



**EUROPEAN HIGHER EDUCATION INSTITUTE
INTERNAL QUALITY ASSURANCE POLICY (IQA)**



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1. MISSION STATEMENT

The European Higher Education Institute is a high-quality institution dedicated to preparing students for the careers of the global economy by using new technologies and advanced digital skills. The institution's mission is to foster academic excellence and student achievement in the field of business, computer science, innovation technologies and education. Our degree programs provide students with a strong academic foundation and problem-solving skills to prepare them to become competent professionals and responsible citizens in a diverse and dynamic global environment. The online pedagogical model offered by the institution is student centred and is based on a qualified teaching staff working with our students in a technology based, innovative and creative learning environment.

Institutional Goals:

- To offer high quality professional degree programs that are designed to take into account the emerging requirements of the job markets
- To build up a community and enrich students' lives by promoting educational and professional growth
- To encourage student-centred learning at all levels, supported by technological resources and guided by qualified faculty and staff
- To provide an outstanding educational experience through academic and administrative support services
- To foster collaboration and research sharing among other institutions with the same objectives

The Institution's mission and goals are inspired by the principle of quality assurance and by an ongoing evaluation system aimed at assessing programme and teaching effectiveness through students' satisfaction, results, performance and placement.

2. INTERNAL GOVERNANCE

The President of the European Higher Education Institute is the maximum authority, having the maximum responsibility in representing, governing and administering the Institution also from a financial perspective. The President is assisted in the ordinary management by the administration director. The academic director and the admissions and student service directors play also a crucial role in the management of the activities and services offered by the Institution. The academic director is responsible for ensuring and monitoring the quality of the online programmes and of the pedagogical model and for the selection and evaluation of the faculty and the tutors. The admissions and student service director is responsible for guaranteeing the quality and the compliance with the admissions criteria established by the Institution and the efficiency of the orientation, administrative and technical support service provided to the students.

Head of the Institution and President: Laura Ricci

The primary responsibilities are to oversee all the institution functions and all ultimate decision-making; give final approval on all faculty hiring and other major decisions; network with pertinent industry personnel; promote the institution within the community; modify the purpose and missions of the institution as it grows and develops and as the needs of students and the market change over time. The President and Head of the Institution is also responsible for the financial management of the institution and for participating to the definition and development of the quality standards and procedures through the Quality Assurance Committee.

Academic Director: Hasan Nasirci

The Academic Director's responsibilities include the coordination and management of all the faculty activities, working closely with the Head of the institution. He is in charge of defining the selection criteria for the teaching and tutoring staff and to ensure the respect of these criteria also in accordance with the specific

programme requirements. The academic director supports and participates in the systematic monitoring and review of programmes to constantly improve the quality of the academic offering

Admissions and Student Service Director: Damiano Laviola



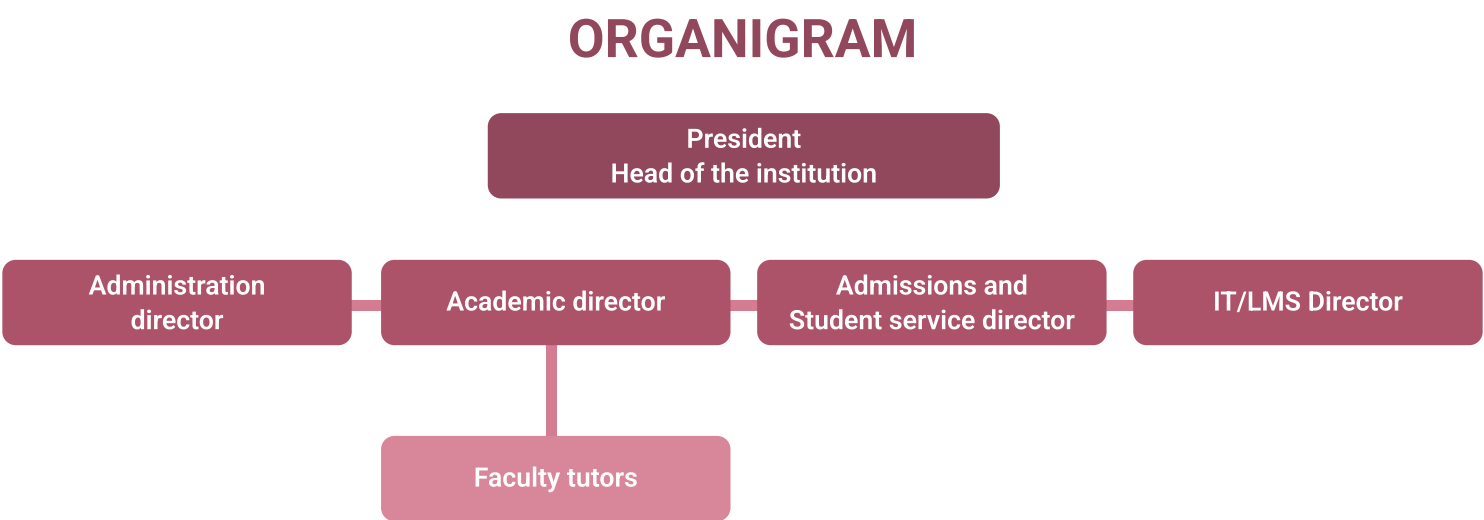
The Admissions and Student Service Director is in charge of establishing and ensuring the respect of the admissions guidelines, processes, and requirements. He also works with potential students to determine their eligibility, overseeing the admissions process and evaluating applications. He periodically organizes promotional activities and schedules student interviews and specific orientation sessions. After the students' admission, the director supervises the quality of all the services provided to the students like the tutoring and orientation and the technical support (help desk). He also cooperates with faculty members to assist students in achieving the outcomes expected for each program by providing advice and methodologies to improve their learning skills

Administration Director: Renato Bevilacqua

The administration director is responsible for the provision of high level strategic and policy advice, for the effective and efficient use of resources, and for overseeing the institution's operations. He monitors, manages, and tracks progress towards goals and coordinates governance for leading the day-to-day management and financial operations, working closely with and under the supervision of the President.

IT and LMS Director: Domenico Servello

The IT and LMS Director has a solid understanding of computer engineering, advanced IT and e-learning technologies and learning management systems, as well as excellent communication and project management skills. The IT and LMS Director is responsible for system design, online optimization, technical management, and day-to-day operation of the institution's learning management system. The LMS Director provides user support in the investigation, analysis, and resolution of technical problems and develops effective work-around solutions for various technological issues to ensure continuous online course delivery, improvement and customization. The LMS Specialist reports to the Head of the Institution.



3. INTRODUCTION TO QUALITY ASSURANCE

The European Higher Education Institute implements an Internal Quality Assurance policy that aims to guarantee the quality of the programmes and of the online pedagogical model and the efficiency of the services provided. This policy is based on specific procedures that are related to all the activities conducted by the institution and involve the different offices and departments. The Internal Quality Assurance policy is developed and implemented by the Quality Assurance Committee and is published on the institution's website. A copy of the Quality Assurance Policy is also provided to all the students before enrolment.

4. QUALITY ASSURANCE PRINCIPLES

The Internal Quality Assurance policy is inspired by the mission of the institution and sets the rules, procedures and guidelines to ensure that all the objectives will be achieved in a timely and appropriate manner. In its major function as online higher education institution, the European Higher Education Institute is committed to ensure that all programmes are designed, validated, monitored and periodically reviewed with the involvement of the academic director, the faculty, the students and other professional stakeholders and that all the administrative and support services offered meet the expectations of the target audience and the main requirements of the job market. The Internal Quality assurance policy of the Institution is developed in compliance with the National Quality Assurance Framework for Further and Higher Education and the Internal Quality Assurance (IQA) Standards. The institution has in place a formal, approved, transparent policy committing it to ensuring the quality and continuous improvement of its academic programs.

The internal quality assurance policy is based on the following main principles:

- Overall responsibility of the institution directors and staff for quality assurance
- Involvement of all the institution departments and offices in the quality assurance process
- Cyclic review of the quality standards, processes and results
- Exchange of information and reports related to quality standards, procedures and results among the different department
- Engagement of the students in the quality assurance process through students' satisfaction surveys and placement results
- Involvement of external stakeholders from the different professional sectors in the evaluation of the programmes' effectiveness in accordance with the job market requirements

The Internal Quality Assurance Policy defines the standards, rules and procedures adopted by the institution to ensure the overall quality of the following elements that are consider of extreme importance for the growth, success and official recognition of the institution in the European framework and internationally:

- The institution governance and leadership and the financial regulation and probity
- The Learning and teaching process and the online pedagogical model
- The online learning environment (VLE) and the LMS system
- The online learning tools, resources and support services
- The programmes' design, evaluation and review process
- The teaching staff qualification and skills and their professional experience in their specific teaching area



- The compliance of the programme objectives with the learning environment, the programme contents, and the support services and facilities
- The student admission and orientation process
- The information system
- The external evaluation of programmes

5. QUALITY ASSURANCE COMMITTEE

The Quality Assurance Committee is created by the institution to ensure the compliance of the academic and administrative processes with the institution mission and objectives and to regularly disseminate, review and update the quality standards. The Quality assurance committee consists of 3 members: the President/CEO, the academic director and the admissions and student service director. The Committee has the responsibility of ensuring the dissemination of the quality assurance system and culture to improve the compliance of all the activities conducted with quality procedures. More specifically the committee is responsible for:

- Ensuring the availability of the resource needed to respect the quality standards and procedures
- Guaranteeing that the internal quality assurance system is established, implemented and maintained
- Reporting on the performance of the quality management system and any need for improvement
- Ensuring the participation and inclusion of external stakeholders in the quality process
- Facilitating the regular review of processes and that the academic and administrative policies, procedures and regulations are updated accordingly.

6. INSTITUTIONAL PROBITY AND FINANCIAL REGULATION

The Institution's Financial Regulation has been formulated to provide a framework for internal control to ensure financial probity whilst maintaining operational efficiency. The financial regulation sets the provisions relating to the approval and control of expenditure and the receipt of monies by the Institution and related matters.

The purpose of the Financial Regulations is to:

- Provide control over all of the Institution's resources
- Provide management with assurances that the resources are being properly applied for the achievement of the Institution's strategic plan and objectives on a sustainable basis
- Ensure the proper and transparent use of finances and resources in a manner that satisfies the requirements of internal control and fulfil any legal or financial obligations as laid down by relevant country authorities.
- Reduce the institution exposure to broader risks such as harm to reputation, loss of supplier and third parties' confidence, disciplinary action against employees and other legal risks

The financial regulation is based on the principles of:

- Accountability
- Transparency
- Efficiency and productivity
- Probity
- Acting Ethically

The Institution President, as the Head of the Institution has the overall final responsibility for the planning, organizing, monitoring, directing and controlling the affairs of the Institution, in accordance with the mission Statement, the strategic plan and the internal quality assurance policy. In order to carry out the above responsibility effectively, the President and has the administrative authority and over-riding powers over every member of the staff to whom powers have been delegated to carry out the duties and responsibilities.

In his function the President/Head of the Institution is assisted by the administration director who is in charge of monitoring the financial planning, forecasting and reporting and for conducting the daily administration activities.

In addition to conducting the administrative management, the head of the institution is responsible for ensuring the success of the students and a positive image of the institution, which can contribute to enrolment rates. In order to accomplish his role, the head of the institution is required to have a proper academic background and a minimum EQF level 7 of qualification (master level). He also needs to possess 5 years of experience in the education system, as CEO, President or Dean.

Procedure for Recruiting a new Head of the Institution

The goal of the Institution's recruitment and hiring process is to achieve an excellent and balanced workforce with representation and participation from all the diverse sectors of society. To achieve this goal the institution is committed to recruit the best qualified candidates, matching the qualifications requirements and to ensure a fair and equitable treatment of all candidates. The procedure for hiring a new head of the institution is a comprehensive recruitment process that involves the collaboration of the institution managers for suggestions and referral of potential candidates. The process starts with the publication of the job vacancy and the job description and requirements on the Institution website. The administration and the academic director will be responsible for the screening and interview process and for identifying whether or not the candidate possesses the required skillset and qualification. After the screening process is completed, all the candidates will take an interview with the administration and the academic director. The interview includes a set of competency based questions that allow candidates to display their skills and a simulation test where they are asked to complete tasks expected from them on that position. The final evaluation of the candidates, will be conducted using an internal rubric that helps evaluators to have a structured feedback and to document their observations and ratings for each candidate.

BUDGET

The preparation of the budgets is made in accordance with the institution missions, objectives and strategic plan. The President and the administration director will define the budget guidelines and the timetable for the budgeting process showing when each major stage is expected to be completed. The Institution will prepare an annual budget and a strategic plan which will be supported by the operating and capital budgets. There will be annual reviews of the budget and of the financial projections of the strategic plan. The limit for expenditure for every activity will be defined by the President and any change will require the approval of the President/Head of the Institution and of the administration director. The academic director together with the administration director shall consider the cost and revenue implications of a new programme before making any decision on a new programme. A budget proposal including the costs associated to the development of a new programme must be developed by the academic and the administration director and submitted for the President's approval. The President and the administration director shall have the absolute right to vary budget allocations in light of the current financial needs of the Institution. Any budget-cutting dictates shall be mandatory in their application. Any director who overspends the approved budget can be held personally liable for the amount. Unauthorized spending could result in the imposing of sanctions against such members of the staff. The periodical audit and review to the annual budget made by the President and the administration director will take into account the compliance with the financial procedures and the evaluation of the economy and efficiency of the operations such as how effectively faculties, departments and offices carry out their financial management and programme responsibilities.



REVENUE

The administration director shall ensure that all amounts due to the Institution by students or third parties are properly and promptly assessed, collected and duly credited into the accounts of the Institution. He shall also ensure that all monies received on the Institution's account are properly accounted for and lodged with the bank with the least delay.

EXPENDITURE

The administration and the President/Head of the Institution are the final authorities for approving expenditure. No person may incur any expenditure or enter into any contract or liability unless such expenditure has been provided for in the approved budget and the person has the power to approve such expenditure

LOSSES

Every officer and member of staff of the institution shall be held personally responsible for any loss sustained by the institution through fraud or negligence (including overpayments) on the officer's or member's part; the officer or member shall also be held responsible for any loss arising from fraud or negligence on the part of any subordinate officer/employee, to the extent to which it may be shown that the officer or member contributed to the loss by their own action or negligence. Any loss or shortage of institution assets (including property, project funds, computers, revenue or receipts) shall be immediately reported by the employee or director to the administration director. The administration director shall immediately report to the President, detailing the nature and extent of the loss, the errors or the neglect in following the provisions of the Financial rules which contributed to the loss, the persons responsible for the loss, and the prospects for effecting a recovery of the loss. Upon receipt of the report, the President shall decide on and initiate the further course of action required, such as reporting the findings to the police, holding a departmental enquiry or disciplinary proceedings. The Administration Director shall report his decisions and actions taken.

FINANCIAL REPORT

The Institution shall prepare and maintain accurate, adequate and appropriate financial records for each department and office. Specifically, it maintains an accurate and up-to-date book of accounts, which should reflect the proper and correct position of the institution's activities, financial performance, and cash flows. The institution will file annual accounts that will be audited by an external auditor according to the International Standards on Auditing.

7. DESIGN AND APPROVAL OF PROGRAMMES

In designing and implementing new programmes and in updating existing programmes or contents, the institution is taking into account the requirements of the global job market, the emerging professional profiles, the emergence of new disciplines and the changes in existing disciplines. The institution's goal is to ensure policies that encourage the development of new ideas and support established programs. At the same time, the institution aims to ensure that only proposal that fits the institutional mission, that are sustainable, and do not duplicate other efforts within the academic and administration department will be approved. All the new programmes must receive the final approval of the academic director and the President before implementation.

The Institution's process for the design and approval of programmes is based on the following different phases that are considered crucial for determining the programme effectiveness and success. These phases have been identified as central to the development of programmes that prioritize student development and help improve student retention, engagement, and academic performance.

- The identification of the specific needs of the job-market the programme is responding to
- The identification of the programme professional/employment outcomes
- The identification of the target of students
- The establishment of the programme goals and student learning outcomes
- The research on similar programs in the country as well as across Europe to inform the structure and operation of the proposed programme
- The identification of the financial and management resources that will be required in the programme
- The definition of the online pedagogical model
- The selection of the VLE and of the online learning resources and interaction tools
- The submission of the programme proposal to the Internal Quality Assurance Committee for evaluation
- The submission of the programme proposal to 3 different external stakeholders who have a relevant position in the programme occupational sector
- The submission of the programme proposal to a community of students who graduated from a bachelor degree which is strictly connected with the programme main topics.
- The development of a programme evaluation report collecting the feed-back received from the Internal Quality Assurance committee and from the external stakeholders and the community of students
- The final review and updating based on the feed-back received
- The implementation of the programme

A new programme can be implemented only after having successfully completed all the phases. In this regard, the result of the programme evaluation report will be considered for the final approval of the programme.

8. STUDENT CENTRED LEARNING, TEACHING AND ASSESSMENT

The European Higher Education Institute promotes a student-centred learning model, focused on engaging students in the learning process to motivate them to achieve higher-level critical thinking. This model considers the needs of the students over the conveniences of planning, policy, and procedure and is based on a personalized learning method through which professors can create an environment that is personal to each student's learning needs thanks to the support of technology. Instructors are required to adopt the student-centred approach to increase the opportunities for student engagement, which helps everyone to be more successfully achieve the course's learning objectives. The teaching method is based on active learning as an instructional approach in which students actively participate in the learning process through interactive live classes (webinars), discussion sessions, experiential learning and project-based activities. One of the key elements of the institution's online education model and of the VLE is the ability to cater for students with special needs. The institution's VLE offers a supportive, inclusive, and personalized learning experience—especially for typically overlooked or isolated students, such as those with special education needs who are supported to increase their potential, academic performance, personal confidence and overall growth. The institution VLE (Talent LMS) is a virtual learning environment with a digital accessibility policy and measures that can be found on: <https://help.talentlms.com/hc/en-us/articles/360014571834-TalentLMS-and-compliance-with-the-WCAG-WCAG-2-0-WAI-Section-508-and-ADA-accessibility-standards>:

Talent LMS is built with modern engineering principles in mind including navigability, search, keyboard accessibility, user-friendliness, and compatibility. This is done to maximize user experience and also allows our customers to fully customize their content, themes, add alternative representations of content where needed. Talent LMS strives to reach the highest possible level of conformance to the WCAG 2.0 guidelines. To that end, we keep improving our platform based on the WCAG 2.0 requirements so that every potential Talent LMS user can enjoy our service.

From a pedagogical perspective, different strategies are adopted by the institution and the instructors to help students with special needs with the aim to create a flexible and supportive environment personalized around their needs. Digital accessibility tools and software can be provided to aid those with special needs. This could include screen readers, closed captions for video content, and ensuring that all course materials are compatible with assistive technologies. Dedicated support from lectures and tutors is provided to special needs students, such as online office hours and discussion forums for both academic and non-academic support and individual training sessions where they will receive additional study resources and material by the professors.

Extra time for assessment and exams will be given to students with special needs, after the evaluation of the specific disability of the students. Moreover, through discussion forums, webinars and message boards students with special needs are helped to build a positive social interaction without some of the anxiety that in-person communication can bring to a situation. The maximum time frame of each master programme can be extended from 6 to 12 months for special need students. The faculty and the academic director will determine the duration of the extension after evaluating the student's specific needs and their progression and results.

The institution conducts student surveys at the end of each programme's module to understand the effectiveness of:

- the course structure and organization
- the teaching methods, strategies and practices
- the quality of the instruction strategy
- the faculty availability, engagement and interaction skills
- the interaction tools used by the institution
- the LMS usability
- the quality of the online resources and material
- the course workload and requirements according to the course level

The data collected through the survey will be used for the improvement of the course overall quality and delivery and teaching method. The Institution is also able to measure student engagement through their online activity and their interaction through the VLE. These data help the institution to detect the weakness elements of the teaching and instruction method and to undertake different measures to improve the course and programme effectiveness such as, faculty training programs and teaching workshops.

10) Students will be provided with a detailed syllabus including the assessment and exams description and procedures and the grading criteria at the beginning of each course. The course syllabus is also published on the specific course section in the VLE and the students cannot start the course and access the study material before reading the course syllabus. Students can be reminded of the different course activity, assessment and specific deadlines throughout the course and even before any specific exams or assignments. The advantage of electronically doing this is that any changes to the criteria and any notification or reminder can be communicated in a timely manner through emails or course announcements on the VLE.

11) After completing each assessment or exam, students will be provided with a personalized feedback by their instructors via the platform. There can be a variety of feedback but an explanation can take the form of deductions, suggestions for improvements as well as recognising successful strategies or understandings. Professors are also able to schedule feedback sessions where students can have a one-to-one to discuss their progress and/or mistakes. In order to give consistency and fairness, a standardised grading rubric is given and is placed within the syllabus which is always accessible to students directly in each course for the master. In order to maintain fairness, regular meetings are held to calibrate consistency in grading amongst staff. Students are encouraged to communicate to the institution for any mitigating circumstances. Depending on the nature of the problem, it may be possible to get extra help or advice. Students can raise complaints over any of the following issues:

- the quality and standard of service provided by the Institution, including teaching and learning provision;
- failure to provide a service; unsuitable attendance by the faculty or learning resources and material;
- inappropriate behaviour or treatment by a staff or faculty member which includes harassment, bullying, and discrimination;
- failure of the Institution to follow an appropriate administrative or academic process

Students have to submit the student complaint form to formally report their complaint. All the forms will be reviewed by the appropriate committee composed by the academic director and the head of the institution. A response will be provided to the student after 30 days from the submissions of the complaint form. If a student believes that his/her performance merits the award of a higher qualification than the one they received, have a right to appeal. Only in the following cases the student has the right to appeal:

- The student is in possession of evidence relevant to their exam performance which was not available to the instructors or tutors. The student must provide evidence of good reason for not having made the instructor/tutor aware of this evidence prior to the assessment decision;
- There is evidence of procedural irregularity in the exam process or of prejudice or bias on the part of one or more professors
- There is evidence of inadequacy of the proctoring activity and supervision during the exam.

The student will receive a formal written response to the appeal after 20 days, that will be necessary to the institution to complete the adequate investigation about the exam process, the proctoring service and the instructors' behaviour. The appealing board made by the academic director, the head of the institution and the IT and VLE director will take the final decision about the student appeal.

12) While the institution functions online, we can ensure that records of assessment processes are stored securely on servers which are compliant with local data protection laws and regulations. Google Drive is used as cloud storage to archive and maintain students' records. On this page: [GDPR and Google Cloud](#) you can find all the information on google drive and google cloud compliance with the GDPR.

9. PROGRAMME MONITORING, REVIEW AND UPDATING PROCESS

The institution adopts a systematic evaluation, monitoring and review of programmes, to ensure a continuous cycle of evaluation and improvement. This involves, among other things, evaluation and reflection by academic staff on course design and, approaches to teaching and assessment quality to evaluate the impact on students' learning and outcomes. The institution is committed to an annual review of its programmes that aims to evaluate the programmes' objectives and overall structures, the learning outcomes, the pedagogical model, the assessment activities, the learning resources and the delivery and teaching methods to identify any risk to quality and any elements that need to be monitored and updated where necessary.

The annual programmes review fosters a culture of learning for both students and professors, wherein the academic department use the information from assessments to revise curriculum in an effort to create an even stronger learning experience for students. The academic director is responsible for the programmes' evaluation, monitoring and review based on a self-study report that will be developed per each program and includes the following elements:

- Programme Goals and Objectives
 - Ways in which the programs have succeeded in achieving these goals;
 - Ways in which the programs have fallen short of these goals;
 - Responsiveness to changing needs of society and labor market
- Professors and Tutors
 - Specific qualifications of the professors based on both academic and professional experience
 - Professor and tutor Training activities conducted by the institution
 - Previous experience in online teaching
 - Ability to interact and communicate with students and quality of the interaction performance
- Students
 - Student's overall performance
 - Students' achievement of learning objectives
 - Students' participation and interaction in synchronous classes, discussion forum project and collaborative activities
 - Student placement after graduation
- Curricula and teaching effectiveness
 - Completeness of the learning material according to the program objectives
 - Distribution of credits according to the programme study hours
 - Quality and interactivity of the online material
 - Number of interactive hours of the programme
 - Education technology tools used to deliver and teach the programme
 - Adaptability of the pedagogical online model to the students' needs
 - Level of inclusion of cutting-edge education technologies and tools
 - Adherence of the programme to the specific occupational requirements of the professional sectors and to the need of the job market

The self-study report will be completed based on the data collected through:

- The students' satisfaction surveys that will be completed by the students at the end of each module
- The record the students' results, performance, interaction and activities through the VLE
- The comparison of the programme with similar programmes offered by other universities
- The students' interview with the tutors and the professors and the feed-back received from them
- The formal and informal feed-back received by the students during live classes and one to one meeting with instructors and tutors
- The rubrics completed by the academic director for the evaluation of the learning resources
- An analysis about the relevance of the programme according to the students' needs and objective and the job market demand
- The placement results measured through a placement survey that will be fill in by graduate students 6 months after graduation
- The evaluation made by external stakeholders from companies

The self-study report will be shared with the tutors, the professors, the head of the institution and a selected

group of students and graduates who have completed the satisfaction survey for all the programme modules and the placement survey. The report results will be discussed during a meeting that aims to take important decisions regarding the review and updating of the programme structure, the modules and contents, the online teaching strategy, the education tools and software and the student engagement and interaction activities.

Quality evaluation system of learning resources

To ensure the quality of online instruction, the online learning environment and the online pedagogical model the quality evaluation system for learning resources have been designed and implemented by the academic director with the collaboration of the director of the IT department. The academic director is responsible to provide the professors with the adequate framework and guidelines for developing the online course structure and learning material. All the professors have the academic freedom to develop their course, to choose the specific topics to be covered and their teaching strategies. However, it is a responsibility of the institution to provide them with the adequate training and the technical and pedagogical guidance and resources needed to structure and deliver the course in accordance to the needs of the target of students and the principles of flexibility, adaptability and constructivist and collaborative learning.

The learning resources quality system established by the institution is an ongoing process based on a continuous evaluation aimed to support the improvement and updating of the learning resources.

At the learning material development stage, the institution evaluates the following elements before publishing the course in the LMS and deliver it to the students:

Course objectives, learning outcomes and learning material

The institution will evaluate the course objectives, learning outcomes and learning material and their compliance with the overall course structure based on the students' needs. In particular the institution will check if the online learning contents and materials serve the course objectives and specific learning outcomes.

Interactivity

The level of course interactivity is evaluated by taking into account the number of interactive hours included in the course and the kind of interaction activities, tools and elements. In particular the institution will check if the interactivity level is modelled in compliance with the online education pedagogical principles, the students learning styles and habits and the learning outcomes.

Quality of video-lectures

The institution quality standard for the video-lecture is video-resolution 1920x1080 (Full HD). All the video lectures must respect this standard to be publish in the LMS and be delivered.

After the course and the learning resources are delivered in the VLE and used by the students, the institution will evaluate them through the following criteria that provide important information for the course and learning material review and updating.

	Poor	Sufficient	Good	Excellent
Students' interaction with professor and tutors				
Students' involvement and participation in the learning activities like synchronous classes, discussion forums and project and team activity				
Overall record of the students activities tracked through the LMS				
Number of interaction among students (peers) and of collaborative learning activities				
Overall students results collected through midterm test, assignments and final exam results				
Feed-back received from the students collected through satisfaction survey that will be submitted at the end of the study of the course				

The academic director is in charge of completing this rubric at the end of each course cycle. Based on the results collected the professors and the institution will review and update all the course critical elements (poor or sufficient) and undertake different measures for improving the quality and interactivity of the video-lectures, the number of interactive hours and collaborative activities and the overall engagement of the students.

10. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

The European Higher Education institute is open to all students who are qualified according to the published admission standards. The Institution encourages applications from qualified applicants of both sexes, from all cultural, racial, religious, and ethnic groups. The Institution is committed to non-discrimination with respect to race, creed, colour, religion, age, disability, sex, sexual orientation, marital status, national origin, political affiliations or opinions. All the employees and faculty have a responsibility to maintain their work free of discrimination.

All acts of discrimination must be documented in writing, specifying the basis for discrimination. The complainant must enumerate all types of discrimination in the statement, identify the offender, and turn in the complaint to the Institution Officers. In absence of a written complaint, the employee or faculty member who received the complaint must document it in a memorandum to be referred to the President, as appropriate. Unless complainant signs it, it will be an informal complaint. The Institution will investigate all complaints. Investigations may include interviews, preparation of statements, reports with summary of the investigation, description of investigation process, findings and recommendations. Reports will be kept confidential.

The Institution may attempt conciliation between the parties involved. If a conciliation is not achieved, the designated official will issue a final report. Final reports shall be issued within 30 days of receiving the complaint. The alleged offender and complainant will be notified in writing of the outcomes, and procedures for appeal. Upon this final report, corrective action, including sanctions, will be considered and implemented.

This procedure is also applicable to staff and faculty. In the case a staff or a faculty member will be discriminated by a supervisor or another staff member, they are invited to submit a complaint following the same procedure indicated above for the students.

ADMISSIONS REQUIREMENTS AND PROCESS

To be admitted to a master's degree at the European Higher Education Institute, students must hold an official university bachelor degree and an intermediate English level that can be certified by an English school (TOEFL or IELTS) or through an internal English test and interview that will be administered by the institution. Students must also complete and submit the enrollment form, which is part of the selection process. The enrollment form includes specific questions related to the applicant's previous academic and professional background, merit recognition and other professional certificates or qualifications. The applicant identity will be verified before admission through an interview that will be scheduled with the admission director.



The application to a programme must be submitted electronically and addressed to the admissions director.

The application must include a cover letter and the following documents:

- Bachelor degree or transcripts
- Intermediate English level test
- Enrollment form
- Additional student certificate, merit recognition or qualification if applicable

All the applications will be evaluated by the admissions director taking into account the bachelor degree grade and their professional and academic experience. The number of students who can be admitted to a programme each semester, will be determined by the institution based on the number of professors and tutors that will be available. Based on the number of students who can be admitted to a programme, priority will be given to students with highest grades or with an outstanding academic or professional experience.

All international students who hold a foreign bachelor degree that will not be found on the Register of Regulated Qualifications (OFQUAL), are required to provide the institution with a recognition statement. If a recognition statement is not available, students can apply for a recognition statement from the following link: <https://mfhea.mt/academic-qualifications/>

The institution does not discriminate on the basis of disability in the admission or access to, or operations of its programs and activities. With the goal of promoting integration and equality among the student population, the Institution provides individual assistance through the VLE to students with documented disabilities. Disclosure of disability is voluntary.

Before enrolling to a programme the institution offers pre-admissions support to prospective students providing specific information about:

- Admissions requirements
- Applications processes and deadlines
- Specific online degree requirements
- Online study model and VLE
- Support services
- Accreditation status
- State authorization
- Tuition Costs



- Technical requirement and support
- MQF programme level
- Total number of credits awarded after completion
- Specific information about the master degree and transcripts the student will receive upon completion of the programme

If a student will be admitted to a programme, they will receive an acceptance letter and they will be required to sign a student enrolment agreement. The enrolment agreement will include specific information on the programme duration, tuition cost and requirements and on the number of credits awarded, the MQF level and the commitment and obligation of the institution to provide students with a master degree and transcripts upon completion of the programme.

Before starting the programme, the institution will give each student an induction session made by the student service director and the tutor. The student will receive an email from his/her tutor to introduce the student service department and the tutor role and responsibilities. After the tutor will schedule a welcome call with the student where further explanations and details about the programme, the courses, the VLE and the delivery and assessment method will be provided. During the call the student can discuss any questions he/she might have. The tutor will guide the student through the first steps of your programme of study, making sure that you are confident and ready to start, and that you don't miss out on any important information. The student service director and the tutor will be available to support and guide the student throughout your whole course, with any non-academic enquiries and can be reached by email, phone or through the VLE.

ATTENDANCE POLICY

Online Students are expected to attend all scheduled synchronous and asynchronous classes and activities for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Students missing 3-5 classes or activities over the course of the semester will receive a one letter grade deduction from their final course grade.

The attendance for the online classes is monitored through the LMS by professors and tutors.

MINIMUM ATTENDANCE REQUIREMENTS & STUDENT RESPONSIBILITIES

- Students are required to have a minimum attendance rate of sixty-five percent (65%) in each online Course, with an average attendance of seventy-five percent (75%) throughout a Program.
- Students are required to provide prior notification to the relevant Faculty Member, tutor and Student Services in the event of any foreseen non-attendance to online classes or non-participation to webinars, forum discussions and other activities.
- Regular timely attendance for all classes and webinars is seen as integral to student success.
- Faculty and university administrators are required to monitor students' attendance to online classes through the tools provided by the Learning Management Systems

The institution quality policy and a student handbook will be provided to each student before enrolment. The handbook will describe and details the students' rights and responsibilities. Each student has to confirm the have received and read the student handbook before enrolling to a programme.

EVALUATION SYSTEM

For every course offered at the European Higher Education Institute, the professors provides the students at the beginning of the course a course syllabus that contains written information related to the course requirements, the assessment methods and the value towards the final grade. The evaluation system in place is based on a continuous assessment of student knowledge through different tests, activities, projects, assignments and exams. Every assessment activity has a specific weight in the determination of the final grade. The students are required to complete all the assessment activities indicated by the professor in the course syllabus to pass the course. The students have to reach a minimum of 60 on a scale from 1 to 100 to pass the assessments, test and exams. Students will receive a personalized written feedback from their instructors regarding the exam and the exam results through the VLE. This feedback will be recorded in the VLE. If a student wants to discuss with the professor the results of an exam can also schedule a one-to-one virtual meeting. If a student doesn't pass a test or exam, he/she can re-take the test or exam after a minimum of 10 days from the first attempt. In this case he/she will receive a personalized feed-back from the professor and tutor regarding the specific topics he/she has to review before doing again the test or exam. To complete a programme, students must pass all the courses/modules and all the related assessments, tests and exams. The students are also required to prepare and present the final project work that will be evaluated by the academic director and the programme committee.



PLAGIARISM

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents. Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. The institution uses a software called SCRIBBR to detect plagiarism. Any professors or tutors discovering a case of suspected cheating or plagiarism should make a responsible effort to confront the student with the evidence within three working days. If the student can explain the incident to the satisfaction of the tutor or professors, no further action is warranted.

If the student denies cheating and the tutor or professors continue to believe cheating has occurred, a report regarding this event will be sent to the head of the institution and to the academic director. The academic director and the head of the institution will hold a hearing in which the professors or the tutors will present the evidence against the student. The academic director and the head of the institution will determine whether or not the evidence indicates that cheating/plagiarism has taken place.

If the student has admitted or has been found guilty of cheating or plagiarism, the following records will be kept:

- The professor or the tutor will send the report to the Academic director.
- The Academic Director will inform the student in writing that these forms have been sent.
- Records of the incident will be kept.

The student may receive a failing grade on the assignment or exam in question and may be required to resubmit the assignment or take a new exam. In addition to the procedures indicated above the institution will use ProctorU, a tool that provides online proctoring during exam to help detect and prevent cheating and ensure students take the tests themselves. At the time of enrollment each prospective student will be asked to do a video-call interview with the admissions representative through which his/her identity is verified in compliance with the admissions documents (national identity document or passport including the student picture) submitted to apply to the programme.

11. TEACHING STAFF SELECTION CRITERIA AND QUALIFICATION

The European Higher Education institute teaching staff is responsible for organizing and overseeing online teaching activities for their specific subject area. They manage course content and teaching materials, and they supervise and coordinate students' learning processes, ensuring the quality of the education process.

They are required to research on innovation, especially in terms of methods and techniques used in online education. The institution faculty selection process is based on a transparent and merit-based recruitment system.

All the professors/lectures of the programmes offered by the institution has been selected based on the following requirements:

- PhD, Doctorate or Master degree in their related teaching area;
- Previous Teaching experience at University level; Professional experience in their subject area.

The academic director is in charge of the selection of the faculty staff based on the criteria presented above. The selection will be based on the evaluation of the professor qualification and on an interview with the academic director.

12. ONLINE LEARNING RESOURCES AND STUDENT SUPPORT

The European Higher Education Institute aims to ensure student success through different online resources and academic, technical, and administrative support to assist the students during their academic journey.

The Institution will provide different kind of support services dedicated to the students from the time of admissions and throughout the entire study program. The following support services will be offered by the Institution:

Admissions Support

Admissions specialists help students make informed choices about the institution and the online degree programs. In particular these advisors offer pre-admissions support to prospective students providing specific information about:

- Admissions requirements
- Applications processes and deadlines
- Specific online degree requirements
- Online study model and VLE
- Support services
- Accreditation status
- State authorization
- Tuition Costs
- Technical requirements and support

Technical requirements and support

The Institution provides students with different learning resources per each course through the VLE. The instructors select different academic articles and publication that the students can use to complement their knowledge, to conduct research activities and to prepare their assessment or exams. The Institution uses the Zendy library as online library resource.



Academic Support (tutoring system)

The tutors support students to set goals and find the most efficient path to meeting them. The tutor will present students the different course syllabi and the requirements and activities to be completed per each course. The tutor is also responsible for scheduling the date and time when the students will do their test and exams and to support and monitor them while taking their assessment. Online students communicate with the tutors by phone, online chats, email and virtual meeting rooms.

Technical Support (helpdesk)

The student have at their disposal a help desk service assisting them with any technical problem they have with the access to the LMS and its main tools and to the learning material. If needed the helpdesk also assists and support students for the participation to the synchronous lectures and for the use of the webinar system. The help desk can be contacted by email and is available 24/7

Administrative Support

From the time of enrolment the student can be given access to their student personal area where they find the records of their tuition payment and their current balance. Through this area they will receive important notifications and reminders about pending payments to be completed and records and they will be able to contact by email or chat the administrative offices of the institution.

Career Service and Placement

The career service and placement provides information and support for placement and is committed to offering learning opportunities that enhance the student experience. Through this service the students can discover career options, complement academics with experiential learning, develop professional skills and connect with companies and internship providers. Our mission is to advance equitable access to career education and opportunities, by providing an educational environment, with attention to changing technologies and other requirements of the global marketplace. Students and graduates can take advantage of our placement programs in order to gain practical work experience in the relevant field of study and develop soft and transversal skills.

Through the VLE the following online learning resources and interaction tools are available for students in a synchronous and asynchronous format:

- Asynchronous video-lecture recorded by the professors
- Synchronous lectures through webinars organized in the platform go to webinar
- Didactic units, case studies and textbook material
- Discussion forums, email, chat, teamwork and collaborative project and activities

13. INFORMATION MANAGEMENT SYSTEM

The students' data are held and stored in the institution CRM and on google drive. All the following data related to the students will be accessible through the CRM and the google drive:

- Student name and surname
- Gender
- Locality
- Nationality
- Date of birth
- Last School Attended (New Students)
- Bachelor degree or other certificate
- Programme of study
- Programme starting date
- Tuition payment record and student installment plan
- Placement (information regarding the student job or the employment situation) ➤ acceptance letter
- Enrollment agreement
- Course participation
- Student retention rate
- Student satisfaction surveys and satisfaction data
- Record of student results and performance
- Student placement rate and career progression collected through the placement survey

The institution will use google drive as cloud storage to archive and maintain students' records. The files stored on GoogleDrive are protected by an advanced encryption protocol the uploaded and downloaded of files are always checked. Malicious software detected are immediately deleted. The institution chooses this archiving system since the cloud storage is not local, so the risk to user devices is significantly reduced.

The student record related to the students' results and performance are also held in the LMS. The LMS tracks information about the students' attendance to each class and the participation to each activity and keep records of exams and assessment.



For the purpose of issuing academic transcripts or certificates and in accordance with the GDPR regulation, the students name and surname, the admissions records and the record of their participation and results will be maintained and archived on GoogleDrive for a period of 40 years.

All the other information related to the student population, the student satisfaction, the employment rate and the career path will be kept in an anonymised manner for 4 years from the date of graduation

Student Satisfaction Survey and Student graduation Survey and Placement Survey

The Institution will issue regular student surveys as a key for quality improvement of the learning and teaching system. A satisfaction survey that measures the quality of the learning resources and material, the quality of the VLE, the quality of the interaction tools and the quality of the teaching method adopted by the professor will be done by the student at the completion of each programme module. A graduation survey will be issued to the student 3 months after graduation to help the institution to learn more about the experiences and future plans of the students. A placement survey will be sent to the students, 6 months after graduation to collect information about the graduates' job, career and advancement. All the surveys are anonymous to guarantee the protection of the students' identity, to avoid social desirability bias and to improve honest feedback. The data collected will be used exclusively for assessing the overall quality of the programmes and of the teaching activity with the aim to improve existing programmes or to design new ones.

14. PUBLIC INFORMATION DISCLOSURE

The Institution will publish the following information and disclose it to the public through its website:

- Mission Statement and objectives
- Accreditation Status
- Online education model and teaching method
- Academic offer including all the programme description and information
- Tuition fee and payment modality
- Academic calendar and semester schedule
- Admissions requirements
- Admissions and selection criteria
- Programme application process
- The qualification awarded and the number of credits
- Career Opportunities and professional profile information per each programme ➤ Online enrollment form and deadline to apply
- Contact information

All the prospective student inquiries regarding the programme study plan and the related courses/ modules description or coding will be managed by the admission director to provide the students with the accurate and updated response. The admissions department is also in charge of providing students with complete information related to the online study model, the programme requirement, assessment activities and exams, the admissions procedures, the programme tuition and the deadline to submit their application.

15. EXTERNAL QUALITY ASSURANCE SYSTEM

The Programme review represents the Institution's commitment to excellence through ongoing, cyclical review of the academic model educational effectiveness. The programme review also provides an opportunity to reflect on the contribution of each programme to the accomplishment of the institution's mission and strategic objectives. The Institution adopted an internal programme quality evaluation system that takes into account the teacher and students experience, the programme effectiveness in comparison with similar programmes and the feed-back provided by external stakeholders.

The specific objective of the programme quality evaluation system are:

- Improve student learning
- Assess program quality and currency
- Reflect on the alignment of program goals and learning outcomes with institutional mission and strategic initiatives
- Provide data and evidence to support institutional planning, budgeting and decision-making

The role of the external stakeholder from the different job fields is considered extremely important by the institution in the programme review process together with the students and graduates opinion and feedback collected through the student satisfaction survey, the graduate survey and the placement survey. Each programme will be reviewed by 2 external stakeholders with a relevant academic and professional experience. The external stakeholders, who are recognized experts in the disciplinary/ professional field of the programme will ensure the objectivity of the review process, by determining how the programme compares to other programs in other countries and how the programme responds to specific needs of the job market. The stakeholder will receive the access to the VLE to review the programme modules, contents and activities and evaluate their effectiveness in the light of the programme overall objectives. The external stakeholder should evaluate important factors as the current compliance of the programme with specific job market needs, the trends in the discipline, the qualification of the faculty and their teaching method and the characteristics of the students and the community the program serves. After completing the evaluation, the stakeholders will write a recommendation report that will be sent to the institution. The report addresses specific issues that come to light during the review process and that will be carefully considered and included in the self-study report made by the academic director. All the specific issues reported by the external stakeholder as well as the data collected through the student surveys are considered crucial to guide the institutional planning, budgeting and decision-making.