



SOUTH EUROPE COLLEGE
Internal Quality Assurance

This manual is subject to the standards set by the Malta Further and Higher Education Authority (MFHEA).

Content

ABOUT SEC.....	4
OUR VISION.....	4
OUR MISSION.....	5
OUR CORE VALUES.....	7
GOVERNANCE and FRAMEWORK.....	8
ORGANIZATIONAL STRUCTURE.....	8
BOARD OF DIRECTORS.....	10
ADVISORY BOARD.....	12
DEPARTMENT HEADS.....	13
ADMINISTRATIVE and TEACHING STAFF, and PERSONAL DEVELOPMENT.....	13
RESPONSIBILITIES.....	16
PROGRAM AND COURSE DESIGN AND APPROVAL.....	23
PEDAGOGY AND STUDENT-CENTERED LEARNING.....	23
LEARNING RESOURCING, ACCESS, AND STUDENT SUPPORT.....	32
TUTOR SUPPORT AND COMPETENCIES.....	36
STUDENT ADMISSION, PROGRESSION, RECOGNITION, & CERTIFICATION.....	38
STUDENT ADMISSION.....	38
PRIOR LEARNING RECOGNITION.....	39
PROGRESSION, INTERACTION and COMMUNICATION.....	40
LEARNING, TEACHING, ASSESSMENT.....	41
COMPLETION and CERTIFICATION.....	43
STUDENTS COMPLAINTS.....	45
INFORMATION MANAGEMENT AND ARCHIVING.....	45
ATTRIBUTES.....	49
ACADEMIC INTEGRITY.....	50
INFORMATION TECHNOLOGY INFRASTRUCTURE.....	50
IMPLEMENTATION of the INTERNAL QUALITY ASSURANCE.....	51
ONGOING EVALUATION, MONITORING AND REVIEW.....	51

1- EVALUATION	51
2- MONITORING AND REVIEW OF PROGRAMS.....	52
3- SEC Quality Assurance/Management Structure	52
4- Quality Assurance Department.....	53
5- Evaluation survey (PES)	59
6- Employer Survey (ES).....	59
GRADING SYSTEM	67
SEC POLOCIES.....	68
POLICY FOR REGISTRATIONS AND ADMISSIONS.....	68
POLICY FOR PUBLIC INFORMATION	68
POLICY FOR PERFORMANCE AND ATTENDANCE	69
POLICY FOR COURSE WITHDRAWAL AND REFUND	70
POLICY FOR DATA PROTECTION.....	71
1- DATA COLLECTION	71
2- DATA USAGE	71
3- DATA STORAGE	71
4- DATA ACCESS	72
5- DATA PROTECTION RIGHTS.....	72
POLICY FOR ACADEMIC INTEGRITY	73
POLICY FOR MITIGATION	74
POLICY FOR STUDENT COMPLAINTS.....	74
POLICY FOR RECOGNITION OF PRIOR LEARNING	75
1- APPLICATION PROCEDURE.....	76
2- EVALUATION	77
3- RESULTS AND APPEALS	77
4- FEES.....	77
5- CONFIDENTIALITY.....	78
POLICY FOR LEARNING RESOURCES.....	78
POLICY FOR STUDENT WORK ASSESSMENT.....	78

ABOUT SEC

SOUTH EUROPE COLLEGE is dedicated to excellence in higher education, congruent with its mission and goals to prepare qualified professionals in management science. The primary commitment to students is to give them high-quality to ensure that they get the necessary skills and knowledge to build their future.

OUR VISION

For SEC, Knowledge and learning are a right for everyone, and all members of society are responsible for preserving these rights.

Within our educational processes, we provide our students and teachers with encouraging, equipped and stable surrounding that ensures success in education system changes and efforts to reach a new quality level.

SEC recognizes the need, encourages and plans introduction of qualitative changes in organization of the educational process and teaching, striving to reduce the growing discrepancy between the knowledge acquired through formal and traditional education and requirements and needs of the modern labour market, economy and knowledge-based society.

The skills obtained during the study represent a foundation for lifelong education and further independent learning and scientifically based collection and interpretation of data and information.

OUR MISSION

Our mission is to promote knowledge, encourage innovation, and provide higher education programs with high-quality content at nominal prices that suit everyone. We stand for scientific honesty in research and knowledge transfer, providing open access to resources to those who cannot afford our educational programs.

SOUTH EUROPE COLLEGE (SEC) is founded in 2022 and dedicated to excellence in project management education congruent with its mission and goals to prepare competent and compassionate professionals in management science. SEC graduate's students are prepared to deal effectively with a variety of issues that may be encountered in careers such as that of a project manager or team leader.

SEC applies all rules and regulations that relate to private colleges as well as Executive rules, technical and administrative procedures as stated by the Malta Further and Higher Education Authority. SEC will hold strategic partnerships with the best universities over the world in the field of project management to exchange scientific and educational expertise and to train its students in these universities. Academic study plans have been prepared to fulfil all the requisites of the project management education and to receive benefit of the most recent developments of the curriculum that is implemented in most of similar colleges in developed countries through recent multi technical means, such as eLearning.

We affirm that our core missions and values, in particular the mission to contribute to the **sustainable development** and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

- educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;
- provide opportunities for individual development in order to educate for **citizenship** and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of **human rights, sustainable development, democracy and peace**, in a context of **justice**.
- advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in **cultural, social and economic development**, promoting and developing **scientific and technological research**
- help understand, interpret, preserve, enhance, promote and disseminate national and **regional, international and historic cultures**, in a context of **cultural pluralism and diversity**;
- help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives; and
- contribute to the **development** and improvement of education at all levels, including through the training of teachers.

OUR CORE VALUES

Convinced of The Convention against Discrimination in Education adopted by UNESCO on 14 December 1960 that aims to combat discrimination and racial segregation racial segregation in education¹, our college does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status, genetic information, or age in the administration of any of its educational programs, admissions policies, scholarship.

- **Respect:** Respect moves us to understand the gifts and unique contributions of every person in the SEC community and to value diverse perspectives. ...
- **Excellence.**
- **Compassion.**
- **Service.**
- **Hospitality.**
- **Integrity.**
- **Diversity.**
- **Learning for Life.**

¹ As of December 2020, 106 states were members of the convention

GOVERNANCE and FRAMEWORK

Standards and aspects of corporate governance are considered to enable SEC to operate in a way that is ethically efficient and fits within the best management practices of higher education institutions.

ORGANIZATIONAL STRUCTURE

The following SEC's Organizational Structure shows the hierarchy of the College, headed by the Board of Directors, which represents the primary decision committee of the institution. Currently, SEC has one department, the Department of Management, while we are working to develop additional academic departments in the future, which will be submitted later for program accreditation by MFHEA.

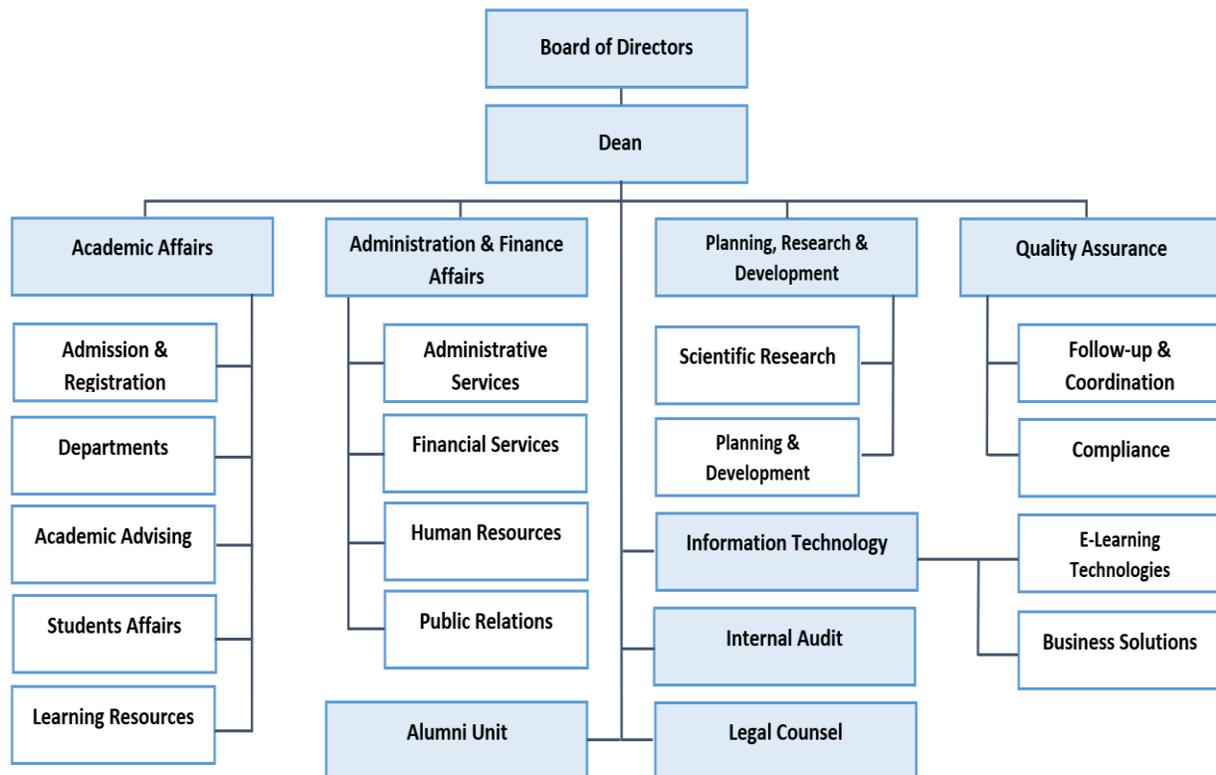


Figure 1 SEC Organizational Structure

Since SEC plans to accredit more than one qualification in the future, the above organizational structure describes the planned operational departments for decision-making and accountability to be used on one or more qualifications. This organizational structure is designed for the operation of SEC, and it will not be shared with any other institutions.

The organizational structure contains three layers of governance. The top layer constitutes the governing and decision-making board of directors, where the Dean executively directs all decisions approved by the Board of Directors. The second layer is called top management. This layer contains senior-level executives and departments that hold the most responsibility, such as the Director of Academic Affairs, Director of Administration and Financial Affairs, Director of Planning, Research, and Development, Director of Quality Assurance, Director of Internal Audit, and Director of Information Technology. These directors are responsible for setting the overall direction of the institution and making sure to achieve all primary objectives.

The third layer is called middle management. This management layer reports to the top management layer and serves as heads of major units acting between the directors and the rest of the institution from a specialized standpoint. This layer is typically responsible for running all daily tasks and action plans needed to accomplish the institutional goals directed by top management.

The lower layer constitutes the teaching and administrative staff. In this layer, each employee has specific duties and responsibilities, and they report to the head of the departments.

SEC has developed a framework for managing quality and standards, which is approved through a combination of corporate governance and academic practices. This framework outlines the

roles responsible for implementing and following the various tasks at the SEC. The Quality Assurance Department is responsible for ensuring that all policies and procedures are implemented as how they are required.

Legal & Financial Representative:

SMM Group

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Finance:

As per existing Malta Business Registry requirements, the institution, as a company, is obliged to file audited accounts yearly. The yearly financials and tax compliance services are being taken care of by SMM Group whilst the Finance Affairs Department is handling the audit aspect of the institution. The procedures are aligned with Malta Company Law and International Accounting Standards (IFRS). The Head of the Institution, Dr. Abdulrahman Almohaimeed, oversees the company's financial side.

Leading Staff:

Dr. Abdulrahman Almohaimeed runs SEC and is the Head of the Institution. The role of the Head of the Institution is to manage the school and teams. In addition, he/she is the guarantor of compliance with the school's internal rules by the various stakeholders.

Other key staff members are the Public Relations Officer, who takes care of anything related to student visas and public relations. An Academic Director will be responsible for the higher education department. Also, a Director of Studies who will manage the English Language department.

The school will be run by a professional with a Level 8 degree in business management or higher education. A minimum professional experience of 5 years in a similar position will be considered for the position of Head of the Institution.

The school's administrative team will be composed of a junior profile without needing a specific qualification. Members must demonstrate organisation.

The pedagogical team will consist of professionals who have obtained a minimum level 5/6 diploma in the field of training or management assistantship. These operational teams are composed of professionals who accompany the students throughout their training. Educational coordinators must show a good sense of relational relationships. They would be responsible for drawing up the timetables and maintaining the relationship between the teachers and the school and between the students and the school.

The sales team will also not need to have a specific level of qualification but a strong interest in the field of training and knowledge of the courses offered by the school.

Regarding the teaching staff, teachers must have an MQF level qualification above the course taught. For example, teachers of level 6 programs must have obtained a level 7 qualification. Teachers of level 7 programs must have obtained a level 8 qualification. Professional experience in the field taught is also considered in the recruitment of teachers.

BOARD OF DIRECTORS

The board of trustees is the governing body for an institution. Its main responsibility is to review and make decisions for requests and recommendations submitted by the Advisory Board or by the executive top management layer at the institution. The outcomes of this board include decisions regarding academic and student affairs, program/course developments, quality enhancement, administrative changes, financial affairs, strategic and corporate relations, and enhancements to e-learning resources and infrastructure.

The board chair is elected from the board of directors and is responsible for running the board smoothly and effectively. The Secretary of the Board is responsible for documenting the SEC's meetings and preparing the executive summary and other duties. The Dean is responsible for implementing the duties and directions included in the executive summary, which is agreed by the board. Furthermore, the Dean must periodically submit executive reports to the board.

ADVISORY BOARD

The advisory board aims to assist in developing the academic programs and the learning environment. It helps identify current issues and provides recommendations for improving all learning and management experiences, which are based on the best-practice standards.

Furthermore, the advisory board is responsible for ensuring that the colleges' outcomes and services are of high quality. The advisory board comprises external and internal members, and their role is to review and submit recommendations, with no authority to approve or disapprove the outcomes actions.

DEPARTMENT HEADS

Department heads take charge of departments. They are typically responsible for running all action plans needed to accomplish the institutional goals directed by top management. They work in the middle management layer to ensure that day-to-day operations run smoothly and lead, monitor, manage, and train staff.

ADMINISTRATIVE and TEACHING STAFF, and PERSONAL DEVELOPMENT

The success of SEC mainly depends on its staff, regardless of their role. The personnel development enables the SEC team to have the relevant knowledge, skills, and competencies. The SEC human resources is taking part in the training, workshops, and other personal development activities organized to ensure that the SEC teaching and administrative staff have gained new skills and experience to improve academic education quality. In addition, the SEC teaching and administrative staff must be engaged in the groups of expertise and analysis and have participated in different internal and external assessment processes

Fairness can be shown in how we define the role and adhere to that guidance in our selection process.

We must Clearly specify the key responsibilities and skills for the job and select the right person based on objective criteria, with the same principles applied to all. Recruiters must be aware and challenge their own unconscious and how it might be influencing them when hiring.

- Transparency focuses on our process — where we recruit, and how openly we do this to promote the opportunity to ensure the widest possible reach. Again, our bias can have an impact.

To assure this, we:

a- Prepare the job specifications by:

- Using plain English — sounds simple, but we often over complicate things. Use short, concise sentences, with key information relevant to the role. Avoid jargon or internal acronyms.
- Considering job spec criteria — Sometimes job specs themselves have an element of unconscious bias, for example university degrees or other qualifications being used as shorthand for skills. This can put certain groups at a disadvantage. When writing job specs, be specific about objective, testable, demonstrable measures related to required skills.
- Avoiding gender-coded language — In adverts, ‘Lead’ was found to still be most commonly male gendered in language, with ‘Support’ roles being most commonly female gendered. Other examples of language that may be off-putting to some include: ambitious, assertive, determined, and self-reliant. Keep it neutral to appeal to diverse groups, gender identities and cultures.

b- Build and support an inclusive culture by:

- Arranging accessible interviews
- Looking at the induction (This usually forms part of the crew briefing process, we can find it useful to address some of the requirements in advance, so that training can be done before the start date).

Staff development refers to all the practices, procedures, and policies used to develop the SEC's staff's knowledge, skills, and competencies to improve the efficiency of the employee and the college.

- Our teaching staff need at least a master's degree, 95% at least must hold a Doctorate in their field.
- For the Masters, all the teaching staff must hold a Doctorate
- Our academic hiring committee looks for research and teaching experience.
- They must have excellent verbal and communication skills; they must have a high level of knowledge and be well organized.
- Good personality traits for our college professors include a high level of enthusiasm, self-confidence and the willingness to mentor students.
- We require a specified number of years of teaching at the college level.
- Our professors must have publications in their fields.

In addition to a substantial CV, our teaching staff must go into an interview in which we focus on very specific points such as:

- What Do You Love About Teaching?
- What Is Your Teaching Philosophy?
- What Are Your Teaching Style and Methods?
- How You Will Manage Your live lesson?
- What Is Your Greatest Strength?
- Why Do You Want to Work in our college?
- What Is Your Biggest Weakness?

RESPONSIBILITIES

Convinced that **the improvement of the human element** is the most fundamental contribution that can be added to the increase of the **effectiveness of its teaching**, and believing that academics must perform successfully administrative functions and that administrators must have fruitful contacts with their environment, SEC ensures that people in management positions must be specially trained, in one way or another, to be able to fulfill their functions.

It is for this reason that SEC carefully studies, when recruiting, the **level of knowledge and qualification required** by its executives and ensures that they have the required qualifications, while allowing them, from time to time, to acquire the **skills to management** by following courses from which they can, in addition, derive other benefits.

The SEC therefore pays particular attention to these possibilities and ensures that those in management positions are suitable for the quality of the given teaching and that they demonstrate **tact and extraordinary understanding** as well as **professional, economic and**

technological knowledge enabling them to **successfully face the various imperatives of economic and technological progress.**

- **Dean:**

The Dean acts as a chief academic and administrative officer of the college and serves in implementing all duties and executive plans approved by the board of directors. The Dean supports the college's mission to achieve the intended outcomes and quality of the learning journey to ensure adherence to all standards and community engagements. Furthermore, the Dean represents the college among all external constituencies and must periodically submit executive reports to the board.

- **Quality Assurance:**

Quality Assurance is a department that is concerned with quality throughout academic services. The primary objective of the Quality Assurance Department is to support continuous improvement to ensure the achievement of quality in the college. In addition, it provides necessary recommendations and helps spread and strengthen the culture of quality among staff, students, and all SEC units, and increases the integration between all procedures. It supports in implementation of quality standards for the academic environment, ensuring that all academic departments within the college use the standards, guides, models, and indicators of the Malta Further and Higher Education Authority (MFHEA) in the quality assurance processes.

- **Planning, Research & Development Unit:**

The Planning, Research, and Development Unit is responsible for supporting the strategic objectives of the SEC. Its mission is to facilitate quality improvement and performance enhancement in SEC's academic and strategic planning, development, and operations. It aims to promote a culture of excellence that adherence to the executive plan and quality standards. It also works in creating a supportive environment for researchers, faculties, and students, engaging them in strategic initiatives, development, research, and implementation at SEC. This unit is also responsible for dealing with intellectual property, innovation, and entrepreneurship matters. The development role at SEC is committed to offering professional training services to both teaching and administrative staff through collaboration with external and internal trainers.

- **Scientific Research:**

This unit works to strengthen the research capacity of faculty members and students. In addition, it aims to promote the culture of scientific research and enhance the productivity of scientific contributions. It also helps facilitate the development and collaboration between the SEC's researchers and internal or external partners.

- **Follow-up & Coordination:**

The Follow-up and Coordination Unit is responsible for helping manage the achievements of events and projects. Their duties include managing deadlines, communicating, arranging, collaborating, and establishing relationships with internal and external stakeholders.

- **Compliance:**

The Compliance Unit works under the Quality Assurance department to support the implementation of successful quality compliance. It aims to ensure that all academic departments within the college comply with the standards, guides, models, and regulations.

- **E-Learning Technologies:**

The E-Learning Technology Unit works as a support team that runs, manages, and maintains existing SEC online systems. In addition, this team continuously creates action plans to improve the overall efficiency, stability, and availability of the eLearning online systems.

- **Business Solutions:**

The Business Solution Unit provides significant enhancement and improvements to the online environment. It aims to review the current used educational online systems and evaluate their efficiency. It works in designing and developing more effective and continuously up-to-date solutions to enhance the online learning environment.

- **Legal Counsel:**

The legal Counsel is a partner of SEC and a trusted adviser who will be responsible for handling all legal-related matters for the college and providing legal support for all governmental and commercial activities performed by SEC.

- **Internal Audit:**

The Internal Audit Unit is directly subordinate to the Dean and works as the eyes and ears of the college's Dean and Board of Directors. Their work covers all SEC's units, and their

role is to gather all relevant information about the SEC's operations and executive plans. The Internal Audit responsibilities are for auditing and assessment tasks, including assessing financial reports, gathering and analyzing data, and auditing the efficiency of procedures and regulations.

- Alumni Unit:

The Alumni Unit provides SEC graduates with excellent service that achieves the SEC mission. It seeks to create a strong relationship between the college and the alumni to support their career needs and also enhance the knowledge of SEC through public outreach.

- Administration & Finance Affairs:

Administration & Finance Affairs carries out the essential administrative and financial services. It aims to build an appropriate work environment and regulate the daily work needs of all departments and units, including but not limited to the following: budget, salaries, communication, procurements and contracts, maintenance, logistic services, human resources, and travel assistance.

The financial affairs will also carry out related financial services, including yearly audited accounts, interim management accounts, tax returns, and VAT returns audited and prepared in accordance with the Maltese Financial Reporting Standards.

The online education system provides all related financial services to store payments, revenue, expenses, assets, and liabilities. This accrual basis for recognizing revenues and expenses, so we have an education platform connected with the financial system that creates invoices to confirm revenue.

Students enrollment is the main factor in determining the budget for future expenses. To ensure long-term financial stability, all expected future costs are planned according to the enrollment status, which can help us ensure that the current budget can cover future expenses. Furthermore, the budget plans should be balanced by using all resources and reflecting decisions made during the year.

- Academic Affairs:

The Academic Affairs Department oversees and manages all academic duties, including admission and registration, academic departments, academic advising, student affairs, and learning resources.

- Admission and Registration:

The Admission and Registration Unit is responsible for providing a centralized admission service and providing full support to students during course registration periods. Their responsibilities include²:

- Interacting with applicant students.
- Arranging admission committee meetings.
- Preparing schedules for academic courses
- Running students-course registration
- Tracking students' progress.

² More details are covered below in Section "STUDENT ADMISSION, PROGRESSION, RECOGNITION, AND CERTIFICATION."

- Handling transcripts.
- Preparing a list of graduate students and supporting their completion of the programs.
- Preparing comprehensive academic reports.

- Departments:

Academic Departments are divisions of the SEC devoted to a particular academic program or subject. The role of the Academic Departments is to provide management and development of the entire learning system. The Departments are required to lead, manage and develop the delivery of programs and courses to ensure they achieve the requirements of course delivery. The main responsibilities of the Academic Departments include but are not limited to the following:

Manage course registrations, staff, instructors, schedules, lectures, and assignments.

Oversee the department's operations and monitor the department's budget.

Manage curriculum development and revisions.

Review and evaluate existing academic programs.

Evaluate general learning outcomes in courses led by the department.

Develop new educational programs.

- Academic Advising:

Academic Advising at SEC is a guidance process that considers students' needs. The main objective of academic advising is to promote student success and ensure students are properly guided. It helps students in their learning and development by making important

decisions concerning their educational plans. It also supports students in overcoming any academic issues or personal difficulties that may affect students' progress.

- Students Affairs and Student Support:

The Student Affairs Unit plays a student support channel that connects students with the faculty and administration. In addition to the academic department's responsibilities in delivering an excellent learning experience, the Student Affairs Unit integrates all other educational services and provides students with comprehensive support services to overcome all students' needs.

The Student Affairs ensures that learners have the required learning resources and support to complete their program requirements successfully. It aims to simplify procedures of students' services during their studies, guiding them to the right services and supporting their academic and personal needs throughout their studies at SEC.

PROGRAM AND COURSE DESIGN AND APPROVAL

PEDAGOGY AND STUDENT-CENTERED LEARNING

SEC education system is based on comprehensive online learning, where students can access their courses through the internet from anywhere. This online education model provides students with learning resources supervised by qualified lecturers worldwide. This approach enables students' better flexibility when studying and completing their learning successfully.

The SEC is committed to providing high quality learning experiences for its students, and so the quality of its programs is of fundamental importance.

Its processes for program design approval, validation, monitoring and review exist to ensure that programs are of an appropriate academic standard, properly resourced, and that they continue in good standing over time.

It is a requirement that all programs of study:

- are designed to comply with the requirements of the Malta Further and Higher Education Authority (MFHEA).
- be formally approved and validated prior to their introduction;
- be subject to continuing monitoring and formal annual review;

In addition, the following principles underpin approval, validation, monitoring and processes:

- the encouragement of continuous enhancement of programs;
- the embedding of best practice, innovation and creativity in learning and teaching;
- the inclusion of feedback from external stakeholders (e.g., employers, third sector, organizations, alumni);
- the inclusion of **feedback from internal and external specialists**;
- **the inclusion of students as key stakeholders.**

Stakeholder categories and roles

For the SEC; the stakeholder categories are:

- Students
- Alumni
- Employers
- Teaching staff
- Other staff of *Higher Education Institutions* (HEIs)
- Teachers' unions
- Students' unions
- Professional bodies
- University associations
- National HE authority
- Local authorities
- Civil society
- Other

The option of “other” is included to ensure that any potential stakeholder category is not overlooked (researchers and research institutions, trade unions, other ministries besides the ministry of higher education, national councils of rectors, educationalists and international experts), thus consolidating the perspectives of the College, the world of work and students.

Objectives and benefits of stakeholder involvement

Students, teaching staff and employers are respectively the most involved stakeholder groups. Nevertheless, in evaluation panels, SEC will also involve other staff of higher education institutions and professional bodies.

In programme assessments, these groups will also be involved but not as largely.

SEC is convinced by the importance of students being involved in all SEC's external quality assurance activities as equal panel members without reservations and special clauses as well as contributing beyond aspects considered to be strictly student matter

Stakeholder involvement in decision-making bodies, governing bodies of the agencies, the development and revision of external quality assurance standards or processes, interviews during site visits, periodical/systematic consultations, the development of the quality assurance agency's mission as well as consultative/selection committees, are going to be the strategic elements on which the College will constantly work.

Moreover, SEC will deliver training for stakeholders engaged in the College' external quality assurance activities, though, mainly, face-to-face subject-oriented seminars.

Face-to-face seminars with hands-on sessions and online training courses will also be used.

The duration of trainings ranges from a few hours to several days. Most commonly, agencies offer trainings of 2-4 hours as well as one- or two-day seminars. SEC also will offer briefings which are organised just before site visits

For the expert training under ESG (*Environmental, Social, and Governance*), SEC intends to:

- provide training seminars for each type of review;
- standardise the method of training according to the purpose and type of evaluation activity;
- make trainings compulsory for all expert panel members.

The importance given by SEC is with the aim of improving, increasing, strengthening and intensifying existing training and keeping the skills of experienced experts up to date through additional and regular training.

All SEC academic programs will meet the qualification requirements of the MQF.

The courses are weighted in ECTS, and each course has defined general objectives, learning outcomes, and specific skills the student must acquire.

Thus, the learner must be an active player in his learning; the courses provide a time of autonomy to apply his knowledge.

SEC's academic director is responsible for deploying academic courses to students. He/She must also ensure that stakeholders put in place appropriate teaching methods.

The academic programs are regularly adapted to correspond to the evolution of the trades. To do this, the institution will organise a development council once a year to invite professors, students and professionals of the trades targeted at the end of the program.

The role of the development council is to improve the academic programs and its dispensation mechanism continuously.

Its actions are:

- Rely on a watch cell, a veritable observatory expert in activity.
- Predicting and anticipating the future, needs, skills and knowledge of tomorrow.
- Provide a critical view of existing programs to update and optimize
- Monitor and advise the direction of certification to increase its recognition.
- School representatives report on the results of student and stakeholder satisfaction surveys.
- The members of the development board have a common goal:
- Analyse the quantitative and qualitative data of the title and its environment
- Self-assess results to understand developments
- Advocate for continuous improvements to provide

Communication with and towards stakeholders

SEC wants quality assurance to take into account the needs and expectations of students, all other stakeholders and society, assuring and enhancing, in this way, the quality and integrity of their activities.

SEC' internal quality assurance policy, among other things, will include internal and external feedback mechanisms that lead to a continuous improvement within the College.

Reports that describe and analyse the general findings of their external quality assurance activities publish regularly. These reports must be published, clear and accessible to the academic community, external partners and other interested individuals.

A part of ensuring the above-mentioned aspects is the establishment of a dialogue and effective communication channels with and towards stakeholders.

- **Internal quality assurance and the professional conduct,**

SEC notes the importance of developing reports which are useful and informative for stakeholders; considering stakeholders' proposals for specific topics of thematic analysis; engaging in active discussions with other stakeholders beyond those in higher education institutions when preparing thematic analysis; ensuring that the reports are available for stakeholders in a coherent way; and maintaining a system for the dissemination of reports that are relevant to stakeholders.

SEC is convinced by the importance of institutions of higher education making the reports accessible to not only to the academic community but in a wider manner, including students and potential students, employers, external partners and other interested individuals.

- **Internal communication and intranet**

SEC will also have a number of channels for internal communication. An essential channel for reaching out to all employees is through SEC's intranet. Employees can find all of SEC's official

documents, regulations and routines on the intranet, and management and all employees can post messages, information about upcoming events, SEC external publications and knowledge.

SEC also holds monthly meetings with employees to inform them about internal issues in the organisation, new findings and activities and trends in the higher education and tertiary vocational sector. The sections of the Department of Quality Assurance hold weekly meetings.

- **Targeted communication and plain language**

SEC has an expressed goal for ensuring plain language, ensuring that all of our texts, such as reports and correspondence, are expressed so that the recipient can easily understand the content.

These standards and routines apply for all SEC employees, the Board of SEC and experts.

Tips and advice are available on SEC's intranet, and each year SEC provides a plain language course for all employees.

The College recognizes the importance of appropriate training and support for staff involved with the validation and review of programs

Our External stakeholders play an important role in shaping students' learning before, during, and after the activities. Not only they help appropriate activities by referring to the course materials,

but they also offer professional guidance in facilitating the students during the workshop and provide interesting but practical perspectives to the students in looking into the 'concepts' they

had learnt in the classroom after the outdoor activities. On the other hand, the role of the lecturer was transformed to become the 'coordinator' in between the external stakeholders and students. Throughout the activities planning and executing process, the key responsibility of the lecturer was to ensure the suitability of the activities proposed by the external stakeholders in fulfilling the course requirements and the meaningfulness of the learning experiences for the students.

Other than that, the lecturer also needs to be aware of the goals and expectations of the external stakeholders and acknowledge their contributions after the collaborative activities for students.

SEC applies a student-centered pedagogy that follows a constructivist learning approach, where students are at the center of the learning process. Students must be participative and active, and the teaching process starts with online lectures followed by a practice of knowledge and tutorials between instructors and students. Moreover, this constructivist learning approach relies on a set of ongoing progress assessments required from students throughout the whole process of teaching and learning. Students are also required to complete a final self-study dissertation where they explore topics related to their field of study. This project is a chance for each student to focus on one subject in-depth with support and guidance from a faculty advisor. This type of pedagogy encourages discussions and critical thinking between all the learners and the instructors.

At SEC, we have found the following activities helpful when undertaking outcome assessment:

- Developing expected student learning outcomes for an individual course of study, including laboratory skills.

- Determining the point in a student’s education at which he/she should develop the specified knowledge and skills.
- Incorporating the specified learning outcomes in statements of objectives for the appropriate courses and experiences.
- Selecting or developing appropriate assessment strategies to test student learning of the specified knowledge and skills.
- Using the results from assessment to provide formative feedback to individual students and to improve curriculum and instruction.
- Adjusting expected learning outcomes if appropriate and assessing learning again.

LEARNING RESOURCING, ACCESS, AND STUDENT SUPPORT

Virtual Learning Environment:

The SEC Virtual Learning Environment is composed of multiple learning resources, including a Student Information System (SIS), Learning Management System (Moodle LMS), and Virtual Classrooms (Zoom).

The student's Information System SIS is used to manage student records, registration, admission, and reports. Also, it's used to manage the university programs, courses, and structures. The Learning Management System (Moodle LMS) is used as a virtual learning environment that hosts and implements course activities. It enables instructors to communicate with students, allowing instructors to create and deliver course content,

monitor their students, and assess student progress. Finally, Virtual Classroom (Zoom) is used to enable live synchronous communication between instructors and students.

In addition to the online learning tools, students are also provided with a Program and course description, student online handbooks, online recorded lectures, live tutorials, PowerPoint slides prepared by the instructors and additional related materials such as textbooks and research papers. All program and course specifications are available on the SEC website, including the program and course learning outcomes, grading policy, ECTS credits, required materials, and assessment methods.

Integration and live data consolidation of the SEC Virtual Learning Environment are considered to enrich usability and avoid duplication of records or services.

Student Support:

Based on the course specifications and the number of ECTS credits, the learning requirements must comply with the program and course requirements policy, grading system and policy, assessment policy, and attendance and participation policy. Learning will take place by providing a syllabus, weekly recorded lectures and resources, online meetings for tutorials, and ongoing weekly coursework and assessments, in addition to general seminars related to the subjects conducted for students. Students are also required to complete a final self-study dissertation where they explore topics related to their field of study.

The Student's Affairs Unit is responsible for interacting with students regarding their academic status and providing all necessary student support services related to their academic and personal needs throughout their studies at SEC.

The teaching and learning process includes the **transmission** of numerous components: **information, skills, abilities and values.**

Weekly online quizzes for each module continually allow teachers to assess students' level of understanding and any problems they may have.

The teachers are also present **to assist** learners in **solving complex problems** and **developing metacognitive skills**; and this, in particular, through a permanent communication between the teacher and the students through the e-mails for support.

Furthermore, we are convinced that the presence of a "**mediating teacher**" improves the teaching and learning process in distance learning environments.

This "mediator" will mediate on 3 levels:

- between knowledge and students (it is he who knows the intended conceptual objective and who will animate the socio-cognitive conflict according to this objective.)
- between the students themselves (it is he who animates the socio-cognitive conflict of the students)
- between the students and the teachers of the other courses (he/she must have a general knowledge of the subjects proposed by the other teachers in question).

The essential is that we provide our students with psychological and educational support provided by an orientation and consultation service.

The student's support services are available in the student's portal, which can be reached at any time. For maintenance and development purposes, the E-Learning Technology Unit works as a support team that runs, manages, and maintains existing SEC online systems. E-Learning Technology provides technical instruction guides and inductions to students and instructors. At the same time, the Business Solution Unit provides significant enhancement and improvements to the online environment.

Access:

Students Admission and Students Affairs Units are responsible for making sure that all admitted students have access to the entire SEC Virtual Learning Environment. The technical features of the SEC Virtual Learning Environment are based on the following:

- Internet-based learning systems.
- Internet-based virtual meetings.
- Secure login/access to student's account.
- camera
- Videos
- Slides
- e-materials

Technical requirements that students must meet in order to participate in the coursework include the following:

- A computer with a compatible web browser and video tools.
- A connection to the Internet.
- An email account.
- Speakers or microphones to record and hear audio from a computer.

TUTOR SUPPORT AND COMPETENCIES

SEC provides tutor support to all instructors regarding their teaching resources, technical support, personal needs, development, and administrative and financial matters.

Continuing Professional Development (CPD) is a prerequisite for our teacher educators. The importance of CPD for teacher educators lies in the fact that it helps them to improve their professional and instructional practices.

SEC ensure that its teacher educators continue their CPD as a lifelong learning process.

To do this, there are two popular routes of CPD for our teacher educators:

- their self-initiatives (our teachers are engaged in the preparation of instructional material, consulting on-line learning material, use of social media for academic discussions).
- programs planned and mandated by external agencies (SEC can pay them the training or finance them part of the training journeys).

The Academic Department leads the tutor's activities and manages the delivery of the courses in addition to evaluating the outcomes. Academic Departments must hire qualified tutors who have experience in virtual learning environments. Handbooks and guides are always available for

tutors in addition to training and support are provided to all tutors to ensure a high-quality learning experience is provided to students.

To teach SEC's programs, teachers must have an MQF level qualification above the course taught. Teachers of level 6 programs must have obtained a level 7 qualification. Teachers of level 7 programs must have obtained a level 8 qualification. Professional experience in the field taught is also considered in the recruitment of teachers.

In addition, SEC encourages teachers to inform themselves regularly of pedagogical innovations to update their learning methods.

SEC expects its teachers to continuously improve their knowledge and skills in the fields they teach. To support its trainers in this process, SEC is committed to regularly offering them continuing vocational training opportunities.

Academic staff can also use the Cyberlibris ScholarVox online library, which gives them access to many journals and books.

Teachers have the obligation at the beginning of their collaboration with SEC to sign the trainers' charter through which they undertake to respect a regulatory framework throughout their pedagogical mission.

Research policy

Research at SEC is at the heart of our missions. It is our vocation to link the stakes of today's society and the accompaniment of the rise in competencies of our students, who will be tomorrow's future professionals.

Our research policy focuses on two main areas: Value Chain Performance and Human Resources Management.

In partnership with the socio-economic world, our teacher-researchers must be invested in this collective project.

An international synergy at the project level will also allow for the valorization of research.

The Administration & Finance Affairs provides all essential administrative and financial services to the tutor, including the salaries, logistic services, training, personal development, travel assistance, and other human resource services.

The E-Learning Technology Unit supports tutors in running their courses through the online systems by providing all necessary guidance and support.

STUDENT ADMISSION, PROGRESSION, RECOGNITION, & CERTIFICATION

STUDENT ADMISSION

- A Future students may apply to the SEC programs by submitting an application through the available electronic admission form, which contains personal information about the student, prior educational information, a copy of a government identification document, and proof of English proficiency if needed.
- After submission, the application is reviewed by an admission committee. Once the admission decision is made, the result of the student's eligibility will be sent back to the students with instructions about the next step. All admission information will be available to students through the college website.
- The verification of a student's identity begins at the time of admission and the first course registration.
- After a student has been through the admission process and is accepted to attend, Information Technology Services is responsible for creating secure, unique login and password for the accepted.
- Students are responsible for maintaining the security of their login information and password. This information may not be shared or given to anyone other than the person to whom they were assigned. Users are responsible for any use and activity of their account.

- Off course, for its part, SEC ensures the security and anonymity of the students' personal data.
- Students must provide the following minimum requirements to be considered eligible for admission.
 - A European three-year initial degree or recognized equivalent at EQF/MQF (Level 6 - 180 ECTS minimum) or a foreign undergraduate bachelor's degree from outside the Malta equivalent at EQF/MQF (Level 6 - 180 ECTS minimum). Recognition of prior learning is essential as SEC ensures compliance with the Malta Further and Higher Education Authority.
 - Proof of English Language Proficiency (IELTS: minimum score 6.5 – or TOEFL Minimum score 81 IBT, 213 CBT, or 550 PBT – last degree at a school where English is the primary medium of instruction).
- All students who receive admission approval will attend an online orientation and induction to the online learning program. The orientation includes information about the program, finance, learning resources, student services, assessment system, course activities, and academic ethics, in addition to information about all SEC departments and units.

PRIOR LEARNING RECOGNITION

Within the process of prior learning recognition, SEC aims to ensure compliance with required standards as specified by the Malta Further and Higher Education Authority (MFHEA). Recognition of Prior Learning is a process where students can apply for an

exemption to credits within nationally/internationally recognized qualifications which is based on the courses' learning outcomes. Applicant students seeking admission must provide proof in writing by submitting course specifications that they have completed at the required level of studies. The recognition of prior qualifications will be based on the Malta Further and Higher Education Authority (MFHEA) requirements.

PROGRESSION, INTERACTION and COMMUNICATION

Students' progression is based on their academic progress and performance to complete the program. All learning resources and coursework activities are available to students through the online learning system. Students can access their grades to see all their grades and academic progress. Academic advising is also available to all students to ensure students success and that all graduation requirements are completed.

While after graduating, many students are left standing at a crossroads; SEC tries to overhaul its teaching in order to meet the needs of students and current industry trends.

For us, we try to teach our students how to find their own meaning and purpose in life. We believe that college is more than just about getting a degree, and puts life purpose, positivity, wellbeing and happiness at the epicenter of its student education and teaching.

In fact, we try to help our students to build their **self-awareness** and to outline them why they learn what they learn, by encouraging them **to get out of their comfort zones** and showing them how to learn from their mistakes.

For these reasons, we **fostering collaboration** and we get students out into the real world.

In other words, we provide to our students a **work-integrated learning opportunities** (by offering them the opportunity to work in a **genuine business setting** and guide them to develop their sense and **awareness of workplace culture**, to enhance their soft skills and to advance their theoretical knowledge, besides helping them to increase their **awareness of global challenges and industry issues**).

As a result, our students will be able to build a flourishing network of contacts and they can boost their employment prospects, so that they can broaden their perspectives, can make a positive impact and offer solutions to real-life problems...)

LEARNING, TEACHING, ASSESSMENT

In SEC, two approaches to teaching assessment are used.

First, **the criterion of teaching effectiveness** used in the impact analysis of teaching activity, with performance indicators and questionnaires on students' opinions of teacher activity as the main tools used to assess teaching activity.

Second, our teaching evaluation is developed according to the **criterion of teaching excellence**, with consideration being given to enhancement and innovation processes introduced by teachers. This approach is based on the use of procedures such as **teaching profiles, portfolio** and **peer review** (evaluation of work by one or more people with similar competencies as the producers of the work [peers] and it functions as a form of self-regulation by qualified members of a profession within the relevant field. Peer review methods are used to maintain quality standards, improve performance, and provide credibility).

Teaching profiles enable the teacher's activity, as well as teaching innovations and learning outcomes, to be documented.

SEC teaching system will ensure that students are the core of the learning process. Learning will take place by providing a syllabus, weekly recorded lectures and resources, online meetings for tutorials, and ongoing weekly coursework and assessments, in addition to general seminars related to the subjects conducted for students. Students are also required to complete a final self-study dissertation where they explore topics related to their field of study. Learning feedback from students is continuously collected to be considered for the achievement of course delivery.

Our college adheres to **the Goals of Sustainable Development** of the United Nations, over the decade 2020-2030 and we are convinced that Inclusion in higher education is indispensable for both **social justice** and **talent development reasons**.

We mainly focus on **the Sustainable Development Goal 4** (SDG 4) which is the education goal and which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

It is directly linked to the achievement of **SDG 4.3³** and to the **SDG 4.5**, which insist on eliminating **gender disparities** in education and ensuring equal access to all levels of education and vocational training for the vulnerable, **including persons with disabilities**

³ 4.3 by 2030 ensure **equal access** for all women and men to affordable quality technical, vocational and tertiary education, including university

In this context, our college focus on **Inclusion, Equity** and **Gender Equality**.

That's why all our students should have access to **inclusive, equitable quality education** and **lifelong learning opportunities**, irrespective of sex, age, race, color, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants...

Vulnerable students that require particular attention and targeted strategies, specially having disabilities (especially color blindness and dyslexia with all its types) are not excluded from our programs.

Indeed, for students with specific needs, we adapt our courses, with the help of specialists who are part of our academic team, so that they can benefit from the courses like their colleagues.

Therefore, SEC teaching system will ensure that students are the core of the learning process. Learning will take place by providing a syllabus, weekly recorded lectures and resources, online meetings for tutorials, and ongoing weekly coursework and assessments, in addition to general seminars related to the subjects conducted for students. Students are also required to complete a final self-study dissertation where they explore topics related to their field of study. Learning feedback from students is continuously collected to be considered for the achievement of course delivery

COMPLETION and CERTIFICATION

In accordance with the standards established by the MFHEA.03.2021, SEC undertakes to shall issue certificates to students upon successful completion of the programme of studies.

The graduation certificate signed by the Dean and the Head of Admissions and Registrations in addition to a transcript.

Together with the certificate, transcripts and/or diploma supplements are issued with accurate information and complete results.

At the end of the program, once a student has successfully completed all program requirements, the student will receive a graduation certificate signed by the Dean and the Head of Admissions and Registrations in addition to a transcript.

The Diploma Supplement/ Transcripts shall provide information on the students' personal achievements, including:

- The college license number
- The accreditation status of the program
- The type and level of qualification awarded.
- The institution that issued the qualification.
- The level of the program
- The graduation date
- The name of the student
- The content of the course and results gained.
- Details of the national education system.

STUDENTS COMPLAINTS

SEC provides a formal process for students to submit complaints or appeals. Students have the right to submit complaints to their academic departments of the student affairs unit. SEC will take every complaint seriously, and also complaints will be taken as an opportunity to improve the SEC learning experience.

All complaints are subject to non-disclosure agreements. Privacy of students and complaints will be taken into consideration, and student who submits a complaint will not receive any disadvantages.

INFORMATION MANAGEMENT AND ARCHIVING

All information about the formations provided by SEC:

The selection criteria, the main objectives, the learning results, the MQF level, the total number of hours of learning, and the number of ECTS will be available on our website.

The website will be updated regularly by SEC's Public Relations manager.

The College website includes, as a minimum, the following information:

Elements that SEC will publish in all media, advertising, published material or promotional material:

- The name of the educational provider: SEC
- The license number
- The category under which is licensed: High Education Institution

- The educational institution's Internal Quality Assurance Document as approved by the MFHEA

Additional informations above which SEC will include in all media, advertising, published material or promotional material:

SEC will also publish an online prospectus including all the academic programs offered by the College.

This prospectus will include, as a minimum, the following information:

- The name of the Educational Programme
- the accredited status of the educational program
- the level of the qualification on the Malta Qualification Framework (MQF) and the European Qualifications Framework (EQF)
- Where the educational Programme being referred to in the media, advertising, published material, or promotional material is still undergoing accreditation at MFHEA, the text as per Communication MFHEA07/2021, shall be inserted in a clear and prominent manner
- In the case of a homogeneous qualification, the type of course: Qualification or Award
- Mode of delivery: fully online learning
- Hours of total learning: contact hours, self-study hours, supervised placement and practice hours and assessment hours. In the case of educational Programmes having more than one module, these details shall also be published for each individual module

- The workload in terms of number of credits of the educational programme and in the case of educational programmes made up of more than one module, the number of credits of each module and
- Mode of attendance: full-time or part -time and
- Programme Duration in terms of weeks or months or years and
- The target Audience: Age 19/30 or 31/65 and
- Target Group: The type of learners that the educational institution anticipates joining this educational programme and
- Language/ Languages of instruction of the educational programme
- The entry requirements for the educational programme
- Structure of the programme: if the programme has a duration of more than a module/ semester, a structure of how the modules will be delivered per week/month/semester/year shall be published.
- The intended learning outcomes of the educational programme and the learning outcomes for each module
- The grading system as approved by the MFHEA
- The pass rates
- The dates for the next intake and
- The educational programme fees

The registration method for the educational programme

Contact details where the prospective student/public may request information about further learning opportunities and career pathways available as a result of successfully completing the educational programme

If the College's management modifies any information, it may be put online instantly to ensure that students fully understand the courses offered and the school's life.

Information on training courses, including teaching methodologies, evaluation procedures and suggested readings, will be included in the descriptions of the modules that one can find in the welcome booklets provided to students as soon as they register at SEC.

The procedures for teaching, learning and assessment are documented in the programme regulations that will be made available on the SEC website and Intranet.

The QA Department is responsible for annually coordinating the publication of the Student Handbook for all new learners and progressing learners. The Handbook provides important information to students in terms of academic, administrative, health and safety, conduct and support services. The information found in the handbook is intended as a general summary of the approved SEC policies, procedures and regulations, and other College practices.

The Student Handbook is also uploaded on the SEC website and intranet. Sample of email notifications (Letter, email re change in regulations)

The pass rate is explained in the programme regulations and also on the individual assignment front sheets.

SEC shares public information about the college, programs, courses, admission, and policies via its internet website. Personal information will be collected from every student who applies or

enrolls in SEC through the admission application. Only the same student and the assigned staff will be able to view the collected personal information. Throughout the course progress, marks, coursework, and grades will be collected for each student to be added to their academic record. These data will be accessible by only the same student and the assigned staff members. Students' data may get collected through internal surveys and assessments to be used for quality improvement purposes by SEC. These students' names, surnames and academic records for the purpose of issuing academic transcripts or certificates shall be kept for a period of 40 years. SEC keeps students' records for archiving purposes, including personal, financial, and course achievement records.

ATTRIBUTES

- Attribute 1: Graduates have comprehensive knowledge and understanding of their subject area
- Attribute 2: Graduates can apply their knowledge and skills to a diverse and competitive work environment.
- Attribute 3: Creative and able to analyze and think critically.
- Attribute 4: Able to work in a team and demonstrate leadership skills.
- Attribute 5: Graduates are well prepared for living, learning, and working in a digital society.
- Attribute 6: Graduates act with integrity and take responsibility for their actions.

ACADEMIC INTEGRITY

SEC defines a standard of integrity that applies to all students registered in any program. This policy will be informed and applied to all SEC students before they are enrolled in the courses.

All types of academic cheating and dishonesty will be subject to this policy, including plagiarism, cheating during exams, cheating during assignments, copying the work of others, and any kind of offense and dishonesty.

All work submitted by students will be checked automatically by the internet and checked and verified by the assigned instructor.

The consequences for academic dishonesty, plagiarism, cheating, and any other forms of dishonesty can subject a student to academic warning, failing an exam or assignment, failing a course, or suspension from the program (temporary or permanent).

INFORMATION TECHNOLOGY INFRASTRUCTURE

Online infrastructure is developed to deliver fully online instruction. SEC uses two different cloud infrastructure providers and one locally-hosted server for backup, availability, and sustainability purposes.

The first cloud infrastructure provider is Amazon Web Services (AWS), which delivers live production services. The second cloud infrastructure provider is Digitalocean.com which continuously receives a full image backup (mirror backup) and is a replica of everything

on the live server, including all data, operating system, boot info, apps, and hidden files. This cloud is not publicly accessible.

In addition to the cloud infrastructures and to avoid data loss, a third locally-hosted server is used as a replica of the second server (the backup server), which is implemented for locally hosting all data. These two backup servers are continuously prepared to provide a recovery system in case of any failure happens. Moreover, access control, security, and firewalls to the server are implemented to bring secure access management to the cloud resources.

IMPLEMENTATION of the INTERNAL QUALITY ASSURANCE

ONGOING EVALUATION, MONITORING AND REVIEW

1- EVALUATION

The overall goal of learning evaluation is to determine the effectiveness of the SEC learning environment and whether the existing course delivery methods are successfully achieving the delivery of intended learning outcomes. Learning Evaluation is applied to ensure the efficiency of the program specifications, course learning outcomes, course materials, program design, and the learning environment. In SEC, learning Evaluation is continuously conducted at program/course levels through student surveys, tutor surveys, student achievements analytical reports, and knowledge progress assessments based on learning outcomes.

2- MONITORING AND REVIEW OF PROGRAMS

SEC applies quality monitoring and reviews periodically covering the program content, policy, and requirements. This procedure aims to ensure that SEC achieves the required learning objectives. This review is based on inputs coming from students' progression and relevant collected data and evaluation reports. As a result of these ongoing reviews, SEC can improve its learning resources and programs.

SEC utilizes the Plan-Do-Check-Act quality technique (describe below) to ensure the implementation of high-level quality learning resources.

3- SEC Quality Assurance/Management Structure

SEC's Quality Assurance/Management Manual documents its methods to assure stakeholder satisfaction, meet needs, and comply with legislation. The SEC implements the Deming Plan-Do-Check-Act (PDCA) process to ensure quality.

Educational institutions seeking national and worldwide recognition "should develop" a DPQA. It's a "must" to attend even though there are no graduate students. Regardless of certification, every organization must have a quality function, either directly through a quality unit or department or indirectly through other ways. A new organization should form a Quality Department.

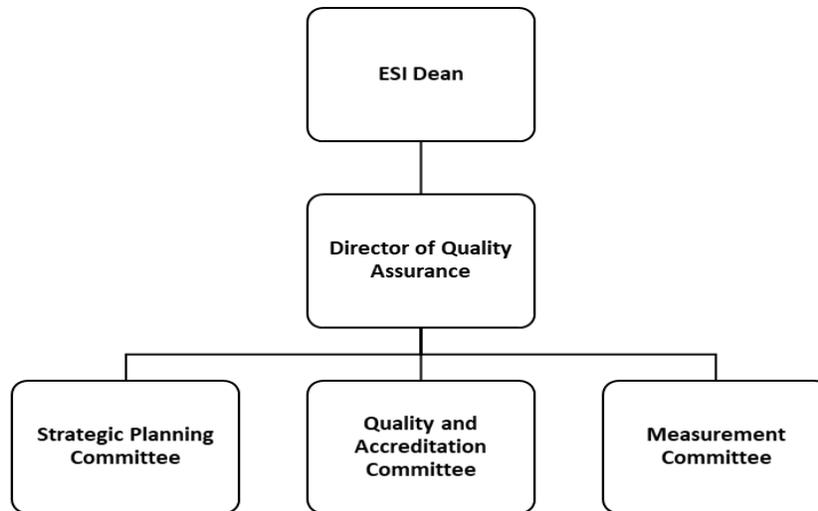


Figure 2 Structure for Director of Quality Assurance

4- Quality Assurance Department

Duties of SEC Director of Quality Assurance:

- Plan, execute, monitor, and improve SEC.
- They planned service improvement.
- Supporting and aiding the establishment of quality improvement projects in their regions for academic and administrative units, divisions, and departments.
- Self-evaluation report procedures.
- Organizing and guiding periodic self-studies for internal and external reviewers.

Responsibilities of Department Quality Assurance:

- Creating a quality-improvement culture.
- They are raising awareness of quality assurance and its approaches.
- Development of a quality vision and mission statement.
- Quality Improvement of the internal departments' service.
- Ensure Appointment or nomination of quality officers.

- Provision of orientation and induction sessions for new workers to ensure quality assurance activities are understood and supported.
- Involvement of stakeholders' programs.
- Progress in quality assurance across the division/department.
- Executive and governing board quality assurance reports using KPIs and internal data.
- Institutional and program self-studies under a Division/Department procedure.
- Reporting to the Director of Quality Assurance

The Quality Assurance Committee:

Create a quality committee which should consist of academic department heads and senior academic administrators.

Duties of the QA Committee:

The quality committee advises the school's internal quality assurance committee (IQAC) on how to improve its quality assurance system and recommends to the senior administration quality improvement plans to implement and approve standard forms and documents for quality assurance activities throughout the school.

- Assist with IQAC's quality systems, policy, and process proposals
- Guide and document preparation
- Educate and oversee faculty on quality standards.
- Plan to improve student performance and growth.
- Research client satisfaction now and hereafter.
- Periodically self-evaluate.

Measurement Committee

The processes of planning, monitoring and evaluation make up the Result-Based Management (RBM) approach, which is intended to aid decision-making towards explicit goals.

Our measurement Committee sets SEC's future institutional and operational goals. This guides decision-making, program implementation, and evaluation. Among these responsibilities:

- Initiate and implement techniques to get the whole institution behind Institution Quality Struggle and its quality management process.
- A college's Quality Management Committee handles all quality-related issues.
- Measure quality to ensure quality management and performance monitoring.
- Third-party oversight of quality systems, evaluation, and assessment should encourage continual improvement.
- Provide oversight and advice to ensure quality service and support.

Communicating actions taken helps to define **our organization's culture** because it's fundamental to build success and leads to better-quality work.

That's why, we run a meeting on Lessons Learned to analyze these actions and to evaluate what did and didn't work, as well as how to improve.

Quality and Accreditation Committee

Accreditation is self-regulation and peer review in academia. Accreditation ensures that higher education meets national and international quality standards. QAC helps in this area by:

- Facilitation of institution and program accreditation.
- This handbook simplifies national and international accreditation criteria.
- Creating tools and recommendations to help find excellent practice evidence and information.
- Standards and KPIs influence institutional and program self-evaluations.
- Create a plan to submit your self-study data and documentation to the relevant national or international accreditation organization.

Strategic Planning Committee

The Strategic Planning Committee coordinates an annual strategic planning cycle and budget meetings to align SEC's departments and support services with its Vision and Strategic objectives. These tasks include managing how SEC's senior managers obtain and use management information, including tracking KPIs and benchmarks and collecting and analyzing statistical and database data.

- Regular monitoring and evaluation of strategic plans give the school proactivity.
- Analyzes and recommends department and division actions' impact, efficacy, and applicability.

- Divisions and units must coordinate their strategies to achieve the school's vision and goal.

Performance Indicators and Benchmarking

After conducting these polls, SEC intends to utilize them every year for the foreseeable future:

- a. Student surveys
- b. Evaluation surveys
- c. Employer-satisfaction survey
- d. student survey (SES)
- e. Alumni survey
- f. P&O Questionnaire
- g. Faculty satisfaction
- h. Worker satisfaction survey

Before distributing any more surveys, the Dean must and should always grant permission – except in the following cases:

- Non-required surveys that the organization should approve. By surveying employers.
Would you like to comment? Training evaluation forms.
- Unless specifically exempt, all surveys must be approved before being distributed, regardless of technique.

Approved Surveys by SEC

Surveys by SEC will be in future surveys.

- a- Program evaluation (CES)
- b- student survey (SES)
- c- Evaluation survey (PES)
- d- Employer/alumni surveys
- e- Employer Survey (ES)
- f- Survey of faculty and admin
- g- Progress Report

a. Program evaluation (CES)

- Every year following this, invest in new teaching methods and employ them. :
Professors may see how others perceive their teaching, which helps them improve in performance in the future.
- Using result analysis, administrators make summative choices (e.g., decisions about promotion, tenure, salary increases, etc.)
- Each class gives CES. At least once a year, each class and at least one class taught by each instructor should take this survey. CES is used extensively for course reports.

b. Student survey (SES)

The goal of SES will be annually from now on:

- Enhance education.
- Student-specific services and activities
- To provide students with online resources.
- Improve online services.

c. Evaluation survey (PES)

- To improve SEC's graduate and undergraduate offerings.
- The evaluation process helps professors and administrators evaluate their programs.
- To assess the programs' merits.
- Program quality recommendations.

d. Employer/alumni surveys

- This method gathers contact, interest, and status.
- Improve your institution's quality.
- Look at how happy previous students are with their education, from the classroom to extracurricular activities (campus life, extracurricular activities, technology resources).
- Accreditation necessitates reporting on statistical data.

e. Employer Survey (ES)

Employer surveys help determine if graduates have the abilities employers require. These tools help define the skills needed to do business work. We want to utilize ES every year from now on, as stated by their objectives:

- Prepare graduates for the industry they're entering.
- Surveys can identify graduate training shortfalls.
- See if they have the skills firms want in new workers.

f. Survey of faculty and admin

HR sends yearly surveys. Human Resources publishes Faculty and Administrative Satisfaction surveys between the 10th and 13th weeks of the Fall Semester. Deans and School Councils debate the results.

g. Progress Report

As the direct sponsor, the School Council and the Strategic Planning Committee require or request this survey.

Data Analysis:

For the time being, we plan to apply SEC's technique to identify, determine, collect, analyze, and summarize data to assess the Quality Assurance/Management System. Various feedback mechanisms, result monitoring, and activity measurement give multiple data.

Survey Analysis:

The following stages will every year go forward as part of the school's survey, data analysis, and commitment to continuous improvement:

- Locations and services identified.
- Preparing surveys.
- Surveyed.
- A survey results investigation.
- Working on the survey report.
- The improvement unit must design a strategy.

- Approve the proposed improvement.
- This phase includes improvement plan implementation and monitoring/evaluation.

Key Performance Indicators (KPIs):

Quantifiable objective statistics and other feedback can show high-quality performance. Performance indicators are pre-selected and consistently applied statistics to measure changes over time and draw comparisons with previous outcomes, other departments within the school, or other institutions.

"Key performance indicators" are crucial measures (KPIs). They may identify by consensus or a single institution for use in higher education. The below remarks strive to ensure that KPIs are consistent.

Levels at which data required:

Data is needed everywhere. KPIs include individual programs or departments, universities, and institutions. Personal program data should be aggregated, then aggregated again to get the institution's totals. When this, program and institution comparisons are straightforward.

Continuous development and decision-making processes rely on performance indicators to analyze educational institutions' quality and performance. The institution measures critical performance indicators with benchmarking using appropriate means (opinion polls, statistical data, etc.) based on the nature and purpose of each hand and its identification.

For the foreseeable future, we'll be doing these exams every year.

- Performance
- Performance-focused.
- Self-benchmarking (internal reference comparison).
- The bar has risen.

A report highlights each indicator's findings and comparisons among branches, campuses, and student genders.

Institution Key Performance Indicators

Several metrics measures an institution's success

Standard	Code	KPIs	Description
Mission and vision, and planning	KPI-I-01	Verifiable Institutional strategy plan performance indicators	The percentage of an institution's strategic plan goals and performance indicators met the yearly target level in the same year.
Governance, leadership, and management	KPI-I-02	The ratio of accredited programs	the proportion of recognized programs in effect, Accredited accreditation bodies to program totals
Teaching and Learning	KPI-I-03	Students' evaluation of quality	The annual poll of final-year students' five-level rating of program quality
	KPI-I-04	Student retention rate	In the first year, the ratio of first-year students who return the following year to the total number of first-year students.

	KPI-I-05	Graduates work and attend graduate school	Percentage of undergraduates who are: <ul style="list-style-type: none"> • Hired •
	KPI-I-06	Selected period undergraduate graduation rate	Percentage of each batch's undergraduates who completed programs on time
	KPI-I-07	Learning Resources' satisfaction	On a five-level scale, beneficiaries' satisfaction with learning resources in terms of: <ul style="list-style-type: none"> • Adequacy and diversity (frequent references, databases, etc.) • Their support services.
Students	KPI-I-08	Evaluating graduate employment agencies.	Annual employer survey on graduate competence on a 5-point scale.
	KPI-I-09	Average student spending	Student operating costs total annual expenses per student.
	KPI-I-10	Service-satisfied students	An annual poll of students' satisfaction with the institution's online services on a five-point scale.
Faculty & Staff	KPI-I-11	Student-to-faculty ratio	The total number of students to full-time faculty is equivalent to the school and each program.
	KPI-I-12	Doctorate ratio	The percentage of faculty with approved doctorates at each level: <ul style="list-style-type: none"> • Overall business • Branches
	KPI-I-13	Faculty attrition rate	The percentage of academics who leave annually for significant reasons.

Institutional Resources	KPI-I-14	institution's Self-income	Self-income % of overall enterprise income
	KPI-I-15	Beneficiaries' satisfaction with technical services	<p>A yearly survey measured beneficiaries' satisfaction with technical assistance on a 5-point scale.</p> <ul style="list-style-type: none"> • Fitting. • Its secrecy. <p>Through support, easy Accessibility, support, and maintenance.</p>
Research & Innovation	KPI-I-16	Faculty publication rate	The proportion of full-time academics who have produced at least one research paper during the year.
	KPI-I-17	Innovation and excellence awards	Annual Foundation patents and innovation excellence awards
	KPI-I-18	Science budget ratio	Research budget to overall budget ratio
	KPI-I-19	Research funding ratio	<p>External financing is a percentage of the annual research budget.</p> <ul style="list-style-type: none"> • Beneficiaries
Community Partnership	KPI-I-20	Community service beneficiaries' satisfaction	<p>Annual survey of Foundation beneficiaries' satisfaction with community services.</p> <p>Programs and initiatives</p>

Interpretations of Indicators:

Indicators are evidence; however, they don't prove many quality faults. The indicator data is evaluated based on the specifics of considering something. A figure is favorable if it

improves over previous figures and concerned if it falls. Consistently calculated figures are key data sources for assessing varied scenarios.

KPI Table Template:

Choosing one or more KPIs that show this standard.

Benchmarking: Identifying external standards or internal benchmarks to gauge one's performance is an excellent tool for continual growth and breakthroughs.

Retention: Retention cohorts can function as first-time full-time, first-time part-time, etc., and retention rates can result in several ways. Still, the most typical method is to monitor enrollment from the autumn semester of matriculation to the succeeding fall semesters.

Improvements Planning:

To guarantee that SEC's Quality Assurance/Management System continues to be successful now and in the future, SEC employs its quality policy, objectives, audit findings, data analysis, corrective and preventative action, and management review.

Annual Accomplishment Report:

The academic department prepares the Operational Plan to show the Annual Accomplishment Report each year in the academic department's operational plan for the next academic year.

Corrective Action:

This technique will help departments not fulfilling operational plan targets. Departments should utilize the improvement planning process to request funds as part of the

monitoring process or as a voluntary self-assessment. Such planning includes numerous steps which we intend to use every year from now on:

- Revisit key performance indicators (for assessing operational plans or project implementation) or program objectives (for program evaluation) set before execution, vis-à-vis outcomes or result.
- Planning participants must review evaluation data to identify improvement areas and hypothesize the root reasons.
- Determine priorities based on needs. Participants must determine how data will be collected and assessed.
- After writing the objectives and strategies (actions), select evidence-based tactics to accomplish them.
- The parties involved in implementing the recommended activities, the timing, and the expenses must be defined.

Preventive Action:

SEC will rectify nonconformities to prevent a recurrence. Corrective measures must be proportional to nonconformities. SEC identifies preventive measures to avoid potential nonconformities. Preventive measures must be proportionate to potential issues.

- Determining probable nonconformities and their causes.
- Evaluating how to prevent nonconformities.
- Identifying and taking action.
- Documenting action results.

- Examining preventative measures.

GRADING SYSTEM

All SEC programs apply a student-centered approach based on the learning outcomes and the determined assessment methods.

All units are graded on a scale of 0% to 100% (0-100 marks) which is described in the following marks and grades.

Grade	Marks
A+	95% – 100%
A	80% – 94%
B+	75% – 79%
B	70% – 74%
C+	65% – 69%
C	55% – 64%
D+	50% – 54%
D	45% – 49%
F	0%-44%

The following table shows the average marks and their classification of the master's degree.

Classification	Marks
Pass with Distinction	80 – 100%
Pass with Merit	70 – 79%
Pass	50 – 69%
Fail	0 – 49%

SEC POLICIES

POLICY FOR REGISTRATIONS AND ADMISSIONS

This policy aims to provide equal opportunity for all the prospective students aspiring to be part of SOUTH EUROPE COLLEGE (SEC). Should a prospective student fail to meet the requirements of the program he/she is applying to, his/her qualifications will be evaluated by SEC. Interview may be required in some cases.

Every program in the SEC has specific requirements for admission, which may include the following:

- Credentials that conform to the European Qualifications Framework standards with regard to the program level and overall credits. In the case of international credentials, MQRIC declaration must be obtained from the Ministry of Higher Education and Training
- Identification card or passport for identity authentication

Accepted applicants will be provided with login credentials for SEC's virtual learning platform. Rejected applicants, on the other hand, will be notified via email. Appeals may be submitted within 30 days from the receipt of the email.

POLICY FOR PUBLIC INFORMATION

This policy aims to exhibit SEC's transparency through publishing pertinent information about SEC and the courses it offers. Information that are publicly available on various media, including

the operative university's website which is kept up to date to provide clear and accurate information about the educational institution and the educational programs, are as follows:

- the name of our college and
- the license number and
- the category under which it is licensed: High Education Institution
- SEC's contact details, address, official accreditation, and faculty members
- Specific course's title, level, credits, code number, objectives, and syllabus
- Methods of instruction and evaluation systems

Also, the institution's Internal Quality Assurance Document as approved by the MFHEA

The aforementioned published informations are reviewed annually or as deemed necessary.

[POLICY FOR PERFORMANCE AND ATTENDANCE](#)

This policy aims to ensure academic excellence and development through mandatory regular attendance and participation of students in all academic undertakings.

All students should have at least 80% attendance and participation, even with the existence of unforeseen events as enumerated below. In addition, students must pass all the examinations, including the module assignment and the final exam. Failure to comply with the aforementioned regulations will result in illegibility of receiving a final certificate.

In case of the following unforeseen events, students must notify the university of their absence and present relevant documents upon return in order to be excused from classes:

- Sickness or injury

- Serious illness of family member
- Litigation
- SEC-approved extracurricular activities participation
- National event participation

POLICY FOR COURSE WITHDRAWAL AND REFUND

This policy aims to present a number of options for a student who opt to discontinue his/her enrollment.

Availing any one of the following options can only be done once in a student's academic career:

- Withdrawal and Refund

Withdrawal from or transfer to a course corresponds to €100 of administrative fee. Other relevant fees are presented in detail in the student's acceptance letter. Refunds may be issued for requests submitted to the Student's Information System (SIS) within a month after the enrollment. In the case of an international student, refunds are limited to the amount specified in his/her acceptance letter.

- Deferments and Extensions

Requests for deferments/extensions are subject to SEC's approval. Sufficient documentation, clean student record of deferment/extension request, and good payment history are expected for the approval of request. Approved requests may have corresponding fees.

- Course Transfer

Requests for course transfer submitted to the admission email are subject to SEC's approval. For transfer fees, a student may refer to the specific details indicated in his/her acceptance letter.

POLICY FOR DATA PROTECTION

This policy aims to present the kinds of data SEC acquires from the students, faculty, other employees, and third parties; the manner of collecting, using, and storing the acquired data; and the rights of the students with regard to their data.

1- DATA COLLECTION

Student, faculty, employee, and third-party data may be obtained by SEC from online registrations, social media engagements, physical or online surveys, cookie-enabled university website visits, details given to the university via phone calls, enrollment details, career inquiries, third-party service inquiries, public work administrations, and university's internal reports.

2- DATA USAGE

The acquired data may be used by SEC for various registrations such as classes, exams, insurance, and other services; paperwork processing; SEC's service improvement; payment processing; immigration-related attendance records; certification standards compliance; emergencies; school-related issues; and marketing material distribution.

3- DATA STORAGE

Hard copies of students' data are stored at SEC's administration offices. These hard copies are stored for ten years and are deleted thereafter. On the other hand, soft copies of some data are kept indefinitely for SEC's reference. Some student information may also be saved on encrypted computers used by the students within the institution. SEC guarantees the absolute confidentiality of the aforementioned data.

Hard copies of faculty members' and employees' data are stored at the human resources department and administrative department. Soft copies are kept in the university's software system.

4- DATA ACCESS

Compliant with the 2001 Data Protection Act, only authorized personnel can access and review the abovementioned data.

5- DATA PROTECTION RIGHTS

Students are entitled to the following rights:

- Right to object participation in any promotional materials used by SEC
- Right to object sharing of data with stakeholders
- Right to request copies of one's own personal data
- Right to rectify any erroneous information related to one's own personal data
- Right to request deletion of one's own personal data, subject to certain criteria
- Right to restrict/object processing of one's own personal data, subject to certain criteria
- Right to request transmission of one's own data to another organization, subject to legal constraints
- Right to not accept/delete cookies on one's own browser

SEC's privacy policy is reviewed on a regular basis. Policy changes are always reflected on this page. For related requests or concerns, students may reach us at the internal ticketing contact system.

POLICY FOR ACADEMIC INTEGRITY

This policy aims to present the scope of and penalties for plagiarism and cheating. SEC enforces a zero-tolerance policy for such offenses.

Plagiarism includes, but is not limited to, the following:

- Copying from physical or electronic sources as if it is one's own
- Paraphrasing materials without proper citation
- Reusing previously submitted assignment
- Availing third-party service and submitting it as one's own

SEC uses Turnitin software to ensure that students' submissions are compliant with the university's standard of having less than 21% similarity to other sources.

Cheating includes, but is not limited to, the following:

- Having unauthorized notes or information during examinations
- Communicating during examinations

Students proven to have committed plagiarism or cheating offenses will be subject to the following penalties, depending on the level of offense:

- Verbal warning
- Failing grade for the particular coursework
- Temporary or permanent course suspension
- Cancellation of examination

POLICY FOR MITIGATION

This policy aims to present negative unforeseen circumstances that may arise in a student's academic career as well as steps to be taken in case mitigation is desired.

Unforeseen circumstances include, but are not limited to, the following:

- Physical or mental illness
- Financial constraints
- Emotional problems, e.g., death of a family member
- Disability
- Loss of immigration status
- Court appearance

In such cases, students are expected to notify relevant faculty or academic personnel for guidance. Relevant documents requested from or submitted by the students will then be processed by SEC's relevant departments.

POLICY FOR STUDENT COMPLAINTS

This policy aims to discuss the procedure in filing a complaint.

SEC encourages informal settlement, if possible, when dealing with student concerns via addressing complaints directly to relevant people. Nevertheless, should there be a need to file a formal complaint, the following procedure is followed:

- The student-complainant files a formal complaint through SEC's senior management team. The student should notify the team regarding the following: attempts made to resolve the concern informally, details of the complaint, and desired solution.
- The complaint is raised to SEC's relevant official, who forms a committee that is tasked to investigate on the issue.
- Committee's assessment, including appeal details, is released within 15 days upon receiving the complaint. Involved people may be summoned for hearing if deemed necessary.
- Committee finalizes the necessary actions and coordinates with the SEC's relevant official for the implementation.

Appeals may or may not be permitted by the committee. SEC is tasked to evaluate all the appeals.

The committee and SEC's decision is final.

SEC guarantees the absolute confidentiality of all complaints filed before the senior management team.

POLICY FOR RECOGNITION OF PRIOR LEARNING

This policy aims to provide guidance on handling cases that involve Recognition of Prior Learning (RPL). RPL recognizes students' skills, experiences, and knowledge gained through all types of learning, may it be formal, informal, or experiential. RPL may exempt a student from up to 50% of the total number of credits of a program to avoid duplication. Application for RPL must be done prior to admittance to a course.

1- APPLICATION PROCEDURE

To obtain RPL, the following procedure must be followed:

- The student must fill out the application form via SEC's website. Should the student need further assistance, he/she may contact SEC.
- The student must produce scanned copies of relevant documents that serve as proof of his/her past learnings. Relevant documents may include, but are not limited to:
 - Curriculum vitae
 - Employment history
 - Diploma
 - Letter of recommendation
 - List of work accomplishments at previous employment
 - Volunteer work
 - Work-related documents
- The student must accomplish two declaration papers that guarantee truthfulness in all the submitted documents and that allow SEC to access and validate them.
- The student must submit via email all the aforementioned documents, together with his/her application form.

Within two weeks, the student will get a status update on his/her application. The student may be requested to submit further evidence or may be invited for additional assessment.

An RPL coordinator will be available to assist the student-applicants in the entire process. There will also be assessor/s assisting the RPL coordinator. Technical or academic specialists will be in

charge of interviewing the applicants. Should there be a split decision among the involved personnel, RPL coordinator will have the final decision.

2- EVALUATION

The submitted documents are evaluated based on their validity, authenticity, and relevance. Proof presented must cover at least 70% of the course's learning objectives. Aside from the document review, the evaluation process involves one or a combination of the following: assignment, interview, practical assessment, case study, or written exam. Student-applicants are notified of the method/s of evaluation within two weeks after their submission.

3- RESULTS AND APPEALS

Student-applicants will receive the results, in the form of markings on transcripts, within a month after the final evaluation. Should the applicants find the results unjust or inaccurate, they can file a complaint to the CEO and the Internal Quality Assurance team via the internal ticketing system. In such cases, a second assessment may be made through a new technical specialist assessor. The result of the second assessment will be final and will be sent to the applicant as a full written report.

4- FEES

Each European Credit Transfer and Accumulation System (ECTS) has a corresponding €25 processing fee. The final RPL cost is based on the total number of credits for every module. Exemption number of ECTS will be subtracted from the total program ECTS for successful applicants to avoid double charging.

5- CONFIDENTIALITY

SEC guarantees the absolute confidentiality of all the documents submitted by the applicants.

POLICY FOR LEARNING RESOURCES

This policy aims to orient the students on the course's details. A full day must be allotted to discuss the course's objectives, syllabus, modules, instructors, assignments, grading system, and submissions' format/inclusions (i.e., name, course, deadline, word count, plagiarism similarity percentage, among others). Instructors may also propose academic placement opportunities for particular students.

POLICY FOR STUDENT WORK ASSESSMENT

This policy aims to present SEC's internal quality procedures in creating summative and formative assessments.

SEC implements two kinds of evaluation: summative and formative. The former is an evaluation of learnings via assignments, examinations, and other similar methods; whereas, the latter is used to track students' progress via feedback from instructors, peers, or one's self.

To ensure fair and efficient evaluation process of students' works and performance, SEC guarantees the following:

- Competence of faculty in every aspect of the assessments
- Assessment-for-learning approach
- Formative assessment in lectures and in all of the student activities
- Disclosure of assessment method and criteria prior to the start of classes

- Assessment Design Creation: SEC applies the following procedure in creating assessments:
- The faculty creates summative assessments based on SEC's policy and standards.
- The Internal Quality Assurance team reviews the summative assessments and ensures that they are aligned with the course's goals, they cover a range of activities, and they have reasonable grading schedule.
- Classroom observation and faculty's portfolio review are done for formative assessment.
- Improvements/changes are discussed with relevant faculty members.
- Students receive the assessment tasks.
- Internal Quality Assurance team ensures that feedback given by the instructors to the students are consistent, fair, and accurate. However, should a student wish to have his/her grade re-evaluated, SEC will follow the procedure stated in its policy for student complaints.

Sample Student Agreement

- 1. This agreement shall govern the relationship between SEC, hereinafter referred as 'the educational institution' and (name of student with Identity card number), hereinafter referred to as 'the student'. By accepting an offer to study at the institution and by completing the process of registration and enrolment, the institution and the student are agreeing to abide by the terms of this agreement.**

2. The terms of this agreement will become effective upon registration and payment to the institution of the fees for the educational programme quoted in Clause 3.

3. The educational programme

- i. Name of the educational programme:**
- ii. Awarding Body:**
- iii. EQF/MQF Level:**
- iv. Number of credits:**
- v. Duration:**
- vi. Commencement date:**
- vii. Termination date:**
- viii. Hours of Total Learning:**
- ix. Mode of Delivery:**
- x. Mode of Attendance:**
- xi. Language of Instruction:**
- xii. Addresses where the programme will be delivered:**
- xiii. Addresses where the placement/clinical training will take place:**
- xiv. Entry Requirements for the educational programme:**

- xv. **Structure of the programme:**
- xvi. **The intended learning outcomes:**
- xvii. **The teaching, learning and assessment procedures:**
- xviii. **Academic qualifications leading to a regulated profession**
- xix. **The grading system:**
- xx. **The educational fees:**

4. Cancellation and Refund Procedures

A student may exercise the right to be refunded the tuition fees when: -

- **XXX**
- **XXX**
- **XXX**

A student may apply for a refund by (quote procedure to obtain a refund and make reference to a refund policy if already in place)

This agreement does not preclude the student from taking further action under the Consumer Affairs Act (Cap378 Laws of Malta)

5. Duties of SEC

SEC is committed to :

- (i) Provide to the student the teaching, assessment and other educational services for which the student is enrolled and the educational institution shall take all the steps which are reasonably in its power to provide these educational services in accordance with the terms of this agreement.**
- (ii) Guarantee the students' rights, including the right to obtain assessment results upon the student having completed all the necessary assessment requirements of the programme or parts thereof.**
- (iii) Advise the intending overseas students of their duty to furnish the educational institution with any change in their contact details, which include their residential address and telephone number in Malta as well as a contact address overseas, following the completion of their studies.**

6. Duties of the Student

The student shall: -

- (i) **Disclose to the educational institution full and accurate academic and personal information as required for applications for admission, registration, and enrolment purposes.**
- (ii) **Inform the educational institution if there is any change to the academic or personal information that was provided at admission, registration or enrolment stage as soon as is reasonably practicable.**
- (iii) **Fulfill all the academic requirements of the educational programme; including participating in lectures/tutorials or other guided-learning activities, submitting coursework/assignments on time, participate in course-related activities and adequately prepare and sit for examinations/assessment.**
- (iv) **Abide by any statutes, regulations, rôles and policies which are in place in the educational institution, and which apply to students.**
- (v) **Overseas students shall furnish the educational institution with any change in their contact details, which include their residential address and telephone number in Malta as well as a contact address overseas, following the completion of their studies.**

7. SEC's Default Clauses

The institution is in default and hence obliged to refund the student with the tuition fees which have been paid and any other expenses, such as travel and accommodation expenses, incurred for the purpose of studying in Malta, when: -

- (i) The educational programme does not start on the agreed starting day;**
- (ii) The educational programme ceases to be provided at any time after it starts but before it is completed;**
- (iii) The educational programme is not provided in full to the student due to a condition or restriction imposed on the educational institution by the Authority in accordance with the regulations in S.L607.03 or due to the revocation, by the Authority, of the applicable license or accreditation in accordance to S.L.607.03.**

Provided that where the intending student or the student has withdrawn from the programme before the day on which such circumstances arise, the educational institution shall not be deemed to be so in default

- (iv) The educational institution fails to issue all examination and other assessment results to the student upon the student having completed all the necessary assessment requirements of the programme or parts thereof.**

8. Student's Default Clauses

The student is in default and hence not eligible for a refund of tuition fees and any other expenses, such as travel and accommodation expenses, incurred for the purpose of studying in Malta: -

- (i) When the student withdraws from the programme either before or after the agreed starting day.
- (ii) Where the student not having previously withdrawn from the programme, fails to start the programme on the agreed starting day.
- (iii) Where the student fails to pay an amount they were directly or indirectly liable to pay the educational institution in order to undertake the programme.
- (iv) Where the student breaches a condition on the student visa.

9. Dispute Resolution Clause

The educational institution and the student shall attempt to resolve any dispute by following this procedure (explain the process by which both parties intend to resolve any dispute which may arise from the agreement).

This agreement is governed by Maltese Law and does not preclude the parties from seeking other legal remedies provided under the Laws of Malta.

10. Data Sharing Clause

In accordance to article 5 of the Further and Higher Education Act (CAP 607 Laws of Malta) and without prejudice to the data protection provisions established by virtue of Regulation (EU) 2016/679 (the General Data Protection Regulation (GDPR), the (name of provider) shall grant access to the Malta Further and Higher Education Authority (MFHEA) to the information collected through this student agreement. The data shall be transmitted to the Authority within a reasonable time from when it was requested and shall be used by the Authority in pursuance of its functions.

Signature

Signature

Head of SEC's name

Student's Name

Date

Date