessment of each programme.

12.7 Learning resources and student support

Advenio eAcademy ensures that adequate and readily accessible learning resources are provided to assist student learning commensurate to the type and level of course/s. These resources may vary from virtual libraries, learning equipment, study facilities and IT infrastructure to human support in the form of faculty and courses administrators. The needs of a diverse student population (such as mature, part-time, employed, and international students as well as students with disabilities), and the shift towards student-centred learning is considered when allocating, planning, and providing the learning resources and student support.

The students applying for the programme will be invited for online interviews. In all stages of admission and application process the administrative team will provide support for the students. The students are also provided a policy to appeal for the re-evaluation. The initial online information sessions will be conducted to address the issues or doubts of the students. During the information session a live demo of the eB-Learn platform will be provided for the students. The criteria of evaluation and the course works associated, and the guidelines of the programme will be discussed in this session. The contact details of administrative team will be included in the session. The session will be recorded and available in the Video Conference repository.

In the eB-Learn platform the students are also provided a Students Area for access to all related programme documentation. All information regarding the programmes are made available on the website of the programme as well. This includes Information on learning outcomes, ECTS credits and assessment methods are provided for every module description, and all programme descriptions include eligibility criteria, progression information, learning outcomes and possibilities for further learning and/or employment opportunities.

Required access credentials for the programme will be distributed in a timely manner and the supporting administrative team will ensure that the students have access to all learning materials. Any issues reported from the students will be handled as soon as possible.

The live chat functionality is made available in pages of the programme. This will help the students to reach the programme helpdesk at any time. The Pre-recorded audio-visual elearning presentations are provided with captions to make it easy for everyone to follow. The presentation used here is also made available in downloadable PowerPoint format. At any point, students will be guided to contact the team for assistance with any queries. All resources and services are fit for purpose and accessible, and students are informed about the services available to them. The eLearning platform is used by Faculty to upload lecture materials and additional resources. Access to digital libraries is provided via the learning platform. Administration officer is responsible for any general academic support for the courses.

The features of the eB-learn platform such as live tutorial workshops, discussion forums, chat facility and emails are used as the primary communication methods within students and faculty. In case of emergency situations, the students are also informed to contact in the official WhatsApp or telephone line of the AeA to get assistance. All communications are logged and maintained and wherever required follow-ups are done from the faculty.

The programme resources that are provided to the students in a soft copy (online) in eB-Learn platform include:

- AeA Corporate Profile
- Student Handbooks
- Programme Overview & Programme Schedule
- Programme Evaluation Template
- The Pre-recorded audio-visual presentation
- Reading list and reference list
- Supplementary list of additional materials
- Access to e-library
- Access to plagiarism checker

12.8 Information management

The platform being used for all AeA programmes is EB-Learn developed and supported by the Malta based firm AllSecure Ltd operators of eBusiness Systems. The EB-Learn Technical Support & Development team is responsible for ensuring that the virtual learning environment runs on an adequate server which guarantees stability and reliability. Students before registering to the course or website must provide information on their profile such as; name, surname, and email. Once registered students must update their profile to include information on date of birth, gender, nationality, address, disability (to provide further assistance) and level of education.

The technological solution being offered must always reflect the target group and the learning objectives. Should a learning programme be envisaged for a target group which requires different functionality, this should be either integrated into the current Virtual environment based on IT infrastructure limitations.

Various methods of collecting information may be used. Sources of such information will also include the MFHEA yearly statistics for further and higher education, which will be reformulated to provide this service.

Student participation is tracked and evaluated. Tutorials are recorded for quality assurance and evaluation purposes, whilst assignments and forum discussions are recorded and saved in a repository. Course co-ordinators follow-up to students after every tutorial session, particularly, to students who miss any of the sessions to encourage attendance and highlight points that have been missed.

Information on student performance and profile is kept by the Administrative Officer, who presents such information to the meeting held to assess student performance and progression. Information about course participation, retention, and completion rates they are also presented to the Members of the Academic Board. The feedback collected from students and Faculty are also made available to the Executive Director and the Academic Board for review. Consent to relevant data is obtained from the students in the registration process. The documents are saved for the duration required by the national regulator and will be securely stored on the academy's online servers which are maintained by the e-learning platform provider.

12.9 Public information

Advenio eAcademy make use of website and printed/digital brochures to share information with the public. Objective and clear information is available to orient/facilitate decision making of interested candidates. This includes Course/programme goals and overall learning objectives; methodological approach; target group; prerequisites for participation; selection process (if applicable); technical requirements; and fees. Information on knowledge assessment tests, timetable and workload is also available. A calendar/timetable details duration of learning phases (or modules) and dates of assessments. Whenever applicable such information may be divided to be provided before (information that orients candidates' decision-making) and after the registration (information that further details course/programme organization). Contact information (phone, email) is clearly informed. There are clearly defined roles related to administration, teaching responsibilities, monitoring and evaluation of the programme.

All information regarding the programmes are made available on the website and also the manuals, leaflets, brochures cover the required information. Information on learning outcomes, ECTS credits and assessment methods are provided for every module. All these information are made available on the website, and it is the duty of administrative officer to ensure that all the documents on the website are up to date.

All courses are weighted in terms of ECTS and are fully compliant with ECTS manuals. Student feedback forms also include queries about the workload to ensure the module as delivered by the lecturer/s adheres to the workload indicated in official material.

12.10 On-going monitoring and periodic review of programmes

Advenio eAcademy implement the Quality Cycle by monitoring and periodically reviewing the programmes in terms of the IQA policy and standards. The objective of this exercise is to ensure that they achieve the objectives set for them; to review the content of the

programme in the light of latest research/practice in the sector to ensure that the programme is up to date; and to respond to the changing needs of students and society.

Such reviews shall include input from students and, where applicable, input from EQA reports. These reviews shall lead to continuous improvement of the programmes. Any action planned or taken as a result will be recorded and communicated to all those concerned.

The effectiveness of programmes is reviewed in light of student results, information on student progression and their feedback. Any changes which need approval from MFHEA will be communicated with the corresponding department.

12.11 Cyclical external quality assurance

Advenio eAcademy should undergo external quality assurance by, or with the approval of, the MFHEA on a cyclical basis according to MFHEA guidelines, once every five years.

13. Appendix

13.1 Advenio eAcademy ARPEL Process & Integration

Advenio eAcademy ARPEL Process & Programme Integration

Last Revision: 30/07/2021



Level	ARPEL Process	Formal				ARPEL Results	OUTCOMES	
		Step 1	Step 2	Step 3	Step 4			
		System Centric - Data collection	System Centric - Control document submission	Evaluator - centric: interview & portfolio analysis	Validator centric - intl QA & validation			
		Formal						
		Informal						
		Nonformal						
Work Experience								
5	Collection of personal data	Uploading of support docs to verify data	AeA Internal Evaluator - Use of Evaluation Rubric #L5-01	AeA Internal Validator	<32	FAIL		
					32 -64	PASS		
6	Collection of personal data	Uploading of support docs to verify data	Partner HEI Evaluator (ARPEL Consortium) - Use of Evaluation Rubric #L6-01	AeA Internal Validator	<74	FAIL		
					74 - 90	PASS		
7	Collection of personal data	Uploading of support docs to verify data	Partner HEI Evaluator (MHEI Consortium) - Use of Evaluator Rubric #L7-01	AeA Internal Validator	<32	FAIL		
					32 -64	PASS		

Notes:

The ARPEL process is based on the allocation of estimates of ECTS credit equivalents at each step based on the four components of Formal, Informal, Non-formal Learning and Prior work Experience. At each successive step the estimate is refined and finally validated for issue of the relevant ECTS Award.

The PASS / FAIL thresholds vary as the L5 and L7 programmes are 90 ECTS credits and the L6 programme is 180 ECTS.

FAIL Student needs to acquire more ECTS credits before they would be eligible

PASS Student can commence programme modules from relevant ARPEL credit score

13.2 Advenio eAcademy L7 ARPEL Interview Plan

Master's in Entrepreneurship



Advenio
eAcademy

Last revision: 20210728

ARPEL- Evaluation Interview Plan

Evaluator Name & Surname _____

Student Name & Surname _____

Interview Date _____

Step	Description	Duration
Formal Learning	Presentation by student highlighting the relevance of formal learning completed to date to his/her entrepreneurial experience	5-minutes
	Q&A led by evaluator for additional details on Formal learning completed and support documents presented	10-minute
Informal Learning	Presentation by student highlighting the relevance of informal learning completed to date to his/her entrepreneurial experience	5-minutes
	Q&A led by evaluator for additional details on Informal learning completed and support documents presented	10-minute
Non-Formal Learning	Presentation by student highlighting the relevance of non-formal learning completed to date to his/her entrepreneurial experience	5-minutes
	Q&A led by evaluator for additional details on Non-formal learning completed and support documents presented	10-minute
Prior-work Experience	Presentation by student highlighting the relevance of prior-working experience	5-minutes
	Q&A led by evaluator for additional details on prior-work experience and support documents presented	10-minute
General Discussion	Presentation by student on the motivation for him/her to complete the Bachelor's degree in Entrepreneurship	5-minutes
	Q&A led by evaluator for additional details on any aspects of the application or interview	10-minute
	Duration	75 Minutes

13.3 Advenio eAcademy L7 ARPEL Interview Evaluation Sheet

Master's in Entrepreneurship

Last revision: 20210729



Stage 3 - Evaluation

Interview Evaluation Sheet

Evaluator Name & Surname: _____ Student Name & Surname: _____

Interview Date: _____

In the evaluation the Evaluator needs to determine the level and depth of the student's knowledge, skills and competencies in relation to the number of credits being assigned - keeping in mind that each credit should reflect 25 study hours.

		Learning Outcomes / Evaluator Comments		Action Required	
	ARPEL - Steps 1 & 2 ECTS Estimate			Reduction / Addition of ECTS credit estimate by	Revised ECTS Credit Score
Formal Learning:					
5-minute presentation by student highlighting the relevance of formal learning completed to date to his/her entrepreneurial experience					
10-minute Q&A led by evaluator for additional details on Formal learning completed and support documents presented		Knowledge Skills Competencies			
Informal Learning					
5-minute presentation by student highlighting the relevance of informal learning completed to date to his/her entrepreneurial experience					
10-minute Q&A led by evaluator for additional details on Informal learning completed and support documents presented		Knowledge Skills Competencies			
Non-Formal Learning					
5-minute presentation by student highlighting the relevance of non-formal learning completed to date to his/her entrepreneurial experience					
10-minute Q&A led by evaluator for additional details on Non-formal learning completed and support documents presented		Knowledge Skills Competencies			
Prior-work Experience					
5-minute presentation by student highlighting the relevance of prior-working experience					
10-minute Q&A led by evaluator for additional details on prior-work experience and support documents presented		Knowledge Skills Competencies			
General Discussion				Totals	Totals
5-minute presentation by student on the motivation for him/her to complete the Bachelor's degree in Entrepreneurship					
10-minute general Q&A led by evaluator for additional details on any aspects of the application or interview					

 Evaluated By: _____
 obo Partner HEI _____
 Signature _____
 Date: _____

 Validated by: _____
 obo AEA Academic Board _____
 Signature _____
 Date: _____

13.4 Advenio eAcademy L6 ARPEL Interview Plan



Last revision: 20210728

Bachelor's Degree in Entrepreneurship



ARPEL- Evaluation Interview Plan

Evaluator Name & Surname _____

Student Name & Surname _____

Interview Date _____

Step	Description	Duration
Formal Learning	Presentation by student highlighting the relevance of formal learning completed to date to his/her entrepreneurial experience	5-minutes
	Q&A led by evaluator for additional details on Formal learning completed and support documents presented	10-minute
Informal Learning	Presentation by student highlighting the relevance of informal learning completed to date to his/her entrepreneurial experience	5-minutes
	Q&A led by evaluator for additional details on Informal learning completed and support documents presented	10-minute
Non-Formal Learning	Presentation by student highlighting the relevance of non-formal learning completed to date to his/her entrepreneurial experience	5-minutes
	Q&A led by evaluator for additional details on Non-formal learning completed and support documents presented	10-minute
Prior-work Experience	Presentation by student highlighting the relevance of prior-working experience	5-minutes
	Q&A led by evaluator for additional details on prior-work experience and support documents presented	10-minute
General Discussion	Presentation by student on the motivation for him/her to complete the Bachelor's degree in Entrepreneurship	5-minutes
	Q&A led by evaluator for additional details on any aspects of the application or interview	10-minute
	Duration	75 Minutes

13.5 Advenio eAcademy L6 ARPEL Interview Evaluation Sheet



Bachelor's Degree in Entrepreneurship

Last revision: 20210729



Advenio
eAcademy

Stage 3 - Evaluation

Interview Evaluation Sheet

Evaluator Name & Surname _____

Student Name & Surname: _____

Interview Date _____

In the evaluation the Evaluator needs to determine the level and depth of the student's knowledge, skills and competencies in relation to the number of credits being assigned - keeping in mind that each credit should reflect 25 study hours.

		Learning Outcomes / Evaluator Comments			Action Required	
					Reduction / Addition of ECTS credit estimate by	Revised ECTS Credit Score
Formal Learning:						
5-minute presentation by student highlighting the relevance of formal learning completed to date to his/her entrepreneurial experience						
10-minute Q&A led by evaluator for additional details on Formal learning completed and support documents presented		Knowledge				
		Skills				
		Competencies				
Informal Learning						
5-minute presentation by student highlighting the relevance of informal learning completed to date to his/her entrepreneurial experience						
10-minute Q&A led by evaluator for additional details on Informal learning completed and support documents presented		Knowledge				
		Skills				
		Competencies				
Non-Formal Learning						
5-minute presentation by student highlighting the relevance of non-formal learning completed to date to his/her entrepreneurial experience						
10-minute Q&A led by evaluator for additional details on Non-formal learning completed and support documents presented		Knowledge				
		Skills				
		Competencies				
Prior-work Experience						
5-minute presentation by student highlighting the relevance of prior-working experience						
10-minute Q&A led by evaluator for additional details on prior-work experience and support documents presented		Knowledge				
		Skills				
		Competencies				
General Discussion					Totals	Totals
5-minute presentation by student on the motivation for him/her to complete the Bachelor's degree in Entrepreneurship						
10-minute general Q&A led by evaluator for additional details on any aspects of the application or interview						

Evaluated By: _____
 obo Partner HEI _____
 Signature _____
 Date: _____

Validated by: _____
 obo AEA Academic Board _____
 Signature _____
 Date: _____

13.6 Advenio eAcademy L5 ARPEL Interview Plan

Undergraduate Higher Diploma in SME Management

Last revision: 20210728



ARPEL- Evaluation Interview Plan

Evaluator Name & Surname

Student Name & Surname

Interview Date

Step	Description	Duration
Formal Learning	Presentation by student highlighting the relevance of formal learning completed to date to his/her entrepreneurial experience	5-minutes
	Q&A led by evaluator for additional details on Formal learning completed and support documents presented	10-minute
Informal Learning	Presentation by student highlighting the relevance of informal learning completed to date to his/her entrepreneurial experience	5-minutes
	Q&A led by evaluator for additional details on Informal learning completed and support documents presented	10-minute
Non-Formal Learning	Presentation by student highlighting the relevance of non-formal learning completed to date to his/her entrepreneurial experience	5-minutes
	Q&A led by evaluator for additional details on Non-formal learning completed and support documents presented	10-minute
Prior-work Experience	Presentation by student highlighting the relevance of prior-working experience	5-minutes
	Q&A led by evaluator for additional details on prior-work experience and support documents presented	10-minute
General Discussion	Presentation by student on the motivation for him/her to complete the Bachelor's degree in Entrepreneurship	5-minutes
	Q&A led by evaluator for additional details on any aspects of the application or interview	10-minute
	Duration	75 Minutes

13.7 Advenio eAcademy L5 ARPEL Interview Evaluation Sheet

Undergraduate Higher Diploma in SME Management

Last revision: 20210729



Stage 3 - Evaluation

Interview Evaluation Sheet

Evaluator Name & Surname: _____ Student Name & Surname: _____

Interview Date: _____

In the evaluation the Evaluator needs to determine the level and depth of the student's knowledge, skills and competencies in relation to the number of credits being assigned - keeping in mind that each credit should reflect 25 study hours.

			Learning Outcomes / Evaluator Comments			Action Required	
						Reduction / Addition of ECTS credit estimate by	Revised ECTS Credit Score
Formal Learning:							
5-minute presentation by student highlighting the relevance of formal learning completed to date to his/her entrepreneurial experience							
10-minute Q&A led by evaluator for additional details on Formal learning completed and support documents presented			Knowledge				
			Skills				
			Competencies				
Informal Learning							
5-minute presentation by student highlighting the relevance of informal learning completed to date to his/her entrepreneurial experience							
10-minute Q&A led by evaluator for additional details on Informal learning completed and support documents presented			Knowledge				
			Skills				
			Competencies				
Non-Formal Learning							
5-minute presentation by student highlighting the relevance of non-formal learning completed to date to his/her entrepreneurial experience							
10-minute Q&A led by evaluator for additional details on Non-formal learning completed and support documents presented			Knowledge				
			Skills				
			Competencies				
Prior-work Experience							
5-minute presentation by student highlighting the relevance of prior-working experience							
10-minute Q&A led by evaluator for additional details on prior-work experience and support documents presented			Knowledge				
			Skills				
			Competencies				
General Discussion						Totals	Totals
5-minute presentation by student on the motivation for him/her to complete the Bachelor's degree in Entrepreneurship							
10-minute general Q&A led by evaluator for additional details on any aspects of the application or interview							

 Evaluated By: _____
 obo Partner HEI: _____
 Signature: _____
 Date: _____

 Validated by: _____
 obo AEA Academic Board: _____
 Signature: _____
 Date: _____