TEDUKA INTERNATIONAL ACADEMY

Innovators of Global Further and Higher Education

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1. Preface

Teduka International Academy has implemented a Quality Management System for the areas of teaching and service in order to ensure the verification, assurance and improvement of quality in these areas. This is implemented out of Teduka International Academy's self-understanding and out of the purpose to provide high performance in teaching and service.

The guidelines for quality management as well as the procedures in teaching and service are described in the following sections.

The Quality Management Handbook strives to accomplish two objectives: Firstly it is designed to make the quality management system transparent to all members of the academy. Secondly it is intended to serve as a resource and reference text for colleagues concerned with quality management and thus provides assistance in their functions. The handbook shall be updated in a participatoryprocess where both internal (e.g. academic and administrative staff, both full-time and part-time, as well as students) and external (e.g. industry, professional bodies and the government) stakeholders will be involved. Workshops shall be carried out with the aforementioned stakeholders as need arises and updates to the QA handbook will be effected following the outcome of the workshops.

In case of *ad* hoc suggestions and ideas of improvement, which fall outside the normal review and updating process as specified above, the person responsible for Quality Assurance, i.e. Chief Executive and Academic Officer or one of his delegates, can be contacted. An organizational chart is produced in section 2.7 of this manual to provide clear information of the basic structure of the academy.The handbook is written in a way that makes it possible to read and understand a single chapter without necessary reference to other chapters. Thus, a certain redundancy is intended. The Quality Management Handbook is available to all employees of Teduka International Academy as well as all interested stakeholders through the website as well as on. the learning management system which has been specifically designed for the needs of Teduka International Academy

Student's views are a main component of the whole quality management system of Teduka International Academy. Students are involved in the quality management process on multiple levels from module level to the programme level as well as on the strategic level.

They do not just provide feedback. They also contribute to continuous improvement by forwarding ideas and proposals.

Not at least they are invited to participate in policy decision making through their student representatives. A student representative shall be elected through an election carried out via an online digital platform (such as electionrunner.com). The student must be officially enrolled as a Teduka International Academy student when submitting the nomination. The elected student representative will have regular meetings related to Quality Assurance with the academic and administrative management of the academy.

There a number of formal ways how students have their say. But there is always the possibility for each and every individual to use the counselling system to improve his or her personal situation. In addition Teduka International Academy implements the principles of Malta's *Equality for Men and Women* Act CAP456 whereby article 8 of the same act refers, among others, to the avoidance of discrimination 'for any educational establishment or for any entity providing vocational training or guidance..' The Teduka International Academy is fully committed to securing equal rights and equality for everyone directly or indirectly affiliated with it regardless of: Age, Physical and

Cognitice Ability, Gender reassignment, Sex, Ethnicity and Religion, Gender Orientaion and Status. Should a student or member of staff feel aggrieved by alleged inequality, the part affected has the opportunity to appeal directly to the CEAO who has the faculty to investigate. A report on the investigation of inequality shall be drawn and submitted to the Directors who will then decide on the action to be taken based on the principles of equality of the Academy. The action can take the form of a formal reprimand or else permanent dismissal.

2. Quality Management System Guidelines

2.1 Principles

The organization of effective and transparent quality management in teaching and service is based on the following principal considerations of how quality can be continually developed and guaranteed.

Teduka International Academy offers scientifically sound and innovative programmes based on the industry needs. The programmes are delivered in innovative formats based on a hyflex approachwhich will leaed to professional qualifications and certification. These are embedded in a quality culture that orientates on the ESGs and modern development trends. Thisalso includes the acknowledgement of an ongoing development of quality standards.

The management of the academy regards quality management as an original task that requires strategic control. It is aware of the fact that quality standards cannot be administered "top down". In developing principles, a participatory procedure is used, in which all members of the academy are involved to a sufficient degree and which also will be adapted for the further development of standards and methods. The quality culture of Teduka International Academy is based on the engagement of employed teachers, sessional contract instructors, service staff, students, quality officers from student services and schools, as well as members of the Academy Extended Board of Directors. The role of the aforementioned parties shall be that specified and defined in the preface where internal stakeholders shall directly contribute towards monitoring and updating of the QA manual as specified in the preface. The culture by which Teduka International Academy shall operate is the Quality is a shared responsibility.

Quality measurement and control need to be firmly understood as instruments for a continuous development and not just as mere maintenance of defined quality standards. Measures of quality assurance support and motivate the members of the academy to fulfill their tasks and provide opportunities for identifying potential for improvement. They provide recognition and appreciation of their performance if the result of the evaluation is positive. In the case of critical feedback they offer suggestions for how improvements can be achieved. It is crucial that those who perform in the areas of teaching and service are responsible for the quality and are aware of this responsibility.Teduka International Academy shall constantly promote and monitor through yearly staff appraisal academic integrity among its internal stakeholders. In addition, the Academy shall constantly monitor elements that go against academic integrity such as, plagiarism and self-plagiarism (for both students and academics), ghost writing (for both students and academics), cheating during exams (for students), copyrights and intellectual property (for both students and academics), and defamation. A report on the investigation of breach of academic integrity shall be drawn by the CEAO and submitted to the Directors who will then decide on the action to be taken based on the principles of academic integrity of the Academy. The action can take the form of a formal reprimand or else permanent dismissal.

The Academy Chief Executive and Academic Officer is also aware of his responsibility in the quality process: persons involved in teaching and service are only able to meet quality requirements if they have appropriate competence. All employees are supported in the specific ongoing developing their competence and in the development of a competence profile that is appropriate to

their field of work.

Academic staff will be required to follow a CPD pertinent to their area of specialization in addition to a teaching and learning CPD every year. These CPDs can take the form of mico-credentials, MOOCS, advance internships or projects. The certificates of participation, or report on outcomes of self-led CPDs must be presented to the office of the CEAO.

2.2 Legal Aspects

The action framework for the establishment a quality management system at Teduka International Academy in teaching and service also considers the following regulations:

- the European Legislations

- European Standards and Guidelines

- Country-specific and country-mutual standards of structurew do you proote

- The intensified European cooperation in developing and implementing quality standards and in assuring quality within the framework of the Bologna process (e.g. European Association for Quality Assurance in Higher Education).

- The constitution (General Regulations) of Teduka International Academy including the implementation of a quality management system for the areas of teaching and service that regulates the central functions and actions of quality management at Teduka International Academy, in order to institutionalize the verification, management and improvement of quality in these areas.

- The constitution (General Regulations) of Teduka International Academy that defines the contribution of the Scientific Advisory Board (SAB)to quality management. Here the SAB will promote the interplay between the provision of education through academic programmes and research. The SAB will ensure that the research carried out by Teaduka International Academy faculty feeds directly into the curriculum while any possible gaps in the curriculum following programme reviews are researched and addressed. This approach will develop continuous activity between research and education.

2.3 Framework and Organization

The responsibility of implementing the evaluation is up to the Academy Chief Executive and Academic Officer (CEAO) who is also responsible for Quality Assurance. Therefore, the CEAO creates the necessary central framework,provides the tools to use and personal support and enables the implementation of measures for management and improvement of quality. Additionally, the CEAO provides the content-related and perspective framework by drawing up a generally valid guiding principle and definition of strategic objects.

The CEAO delegates the implementation of these actions to the headmasters and heads of the service departments. They make sure that these principals of evaluation and quality management of the academy are observed.

The Chief Executive and Academic Officer

- tests all quality management processes (e.g. the drawing up of evaluation reports of the academy and its different departments/faculties) and initiates their optimization

- adopts and approves

  - the principles for evaluation and management of quality

- the intern standards in teaching and service
- the criteria for analyzing and evaluating of the curricula, of lectures and of study materials

- the conception and development of lecture tools and lectures
- the conception of study programs and range of further education

In the different departments the responsibility for initializing, implementation and introduction of required actions on improvement rests on the heads of departments. Every department nominates a "quality management representative" for the support. He or she analyzes the evaluations in the field of teaching, draws up an evaluation report of the department per semester and presents this report to the responsible Director. The Head of Department tests and assesses specific processes for quality management in the field of teaching and initiates their optimization on disposition of the CEAO.

Analogous to the quality management representative the "quality management representative for service" analyzes evaluation in the field of service, draws up an evaluation report and presents this report to the management. He or she tests service-specific processes for quality management and initiates their optimization on disposal of the management.

2.4 Objectives of the Quality Management System

The overall purpose of the quality management system is the measurement, assurance und improvement of the quality in teaching and higher education service. The knowledge gained from it provides a contribution for a long-term strategic development and planning of programs, thereby contributing to the development of the academy's profile. Additional goals and objectives of the quality management system at Teduka International Academy are as follows:

- Creation of transparency for quality in teaching and in the range of consulting and support programs offered in the area of student services;
- Recognition of problem areas, both current and future;
- Development of solution and assurance strategies;
- Academy-related feedback;
- Individual feedback at the teaching level;
- Creation, optimization and stabilization of communicative structures;
- Standardization of internal data collection at the academy;
- Creation of a working framework for the conception and implementation of development and modernization plans for the Academy and schools;
- Development of a data basis for the comparison of quality across schools.

Fundamentally, Quality Management at Teduka International Academy is diffeentiated into internal and external processes.

Internal processes of quality management include teaching and service evaluations made by students, as well as teaching evaluation made by program managers.

External evaluation occurs at the Academy within the framework of regular alumni survey studies, as well as through the experts from the Academy Scientific Advisory Board.

External and internal processes of quality management are explained in detail in the following chapters.

2.5 Initiatives for Developing a Culture of Quality

A culture of communication which encourages and organizes on a wide level the consideration and discussion of objectives, the methods to achieve them and the experiences of implementation, is required in order to include external stakeholders (e.g. the industry and professionals), teaching staff, students and service department staff in the process of developing a quality management system.

In order to achieve broad support and transparency at the same time, a differentiated structure of including all members of the academy is required:

- All members of the academy, but also external stakeholders which include but are not limited to: industrial parties and professional bodies, are involved in the discussion of questions dealing with quality and are informed about the state of the discussion by different media and methods of communication through online forum on the Teduka Learning Management System.

- The Academy's internal presentation and discussion of new projects is open to the public bringing together all stakeholders, making it possible to gain information about strategies and concrete actions and to make comments. In this way possible inadequacies can be recognized and the precise adjustment of methods can be improved.

2.6 Understanding of Quality

The culture of quality at Teduka International Academy contains a common understanding of teaching and service quality that guides all members of the academy in implementing the requirements of quality. Therefore it demands active participation of all persons involved in the area of teaching to the effect that a discussion and consideration of standards takes place that involves all departments of the academy. In this sense, teachers, students, service staff, institutional as well as extern participants (cooperation partners in teaching, employers for alumni, etc.) take part in the definition and management of quality. Hence the development of a quality culture at Teduka International Academy is a mutual and communicative process involving the communication of ideas and conditions of challenging academy processes.

In this way "quality" is understood as a dynamic concept. Therefore, quality management always considers changes to framework conditions, requirements, legal standards, etc. The ongoing changes make it necessary to maintain a flexible quality management and to develop strategies to ensure that the changing requirements are adequately handled.

At the same time, the definition of service quality at the academy is arranged which also depends on different internal and external factors. Included in this are institutional goals and objectives, question regarding recruitment of students, provision of resources for service areas, etc.

2.7 Institutional Probity
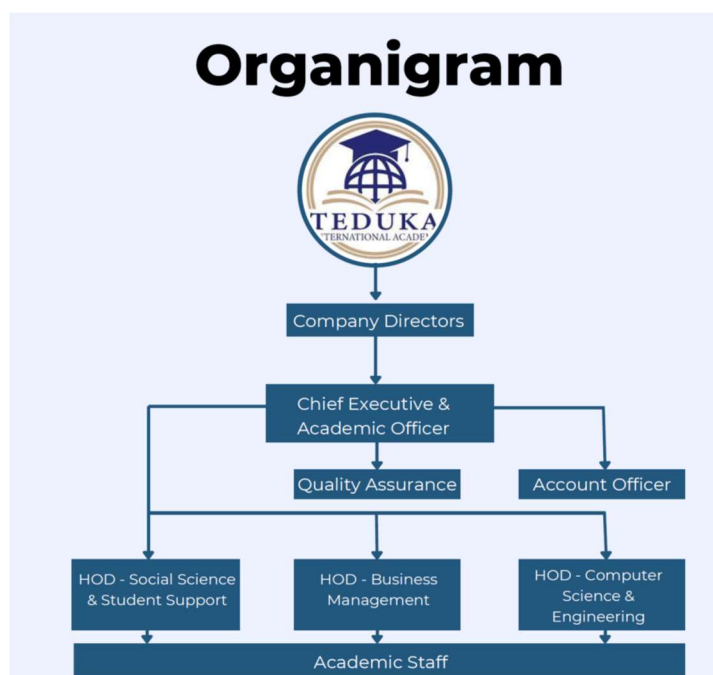
2.7.1 Financing of the Academy

The source of the working capital of Teduka International Academy is fully based on tuition fees, auxiliary fees and revenues. In case of facilities developments and renovations capital expenditure can be funded through shareholder loan or bank loan. Prior to any developments or investments, the Teduka International Academy directors shall obtain advice from its accounts and audit consultants and take a vote on whether to proceed with shareholder or bank loan or wait until the requisite funds are raised through a capital campaign to ensure financial sustainability of the projects.

In case of a turnover of €50,000, Teduka auditing consultants shall submit auditing accounts to the company directors and relevant government entities

2.7.2 Budget plan and financial stability

Teduka International Academy shall execute a yearly budget plan for income first and base income goals on conservative, reliable and realistic expectations. In order to accurately budget for income, Teduka management shall obtain input and cooperation from all departments both academic and administrative.

Budgeting tuition income shall be a core aspect of the budget plan, especially if enrollment numbers fluctuate widely from year to year. The plan shall draw from previous enrollment statistics, adjusted for current economic impact, and be as conservative as possible on enrollment expectations. The conservative prediction shall create a natural cushion in the overall budget if enrollment exceeds expectations.

Tedka accounts department shall take into account timing of restricted contributions and their releases in order for such timings not impact the current year's budget. Income projection "cushions" shall not be included in the budget plan to balance the budget to avoid budget deficits should the projected income fails to hit its target. Establishing income shall be executed first in order to lay groundwork for setting organizational and

programmatic expenses for Teduka International Academy.

In case of a turnover of €50,000, Teduka aaccounts consultants shall submit a budget plan to the company directors and relevant government entities

2.7.3 Headship and Human Resources

2.7.3.1 The Legal representative of Teduka International Academy must prove residency in Malta.

2.7.3.2 The Head of Institution must satisfy the following profile:

The minimum requirements of the Head if Institution of Teduka International Academy shall be the following:
- An MQF/EQF level 8 professional or academic qualification with a direct or indirect focus on higher education and academia.

And
- At least 5 years work experience in the management of higher education institutions

Specific skills required to be appointed Head of Institution at Teduka International Academy
- Extensive experience in the design and development of curriculum content including its management;
- Teaching and Supervision experience at doctoral level;
- Extensive experience of quality assurance in higher education;
- Extensive experience of study programme design, implementation, management, monitoring and review;
- Extensive experience in managing people, particularly academics;
- Experience in corporate services related to academia;
- A proven publication track-record.

2.7.3.3 Teduka International Academy faculty shall be in possession of a qualification which is one step higher on the EQF/MFQ than the modules they are teaching, supervision or tutoring. In case of a specialized module where no or limited qualified individuals can be identifies, Teduka International Academy may consider extensive experience in lieu of qualifications. In such case, the individual appointed to teach the said module must undergo internal training in pedagogy.

3. Quality Management in Teaching

Quality Management in teaching is a central element of the comprehensive quality management system at Teduka International Academy. The specific procedures in the field of teaching including objectives and the respective methodical orientation are described in the following sections.

3.1 Evaluation of Teaching

Evaluation procedures offer a valuable basis of reflection for continual development and optimization processes by allowing the identification of strengths and weaknesses and focusing on different problems and potential for improvement.

The purpose of teaching evaluation is the regular review of educational programs for meaningful learning objectives and their congruent realization in learning content and methods, in order to determine the quality of education and instruction, and the enabling of feedback from students. In this way potential for improvement of current programs should be demonstrated and utilized.

3.1.1 Evaluation of Courses

The evaluation of courses is an important part of the quality management system at the Academy since their quality has the biggest impact on student learning achievement.

Upon completion, every course is evaluated by various participants and from different points of view making it possible to take advantage of timely optimization potential.

Depending on the learning format, a course can be composed of onsite sessions and its respective online course on the learning management system. Both components are evaluated separately and the results are combined into an overall picture to evaluate the quality of the course.

3.1.2 Student Evaluation of Courses

Students are surveyed on the quality of onsite sessions. These surveys take place per subject or semester depending on the organization of the program. To achieve this Teduka International Academy uses an online survey.

The evaluation by students is subdivided into two parts. The first part is an evaluation made on the learning management system. Students evaluate the quality of onsite sessions and the corresponding online course through a five-level grading system based on the following criteria:

- Structure of the onsite session

- Content regarding exam preparation

- Didactic and instructional realization

- Practical relevance

- Interactivity

- Structure of the online course on the learning management system

- Transparency of learning content and learning objectives

- Communication with the course instructor

- Validity and updated content

- Use of different media

An open text question enables the students to make comments, suggestions and points of criticism that cannot be covered by the other questions.

In addition to the evaluation made on the learning management system there are also feedback conversations within the framework of Study Groups, which occur between the Study Group Advisor (teacher) and the Study Group Representative (student). In this way evaluation results are discussed between evaluators, actions taken by the departments or the Academy Executive Committee in response to critical evaluations, and the results based on these actions are explained.

3.1.3. Expert and Instructional Evaluation of Modules on the Learning Management System

In addition to the evaluation made by students there is an expert evaluation of teaching, focusing on the content of the modules and quality of the provided learning materials. This is performed once every semester by the Module Responsible.

The expert evaluation occurs online via the learning management system; all courses are evaluated concerning their content and didactical formation on the learning management system. Through this online evaluation the quality of provided materials and the quality of the support are analyzed. Following this evaluation, the Module Coordinator assigns an evaluation grade between 1 and 5 (A and E).

The arrangement of modules on the learning management system is evaluated based on a given set of criteria:

- Instructor (20%)
    - Personal performance of the instructor
    - Support for the students
- Concept, content and instructional design (30%)
    - Control of learning objectives is included
    - Course and learning objectives are clear and coherent with the description (syllabus) in the module handbook
    - Didactic structure of the course
    - Design of contents, accuracy and completeness
    - Additional resources are available and identified
    - Quality of teaching contents
- Updated content & information (25%)
    - Course data updated for the current semester
    - Topic introduction texts; learning units
    - Tasks and exam information are clear and evident for the student
    - Design of the platform (media processing) (25%)
    - Pleasing and coherent layout/ style /design of the text elements
    - Implementation of innovations that are agreed upon with the Module Coordinator / Head of Department

▫ Appropriate and pleasing application of multi-media elements

The evaluation also occurs on the learning management system using the quality management tool that is specifically developed by the academy.

Every criterion has an additional supporting pop-up help text, identified by a "?" and is graded by a five-tier grading scale which is then included in the calculation of the overall evaluation. In this case as well, the target for the overall evaluation grade is 1,8 or better, which is the level expected for all teachers to achieve.

3.1.4 Collegial Counselling

Courses are not only evaluated by students, but also by academic colleagues within the framework of dialogue-oriented, collegial advice. For this purpose, employed teaching staff visit courses of their colleagues during selected onsite sessions. This kind of evaluation takes place due to specific reasons. Reasons are defined by estimation of the Head of Department. For example, a critical evaluation of an onsite session can be used as an opportunity to realize an expert instructional evaluation of the onsite teaching during the following onsite session.

In this evaluation procedure the coherency of learning objectives and learning content with teaching and learning processes that are outlined as a mandatory part of the Module Handbook have priority, in addition to the instructional implementation.

The peer-reviewer gives personal feedback to the evaluated colleague after the onsite session followed by discussion. The results of this conversation are written down in a summary protocol and forwarded to the Head of Department who observes the following evaluations and if necessary correctively intervenes after the next evaluation.

3.1.5 Survey of Graduates and Alumni

By conducting surveys of graduates and alumni important knowledge is achieved to improve the quality of teaching in view of the "employ ability" of students.

The purpose of the surveys is to analyze the current status of graduates after finishing their studies in order to gain conclusions about the accuracy of the programs for the intended career or profession.

Graduates are surveyed anonymously by the help of a standardized questionnaire. Relevant questions relating to quality management are for example, program schedule and progression, evaluation of aca-demic studies, career entry and current employment status of graduates.

Through the results of these studies, the experience and estimation of graduates who already possess some professional experiences are integrated in the quality management. A constant alignment of curriculum with requirements from the specific professional fields is made possible, as well as the ongoing optimization of specific practical elements.

The survey is based on a standardized questionnaire, similar to other comparable instruments. The Academy Director is responsible for the survey of the graduates and alumni.

3.1.6. Employer Survey for Internship Positions

In programs where an internship is a compulsory requirement in the curriculum, it is intended to give students the opportunity for the realistic application of knowledge and skills acquired in their studies within a technical field which is relevant and suitable. At the same time students should make a reflected connection to theoretical and practical knowledge.

Due to these expectations for the internship, the academy ensures that only subject-specific relevant internships and internships that are suitable for the intended increase of competence are completed. This is guaranteed since approval must be obtained from the Internship Committee before the starting the internship. The responsible teachers are available as contact persons during the full duration of the internship; they give feedback, comment on learning experiences and intervene in difficult situations. The communication between the supervising teacher and the company offering the internship is systematically integrated into the process of teaching evaluation. After internship completion the supervising teacher asks the company if the intern satisfied their expectations, and requests reasons for possible deficits. Based on this feedback an action plan to realize suggestions for improvements can be developed together with the Study Coach. The study coach shall be the direct work supervisor of the intern. Study coaches are often individuals working in the industry who have a rank of supervisors or a higher grade and are appointed in that rank in view of their experience in supervising staff. Such an action plan is workedout in case the interns or the processes of the academy show some deficit which might be revealedby the feedback of the company.

3.1.7 Quality Circle – Measures and Improvements in the Area of Teaching Evaluation

After collecting the data, timely improvement measures must be ensured in the case of critically evaluated courses.

In the occurrence of critical student evaluations, the result of the measure taken is documented in a standardized manner in the subsequent evaluation (the evaluation in the subsequent onsite phase). If the subsequent evaluation does not improve, an additional action plan by the Module Coordinator is required. The Head of Department document all measures and improvements / results in a so-called "Measures and Improvements Table". The result of the measure taken on the basis of critical professional evaluations is also documented in the Measures and Improvements Table and is also subject to the above-mentioned process of student evaluation.

The evaluation averages in the area of teaching (including both student and expert evaluation) result in a total score, which is used by the academy as a benchmark for assessing the teaching performance. An overall rating of 1.8 or better must be achieved in order to meet the quality requirements of the Teduka International Academy. The following figure illustrates the teaching evaluation:
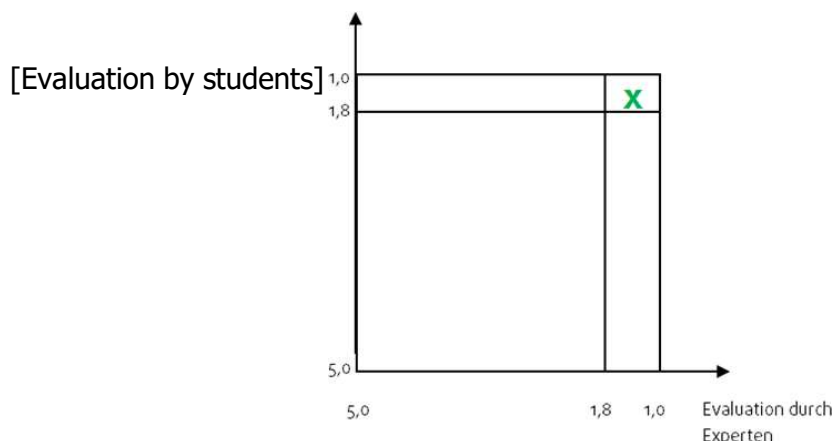
[Evaluation by experts]

The goal is to achieve a result in the upper right corner of the graph (here marked with a green x). If there is no evaluation result in this area, measures to improve teaching quality are taken.

In the case of evaluations that are worse than 1.8, a three-stage system is applied:

- If the target area was just barely missed (1.8-2.5), the teach- er is made aware of this deviation from the quality goal by means of automated e-mails. At the same time the teacher is offered help from Teaching Support to eliminate existing deficits.

- In the event of a clear failure to meet the desired target range (2.5-3.5), the Head of Department bindingly and personally requests the teacher to take part in a coaching offer. Further- more, the Study Group Advisor promptly gets in touch with the Study Group Representative in order to find out the back- ground of the evaluation results.

- In the case of an evaluation score of less than 3.5, the Head of Department takes appropriate individual measures in agreement with the CEAO.

The evaluation return ratio is taken into account for each measure taken. This means that every single critical evaluation is verified by the Head of Department. In the course of this verification process, the Head of Department also takes into account the return ratio in order to take appropriate improvement measures.

3.1.8. Action Plans

The results of the evaluation are the foundation for continuous improvement. To make sure that these results are used properly, the responsible individuals or teams have to develop concrete action plans. These action plans are discussed in the monthly management meetings.

In the action plans they need to set clear targets and to describe concrete measures. If necessary, milestones shall be outlined and the required resources have to be allocated to the improvement projects.

3.1.9 Communication of Teaching Evaluation Results to Students and Teachers

Students can see the result of their course evaluations on the learning management system. These results can be discussed with the teacher (e.g. in the following onsite session or in a personal conversation), or Study Groups provide the optimal forum to possibly analyze problems that occurred or critical evaluations by all participants. Furthermore, the intense communication between the Study Group Advisor and the Study Group Representative provides the opportunity to discuss the results of the evaluation and to expose actions taken and their results.

Teachers receive their evaluation results soon after the completion of the module so that evaluations of students can be timely taken into consideration. The results of the evaluation are communicated to the teachers via email to ensure the flow of information between the students evaluating the course, the teacher and the CEAO. Furthermore, all teachers have constant access to the evaluation results of their courses and can see the comments on the text fields.

3.2 Promotion of Teaching Quality

The quality management concept of the Teduka International Academy takes into account the fact that teachers are also learners, and for this reason it actively and continuously promotes the competence development of the teaching staff through a differentiated instrument, which is described in the following sections.

<u>Policy regarding promotion of different pedagogical approaches</u>

Teduka International Academy promotes different pedagogical approaches among its faculty. These approaches include but are not limited to: inquiry-based; project-based; and collaborative learning. The aforementioned pedagogical approaches can contribute towards the development of core soft skills which are key to one's overall knowledge take-up, i.e. critical thinking, creativity, team work and communication. The academy aims at incorporating down-to-earth leaerning which draw from innovative elements, namely, gamification, blended learning and experiential learning. The use of innovative technology such as, virtual reality (VR), augmented reality (AR) and simulators allows academic members of staff to fostering their digital and soft skills. These technologies are likely to become more common in a post-pandemic context, as they have advantages in terms of flexibility, cost and safety. They are also well suited to facing the challenges imposed by digitalisation and industry 4.0.

In order to use technology to incorporate innovative pedagogies into Teduka's learning provision, academic staff must have solid digital skills themselves. In order to address these ensure high-quality initial pedagoogical training, continuous professional development is key to update academic's pedagogical knowledge and digital skills. Keeping academics up to date with the latest technological developments which feed directly into innovative pedagogies shall require close collaboration with employers.

Policy principles:

- Fostering the capacity of Teduka academics to use innovative pedagogical approaches.
- Providing Teduka academics with strategic guidance and institutional support for the integration of new technologies in higher education.
- Foster innovation through partnerships between the Higher Education, industry and research institutions.
- Raising awareness about the importance of innovation, ICT and soft skills in Higher Education

3.2.1 Appointment Procedures

In addition to a teacher's professional qualifications, the Teduka International Academy is committed to pay attention to internal quality standards which are specified in this quality assurance manual as well as those specified in the ESGs. With the institute's ethos that quality assurance is a shared responsibility, bot academic and administrative staff must meet the said standards.

Candidates who meet these formal requirements are subject to a fixed quality-assisted selection process, which is carried out in close coordination between the CEAO, the relevant Head of Departments and the Program Managers. The applicants are informed about the objectives of the Teduka International Academy's quality management system, the development measures ofquality

culture and about the Academy's understanding of teaching quality. On this basis, all teachers receive individual training on the optimal use of the online learning management system,the design of onsite events and the con- ducting of exams.

3.2.2 Training for Employed Teachers

All employed teachers are purposefully and steadily qualified. Teduka International Academy policy is in line with the MFHEA referencing report that each lecturer, whether employed full- or part-time or contracted on a one-time service basis, must be in a possession of one EQF/MQF level higher than the one he/she is teaching. At the beginning of their work, the employed lecturers (FT/PT/Service providers), which are recruited through a call for application and which selection shall be based on their qualifications and experience, receive a comprehensive induction through a specific training program. The central element is a training in which the new members of the academy are familiarized with theirtasks. Therefore, this training program is an essential element of quality management in the area of teaching.

The introductory training program has several objectives:

- The new colleagues are given a comprehensive overview of the Academy's environment in which they can safely move and argue

- The new teachers expand their instructional knowledge and are able to implement this in high-quality and practice-oriented teaching.

- The new colleagues are familiar with the requirements of the Program and Examination Regulations and can implement these accordingly in examinations.

- During the first semester of their work, the new employed teachers have the opportunity to discuss issues on teaching and questions on mentoring students with each other and together with experienced colleagues.

- The introductory training at the beginning of the semester covers the following contents:

  - Internal matters (structure, committees, evaluation system, etc.)

  - Bologna Process and political framework (Bologna Process objectives, modularization of degree programs, etc.)

- □ Learning and instructional design

- □ Design of the onsite phases

- □ Teduka learning management system and the possibilities for the interactive design of virtual learning phases

- □ Examination issues (Program and Examination Regulations, types of examinations, grading system, evaluation criteria, etc.)

- □ Collaboration with the Student Services

- □ Online Library

3.2.3 Provision of Resources for the Instructional Design of Teaching

All employed teachers, as well as all sessional contract instructors of the Teduka International Academy are provided with a wide range of resources. These resources include instructional guidelines, practical suggestions as well as specific products (anti-plagiarism software [Teduka International Academy uses the services of CopyLeaks], copy templates and projection templates, literature etc.). In addition, all teachers are provided with internal teaching guidelines, guidelines for the onsite phases, and literature and materials on education and instruction. The relevant materials are usually stored virtually in the online courses "Blended Learning for Teachers" and "Examination Office for Teachers", so that all the teachers have access independent of place and time.

3.2.4 Teacher Advising and Course Development, Especially for Sessional Contract Instructors

In order to assist the employed teachers and the sessional contract instructors, the Teduka International Academy conducts regular instructional training on the optimal use of the learning management system, the design of onsite events and the conducting of examinations.

3.2.5. Internal Exchange of Experience and Mutual Support, Especially for Sessional Contract Instructors

A targeted exchange of experience between teachers on aspects of teaching contributes to the improvement of teaching. In joint workshops and discussion sessions, younger and more experienced teachers can equally benefit from each other. Internal exchange of experience and mutual support take place every six months. Accordingly, separate meetings of the Academy's sessional contract instructors take place twice a year. In addition to the fixed agenda, these meetings provide the opportunity for an internal exchange of experience and mutual support.

3.2.6 Excellence Awards

In order to provide additional incentives for this development of teaching, the Academy awards

innovative teaching projects. These "Excellence Awards" are awarded annually for special achievements in teaching and service. In this process, awards are given who deal with teaching and learning-related problems in a practical way, develop a special design for teaching events, teaching materials etc. Each year, the Heads of Departments and the CEAO have the right to makerespective proposals.

3.3 Assessments

3.3.2. Modes of Assessments

Assessments have to be competency focused and in line with the appropriate level to the module, based on the European Qualification System. The module responsible selects the mode of assessment that best measures the learning outcomes of the students. Eventually the assessment modes are regularly checked by external experts during the programme accreditation.

3.3.3. Publication of Criteria and Modes of Assessments

The criteria and modes of assessment are outlined in course/module specifications and available for everyone either on the website or the learning platform. In addition, the students are actively informed about all requirements at the beginning of each semester.

3.3.4. Consistency of Assessments

Teduka International Academy uses statistics to make cross-lecturer, cross-course, cross- module comparisons and also compares results over several semesters. In case, the average results are either too good or too bad, lecturers are asked to give statements of explanation and justification that will be considered at the Academic Extended Board of Directors.

3.3.5. Mitigating Circumstances

Mitigating circumstances where recognisably serious or significant event beyond the student´s control have affected their health or personal life and as a result they are, or have been, unable to submit or attend an assessment on time are considered. All mitigating fac- tors need to be examined on an individual basis.

3.3.6. Recognition of Prior Learning

Teduka International Academy shall not carry out any recognition for prior leaning until this a formal application as per MFHEA's requirements is approved by the authority.

3.3.7. Feedback to the Students on their Assessments

Students will be given feedback on their assessment either written (on a feedback sheet) or orally. All modules include formative and summative feedback. This means that the student´s progress is evaluated both during and after completion of a module. In addition, grades are not only assigned

but the learning process is also monitored and there is a focus on both the student´s achievements but also on their learning improvements.

3.3.8. Procedures for Student Complaints

In case students are dissatisfied with their grade, they can also demand the opinion of a second, independent supervisor. For all other cases, students can inform the student office where they will be directed to the person in charge for the particular case.

3.3.9. Procedures against Academic Fraud and Plagiarism

To avoid plagiarism and academic fraud, Teduka International Academy takes all reasonable means to verify the originality of the work, including the standardised use of plagiarism detection software (Copy Leaks).

Students have to take the written exams under the invigilation of the lecturer or a proctor. Every student has to provide their ID to validate their identity before taking the test.

Additionally the analyses of metatags (location, time and date of creation,…) in the digital documents of the students are used to find work that has been written by a ghost author.

If Teduka International Academy identifies a student plagiarizing or cheating he or she can be expelled from the institution. The Examination Commission decides upon the appropriate consequences.

3.3.10. Lecturer´s Training on Examination Methods

All of the examiners, where unless a conflict of interest is registered shall be the module lecturers, must receive an obligatory initial training. In addition, there will be on-going training on the learning platform (VLE) where current methods of evaluation are outlined and new ones are introduced and explained.

3.3.11. Examination Commission

The examination commission is formed by the CEAO or his delegate and the Heads of Departments with at least three members.

The examination commission is responsible in particular for the following tasks:

- the determination and announcement of the examination dates,

- the appointment of the examiners during oral examinations as well as the assignment of the students to the examiners

- the decision on periods of study, course achievements and examinations,

- the decision on the consequences of academic fraud and plagiarism,

- the approval of topics of bachelor and master theses,

- the decision on applications of mitigating circumstances,

- the decision on the consequences of non-appearance for examinations,

- the determination of the results of examinations.

3.4. Course Development

The impulse to develop a new course can come from different parties and in different ways e.g. through market observation, competitor analysis, student feedback, feedback from lecturers, proposals from potential lecturers for new courses or topics, enquiries from corporate partners and feedback from the Academic Advisory Board.

Before a new course of study is implemented, a number of process steps are necessary. The development of new courses takes place in four phases: Phase A - Project outline; Phase B - Market analysis; Phase C - Course Planning; Phase D - Course Introduction.

The first step is to create a project outline (phase A), so that an idea becomes a concrete concept. Based on the information from the project outline, the academy management, decides on the continuation of the planning work. If the academy management approves the idea to develop the study program, an internal working group (including student representatives) is formed.

The internal working group compiles a market and competitive analysis and analyzes job profiles (phase B). In the context of a market analysis the requirements of the labor market are substantial. The evaluation of job profiles provides information on the situation on the labor market and the qualification targets to be developed program are derived. In addition, the reconciliation of internal and external requirements takes place during this phase.

The program planning includes in phase C the concrete formulation of the qualification objectives, the preparation and documentation of the development of the study program, all of which shall be designed in accordance with the bologna process for accredited programmes and specified in the form of module specifications and study and examination regulations. In addition, approval by the Academy Management and accreditation of the new study program will take place at this time.

Phase D covers the introduction of study programs, the definition of the campus location where the program is to be offered, and the decision on how to conduct it. The implementation will be carried out on the basis of an operational plan. This includes a number of tasks such as the implementation of the marketing, communication and acquisition strategy.

In addition, Teduka International Academy has a policy entitled *Study Programme Review* (V2021.08) which ensures ongoing monitoring cyclical process of planning , implementation,

evaluation and review. The policy and procedure also specifies the involvement of internal and external stakeholders as well as communication of the results.

4. **Quality Management in the Student Services**

4.1 Background

The quality management concept of the Academy is conceived interdepartmentally. It encompasses the quality assurance and quality development in the area of teaching as well as in the area of Academy's Student Services.

During their studies, students make use of numerous information and advisory services offered by the academy's service units. For this reason, quality management in the service sector is of major importance. The student's perception of the services in this area contributes significantly to the perceived performance of the entire academy. The Head of student support shall keep constant contact with the students and reach out through email notifications and online workshop to ensure any difficulty encountered by students on different fronts is addressed in the most effective and efficient way. To this end, an initiative called the *Weekly Academic Walk In Clinic* (WAWIC) shall be set up and coordinated by the Head of Student Support.

4.2 Objectives

The quality management in the service sector has the goal to make the service orientation and service performance transparent and to evaluate these aspects quantitatively and qualitatively.

The goal is to secure the existing quality, to further develop procedures and processes thereby optimizing the entire service. In this context, the rapid response to new occurrences is an essential component. In the clear communication of evaluation results, the key is to develop individual, interdisciplinary and, as a result, interdepartmental development. Networking in quality management offers the opportunity to share best practices and reveals a coherent overall concept.

4.3 Concept

Quality management and quality development in the service sector includes the assessment of the following aspects:

- Student service (consisting of the Student Office, Career Service, International Office represented by and Teduka Employee responsible for visa matters in case a student requires to be present at some point in Malta and Internship Office)
- Examination Office
- IT service
- Virtual equipment (learning management system)
- Rooms and physical Facilities

Once a semester, a survey of the students' experiences and their satisfaction with the above-mentioned aspects is made. This evaluation includes both quantitative and qualitative aspects.

In the process of evaluating student services, the Academy management, the Student Services Quality Officer as well as the corresponding department managers and service providers are involved (Student Office Director, Examination Office Director, library supervisor, IT service

provider).

The evaluation results are uniformly documented in an evaluation report, for which the Academy management is responsible. This evaluation report also contains the measures taken on the basis of critical evaluations (> 2.5) as well as the results and improvements that stem from the measures undertaken in order to ensure a closed quality circle in the area of student services. The results will be returned to the evaluators by means of events organized by the Student Office, and by means of posters which are published at all locations. On the one hand, the detailed criticism from students

is addressed in detail, and on the other hand, the improvements are clearly communicated (e.g. improvement of the infrastructure). Furthermore, it is explained why some of the student expectations cannot be met.

4.4 Service Assessment Criteria

The essential criteria of quality in student services are evaluated by the following items:
- Friendliness & accessibility of the employees
- Individual support for students (study coaching, job search, stay abroad, possible recognition or credit transfer of academic work, organization of the degree program)
- Quality of the learning management system
- (Technical) equipment in buildings and the rooms
- Scope and availability of the online library

5. Complaints

Teduka International Academy provides the students with a tool on the virtual learning environment where they can file complaints about all matters related to their studies. Complaints can also be submitted anonymously.

The complaint manager sorts the complaints and passes them on to the affected parties for comment and processing.

The response from the relevant units and the actions taken will then be communicated to the individual. In cases that are relevant for all students the results will be published on the virtual learning platform.

6. Quality Inspection Procedures / Audits

The programs of each department are subject to a regular internal quality assessment procedure. An internal audit team is made up of experts from the relevant specialist areas. The Audit Committee is composed of persons who have proven expertise in research and teaching, or who are professional experts for the program to be assessed on the basis of their professional background.

The findings of the internal evaluation and the external expert opinion make it possible to implement central aspects of program improvement into an action plan, which is agreed upon by the CEAO and the Heads of Departments. The Heads of Departments set up an action plan for the implementation of the requirements, recommendations and suggestions that are defined in the quality audit reports. To this end, they submit specific intermediate steps, deadlines and responsibilities to the CEAO.

The quality inspection encompasses the following areas:
- Objectives and strategies of the programs to be assessed in the context of the academy's

objectives and its strategic orientation

- Admission requirements and admission procedures for the programs to be assessed

- Structural and content-related implementation of the programs

- Embedding of the programs into an instructional concept and implementation of the programs in the teaching and learning concept of the academy

- Qualification acquisition and competence acquisition in the programs, and international orientation of the programs

- Employability in relation to the programs to be audited

- Scientific environment of the programs and frame-work conditions for the implementation of the pro-grams

- Quality management in the respective program

7. Management of Data and Publishing

The data and results (analysis, measures) of the evaluations are made available to the evaluators and the evaluated persons in a timely manner. Exceptions to this are personal data. Personal data collected and evaluated as per instructions of the CEAO are only made available to the person concerned. The data protection laws apply.

Selected results can be published internally and externally in condensed form in the form of an evaluation report. Statistical data on academic applications, student numbers and graduate numbers that are collected and evaluated in this procedure are only accessible to the staff authorized for this purpose. This data serves for the internal planning and is used for the information of government agencies, as well as for the quality development of the Academy.

Apart from the Virtual Learning Environment, Teduka International Academy has a Learning Management System (LMS) called Global School. This system has a function called ' student activity' where the administrators and student support can monitor the progress of the student both in terms of attendance but also performance.

8. Information Policy

8.1. Information for the Students

All students will be informed timely and fully about any changes concerning the academy (statutes, ordinances, regulations …). Teduka International Academy uses the following means of communication to make sure that all students have a reliable communication channel:

- Communication via Email: all enrolled students get a Teduka email address and the academy uses this email address as the official channel.

- forums on the learning platform (the student learning platform connects the students to each other)

- regular study group support meetings

- regular staff meetings and faculty meetings

- newsletter for staff and students, which are published regularly

8.2. Information for the Staff

All staff will be informed timely and fully about any changes concerning the academy through different channels:

- Email as the official channel (using they Teduka Email accounts),

- a specially dedicated area on the learning platform that also allows immediate response and discussion,

- regular staff and departemental meetings and

- a newsletter for staff and students, which is published regularly.

8.3. Information for the Public

The current version of this Quality Management Handbook will be made public.

Teduka International Academy provides all relevant information regarding the courses offered. These information include:

- The selection criteria for students for each courses/programme;

- Intended learning outcomes of courses/programmes;

- The qualifications awarded, including the EQF level and ETCTS/ learning credits (where applicable);

- The teaching, learning and assessment procedures used;

- The pass rates;

- The credentials of both academic and administrative staff of the Academy

- Further learning opportunities and career paths available to the students.

This will ensure that prospective students are able to make an informed decision. This information will especially be provided on the website and also in brochures and adverts online as well as offline.

To ensure that the information on the website is accurate and up to date the website of the Teduka International Academy will be completely reviewed at least every 6 months. To increase the quality of the information regarding the view of the students Teduka International Academy conducts surveys with existing and prospective students. The liable for this process lies with the head of the institution.

9. Work Placement

9.1. Selection of the Work Placement

For all non-mandatory work placements the students are responsible for finding an adequate workplace. The workplacement must be corresponding to their field and level of study. Each work placement must be approved by the Academy prior to commencement. Should it come to disagreements regarding therecognition of a possible workplace, the final decision lies with the head of the respective school.

9.2. Safety Aspects

When selecting workplaces, students have to ensure that the companies complete the "Provider Health and Safety Checklist" and that they themselves comply with the "Student Health and Safety Induction List in the Work Place regulations".

9.3. Illness

If a participant doesn't attend more than 20% of the work placements due to illness or other reasons, the work placement cannot be recognized and the work placement must be repeated.

9.4. Hardship Cases and Recognition

(1) If a student does not have find an adequate work placement, he or she can postpone the internship.

(2) If due to physical or mental disabilities or other social hardships it is not possible for a student to complete the required internship, the work placement can in individual cases be waived or replaced by other modules.

(3) If a participant has already completed a work placement before taking up his / her studies, this may be recognized if and when an RPL policy is approved by the Malta Further and Higher Education Authority.

As approved by the Teduka International Academy President

on behalf of the Board of Governors,

Today, 24th of December 2021

Prof. Dr. Glen Farrugia **TEDUKA**
INTERNATIONAL ACADEMY

President and CEAO