INTERNAL QUALITY ASSURANCE DOCUMENT
GY ACADEMY

November 2020 (Version 5.3)

Introduction

GY academy is committed to promote education and vocational training by identifying and implementing learning approaches close to the labour market and international jobs trends. GY intends to be instrumental to promote learning by doing methods as well as educating to crucial skills that will facilitate the personal and professional growth of students in an interconnected world.

GY aims to identify educational niches. GY will mainly focus on short learning by doing courses and gap year thematic modules. These courses will mainly focus on international students that intends to combine personal and professional growth during "changing life experiences". This focus entails that GY academy will provide quality programmes aiming to develop formational competencies commonly referred to as key competencies and at the same time up-skill their knowledge and skills in a particular field of economic and management activity.

GY intends to position itself on this market during the first three years and then to further consolidate its action in five years' time also thanks to qualified international partnerships. Indeed, the aim of GY academy is to establish such international partnerships so that students from other countries spend time mainly in Malta also to study at the academy. Such partnerships agreements will be based on the condition that the internal quality assurance system of GY will be respected at all stages. GY will also identify long terms courses and specialized modules in line with its overall strategy.

GY will initially focus its offer on short courses (i.e. from 2 weeks to 4 months) so to combine personal growth with academic introductory educational path. These courses will support the orientation of the students starting from his/her passions so to better face the fast changing international labour market. GY will also identify thematic modules that will facilitate the initial approach to emerging professional profiles. With these courses GY intends to focus on strengthening vocational aspects necessary to face an interconnected, multicultural world. In addition to this, GY will identify and launch during the first 5 years long terms and specialised courses in line with its mission.

GY during the setting up of its strategic development plan, will involve national and international qualified experts with strong focus on innovation in education and international labor market trends. Indeed, all experts that will be engaged will respect all the necessary compliance as defined in this IQA manual. In addition,GYis planning to consult with relevant national and international actors in the educational fields to identify potential partners. Such experts will be provided with a contract for their services by the academy. Students will be also involved during the discussion by using online platform (i.e.wetipp) and engage in the discussion students and alumni organisations (i.e.garagErasmus).

GY academy will also commit to a zero-tolerance policy to academic fraud. Indeed, issues of plagiarism and ethics in the development and formulation of academic work will be given their due importance and consideration. In particular, all academic staff, administrative personnel and students will be informed and monitored to ensure that no academic fraud occurs. The procedures in place are the one described at section B4 "Learning and teaching assessment" on the point dedicated to "discipline and appeals".

Moreover, GY academy will also adopt an inclusion policy to ensure that no member of the academic community, whether staff or student, is discriminated against. Indeed, the role of the head of institution is to transcend this policy and all times and to lead by example. This policy will be supported in practice by all staff members and will be a key expectation amongst all students at GY academy. The procedures in place are the one described at section B4 "Learning and teaching assessment" on the point dedicated to "discipline and appeals".

The internal quality assurance (IQA) document is being structured into three sections, namely:

Section A   **Strategy and Academic matters**
Section B   **Student affairs**
Section C   **Administrative affairs**

Each section describes the associated policies, procedures and processes for associated quality standards (S1 to S10) expected for a higher education and training set up operating in Malta. The matrix below presents how each section will focus on related QA standards as defined in the National Quality Assurance Framework (NQAF).

Section	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
A	●	●	●							●
B	●			●	●		●			
C	●					●		●	●	

Section A
Strategy and Academic matters

A1   Introduction

Education and training institutions require a focused strategy to achieve educational objectives. GY academy as a new provider in Malta has developed a strategy with quality assurance as a central pillar. This requires a management structure which is adequately built to execute all operational functions while at the same time keeping costs well monitored in order to increase the effectiveness of the organisation. Within this context, this section aims to address three key quality standards in the National Quality Assurance Framework Namely Institutional Probity (Standard 2), Programme design, development and approval (Standard 3) and Ongoing and Periodic Review of Programmes (Standard 10).

A2   Structure of GY Academy

The organisation structure of GY academy has been designed with the objective of ensuring strong governance and effective operations as an educational and training institution. This requires a strong and regulated financial set-up and headship positions that are occupied by staff with the right qualifications and experience within the field. Figure 1 below present the organisational structure of GY academy.
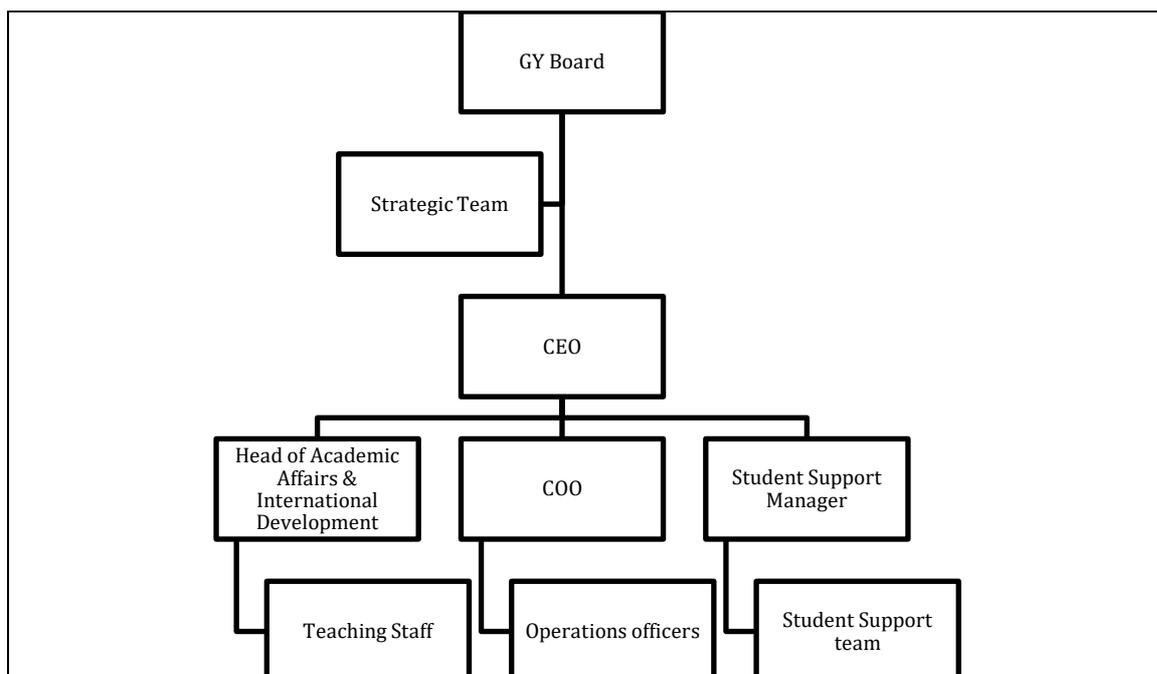

Figure 1: Organisational Structure of GY Academy.

A2.1 Leading Staff

The strategic management and governing structure of GY academy will be led by **GY board** that is driven by the president and is supported by a **strategic team**. The strategic team of the academy will be composed by thePresident of the academy, the head of institution (which will chair) and internal quality assurance expert. The latter will be sub-contracted by means of a contract of service. The overall responsibility of the board is to ensure that the strategic development and operational management of the academy is being executed effectively so that students within the academy receive quality education and training. The strategic team will also be responsible for the overall internal quality assurance of the academy as explained in this IQAreport. While the IQA is currently not in the public domain, the IQA policy and associated policies and procedures will be made public during the operation of the academy.

The educational leadership and strategic and operational management will be led by the **Head of Institution (HOI) – Chief Executive Officer -** of the academy. The HOI acts as the Chief Executive Officer of the academy. He will be in charge to lead the drafting of the strategic development plan of GY and to lead its implementation once this will be approved by the GY Board. The following criteria are the minimum qualification and experience criteria for this role:

- MQF Level 7 Qualification
- 8years experience in international management position

The HOI will be supported by the **Student Services Manager**. The latter will be managing all functions related to student affairs which include programme information and guidance, admission and registration, learning, teaching and assessment, student support and certification. In addition, specialised **student services personnel** will be engaged on a contract for service basis to provide specialist support services as may be required. All these functions will be explained in detail in section B of the IQA document.

The HOI will also be supported by the **Operations Manager, also called Chief Operation Officer (COO).** The role of the operations manager is to manage administrative affairs of the academy which includes the engagement of staff working with the academy, information management, and performance analysis. All these functions will be explained in detail in section C of the IQA document. In addition, all matters related to the financial administration of the academy will also be managed by the Operations Manager.

The **Head of Academic Affairs and International development**, under the direction of the HOI, will be providing academic development and leadership to **teaching staff** that will be engaged on a contract for service basis by the academy. The planning, delivery and implementation of teaching staff will be monitored by the HOI and strategic team as will be explained in section D of this IQA document. In addition, the academic and development manager will also be responsible for business development, marketing, institutional and private partnerships of the academy.

All management positions (Academic Affairs and International development, Student Services Manager and Chief Operation Officer in current set-up) are required to have the following minimum qualification and experience criteria:

- MQF Level 6
- 3 to 5 years of relevant experience
- 2 to 3 years ofexperience in specific field (Business development/Operations Management/Academia related matters)

The above criteria are to be maintained should a new management position be required in the future. This will ensure that all leading staff at GY academy possess the qualifications and experience necessary for the running of an educational and training organisation.

A2.2 Finance

GY academy's financial policy is to ensure that all matters related to finance and accounting will be regulated in accordance with the laws of Malta and in alignment with the National Quality Assurance Framework. GY Academy will be capitalised through a company set and operating in Malta (GY Academy Limited) which will ensure the required **financial capital and reserves** to maintain operations in the event of unpredicted circumstances.

All **financial transactions** of GY Academy will be recorded and maintained in Malta as per regulated accounting practices. GY Academy will operate on a 3-year**business plan** which will be monitored constantly by the GY Board and updated at least once a year. This will ensure that all operations are functioning effectively in order to sustain educational activities of the academy. All policies related to financial compliance and good accounting practices as defined by Maltese legislation will be adhered to throughout the lifetime of operation of the academy. Accounts will be kept and **audited annually** by a certified auditor.

A3   Programme design, development and approval

GY Academy has a structured procedure for the design, development and approval of education and training programmes which is categorised into three main phases as shown below.
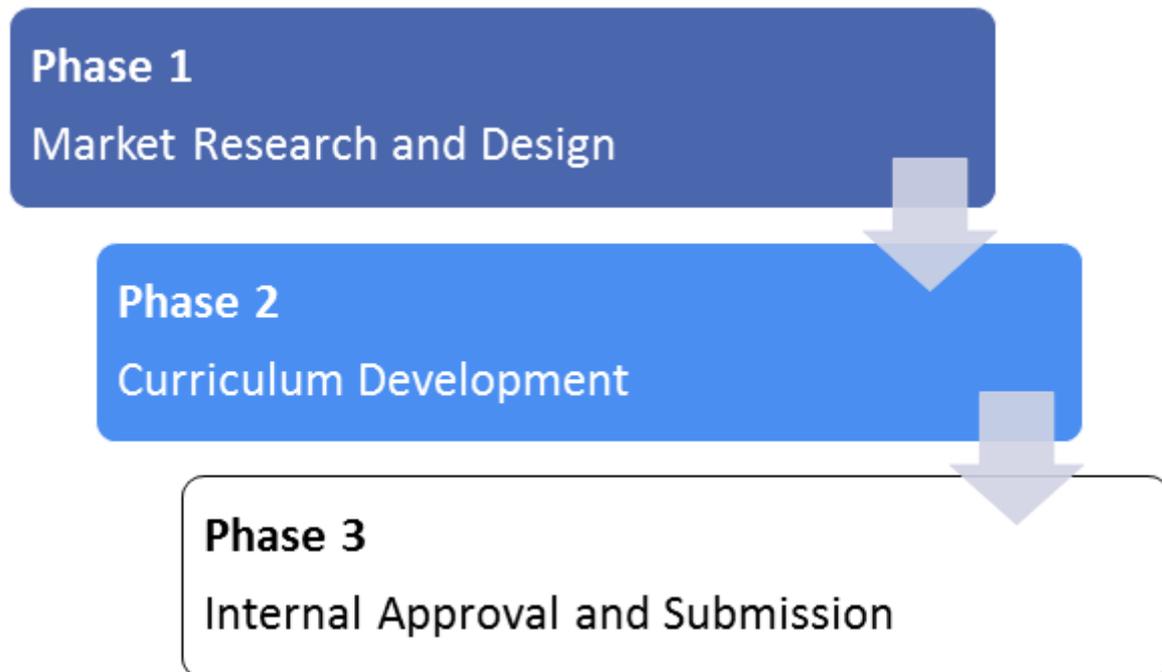

Figure 2: The three phases for programme design, development and approval

Phase 1   Market Research and Design

The identification of a new programme of study is carried out by engaging with international and local stakeholders in the field of work by means of formal meetings and market research. This activity is lead by the HOI of the academy and includes the following stakeholders:

- Employers
- Regulatory bodies
- Government entities and agencies
- International experts
- students

The **market research** also includes the involvement of potential students in order to assess the needs and requirements of students. Through online fora and market surveys, potential students provide input to the design process in terms of programme structure, method of delivery and required competences, skills and knowledge. High level international experts in the field of "Innovation in education" will be involved and regularlyconsulted. Experts will be identified by the Head of Institution and they will be chosen in consultationwith the strategic team by direct appointment and

provided with a contract of services on the basis of project assigned to their area of expertise.

On the basis of information gathered from formal meetings and market research, HOI formulates a **programme design paper**(strategic development plan) which is presented to GY Boardfollowing a consultation with the strategic team. The latter evaluate the proposed design in order to ensure fitness for purpose. Fitness for purpose is assessed against defined criteria as presented in Box 1 below. Once the design proposal is **approved** by the GY Board, step 2 (curriculum development) of the process starts.

Fitness for Purpose – Design Proposal

Programme title and MQF level proposed
Target audience well defined
Structure of programme contains student workload in terms of ECTS/ECVET
Stakeholders consulted (meeting minutes)
Market research conducted (report)
Sustainability plan (provisional budget)

Box 1: Design Proposal

Phase 2
Curriculum Development

The development of programmes at GY academy follows a **well-defined process** in order to ensure that all the important characteristics as specified in the Manual of Procedures for accreditation are successfully met. This process is managed by the HOI, who together with teaching staff engaged on a particular programme, develop the **competency based** programme. During this process, the HOI ensure that the teaching staff that will be engaged will possess the minimum requirements in terms of qualifications and experience (this will be explained in detail in section C of this IQA document).

The role of the teaching staff is also to provide **subject specific expertise** to provide fitness for purpose also in terms of academic content, delivery and resources.

Students will be consulted on design and development of programs through a focus group discussion that will be facilitated by the head of academic affairs. Key stakeholders from the world of work will also be consulted at design and development stage. *[For instance, the development of the first program (submitted for accreditation) involved discussions with Malta Gaming Authority and employers in the field to address their requirements]*

As specified in the programme accreditation form issued by NCFHE, the development process includes:

1. Development of learning outcomes, associated knowledge, skills and competences
2. Formulation of teaching, learning and assessment strategies
3. Identification of required resources
4. Identification of personnel required for technical and media support, and other support services to students

Phase 3
Internal Approval and Submission

The curriculum development phase explained above undergoes an **internal approval process** as part of GY's internal quality assurance mechanism. The HOI submits the developed programme for internal evaluation to the strategic team. In turn, the strategic team ensures that the programme is fit for submission to NCFHE's accreditation unit by conducting checks on the following:

- Structure of programme is in line with concept brief
- Programme is in line with the MQF and Referencing report 2016
- Programme is in line with GY academy's strategy
- All fields in the application have been duly filled in

In case of an online/blended learning programme, the strategic team will ensure that its virtual learning platform would be able to deliver the programme as GY intends to develop. The strategic team should verify or address possible issues discussing and interacting with an IT specialist of the External Provider of thevirtual learning platform.

A4   Ongoing monitoring and periodic review of programmes

In line with GY academy's strategy of providing top quality programmes, the **ongoing monitoring** of all the learning activity is a critical objective. The strategic team of the academy is tasked with the overall internal quality assurance processes and procedures and is committed to **monitor all quality standards**.

In order to ensure that GY academy has all the necessary arrangements in place for this task, a variety of tools and methods will be utilised for the ongoing monitoring of the academy.

| Area to be monitored	Monitoring Tasks	How?	Who?	Frequency
IQA policy	Periodic review of IQA policies, procedures and processes	Periodic review of IQA	Strategic committee	Annually (End of academic year)
Probity	Monitoring of budget plans	Specific meetings on budget plans	GY Board	Quarterly
Programme design and approval	Review of programme before submission to NCFHE	Systematic content analysis	Strategic committee	Every programme
Teaching, learning and assessment	Monitoring of delivery Internal verification of assessment development and decisions	In class observations for traditional programmes and online observation of teacher – learnersonline actions for online programmes IQA check of assessments against a check-list	CEO/Academic Head	Once a year for teaching staff (sample based). Feedback will be provided as a general teaching staff communication when needed. For each assessment developed
Registration	Monitoring of admission and certification	Sample check on data	CEO/STUDENTS SUPPORT STAFF	Every course entry and on every certification (sample based)

Teaching staff	Review of minimum qualifications Ongoing CPD	Sample check Implementation of short courses	CEO/Academic Head	Quarterly Annually
Learning resources and support	Review of resources	Spot-checkson teachers and related students directly contacted in separate interviews (fortraditional as well as for online courses	CEO/Academic Head	Annually
Information Management	Analysis of collected data	Specific team meetings	CEO/COO	QUARTERLY
Public information	Ensuring data is correct	Content analysis	CEO/Academic Head	Monthly
Ongoing monitoring	IQA report IQA action plan	IQA self assessment Monitoring of action plan	Strategic committee	Yearly Quarterly

In addition to the above monitoring system, GY academy is also committed to **review all its programmes after 4 yearsor yearly forthe rapidly changing or innovations relatedprogrammes**. The review process on programmes that will be deployed will follow the same steps as defined in the previous section (i.e. A3 Design, development and approval) so to ensure that the updated programmes are fit for purposes and aligned with important changes that can occur in the subject area, regulatory environment (NCFHE communications, etc...) and internal quality assurance improvements. . Once the programme is reviewed with changes, the program is sent to NCFHE for reaccreditation as defined in the Manual of Procedures for Programme Accreditation issued by NCFHE. This condition will apply if the review process lead to major changes such as changes in the structure of the course, changes in amount of credits and modules of studies.

Section B
**Student affairs**

B1   Introduction

GY academy has developed an **internal structure specifically to address student affairs** during their lifetime studying at the academy. The framework that the academy will utilise is built along a typical student life cycle as presented in the diagram below.
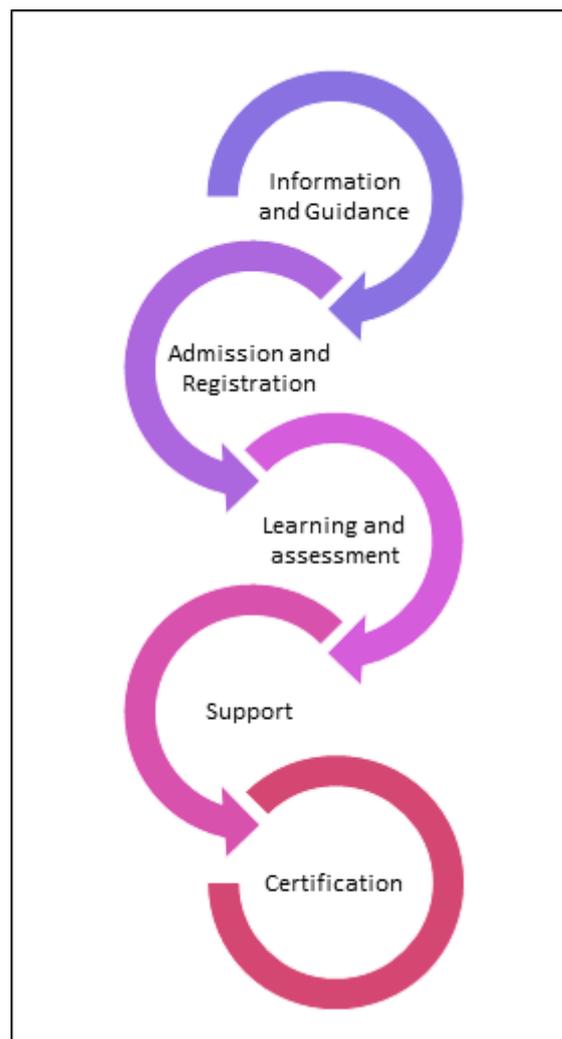
Under the direction of the HOI, the academy's Student Services Manager is tasked to organise and co-ordinate all activity to **support students through the life-cycle** shown above. This section provides a structured account of the supporting operations for students namely information and guidance (Section B2), admission and registration (section B3), learning and assessment (section B4), student support (within section B4 too) and certification (section B5).

B2   Information and guidance

GY academy's programmes and associated information will be made available to the public on the academy's website. The information that will be made available will be structured into three main domains as shown in the diagram below.
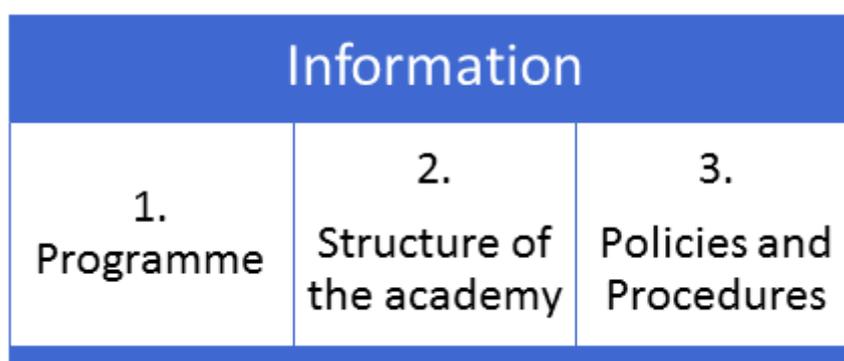
In order to ensure that students and potential stakeholders have **clear, accurate, objective, updated and readily accessible information,** the student services manager will provide the information for each of the above domains according to the table shown below.

Information Domain	Information	Information Tools
Programme	Selection criteria for admission Programme learning outcomes Level of qualification ECTS value of programme Teaching and assessment strategy Student progression Career and further learning opportunities	Website Facebook Student Handbook*
Structure of the academy	Organisational structure Bio. of academy's top management Bio. of academy's teaching staff Student support and guidance Pass rates	Website Student Handbook*
Policies and	Internal Quality Assurance Policies	Website

procedures		Student Handbook*

* Student handbook will be provided during induction session in the form of a hard copy and forwarded to students as a soft-copy.

Potential students will also be offered a **guidance service** which can take on the form of one to meetings, Skype call and emails. This service to students will fall under the responsibility of the student services manager. Guidance will be offered on areas related to personal development and mostly information on programs. GY academy commits to conduct an induction session for all students with the objective of providing all the necessary information on the program, assessment and important policies as defined in this IQA document.
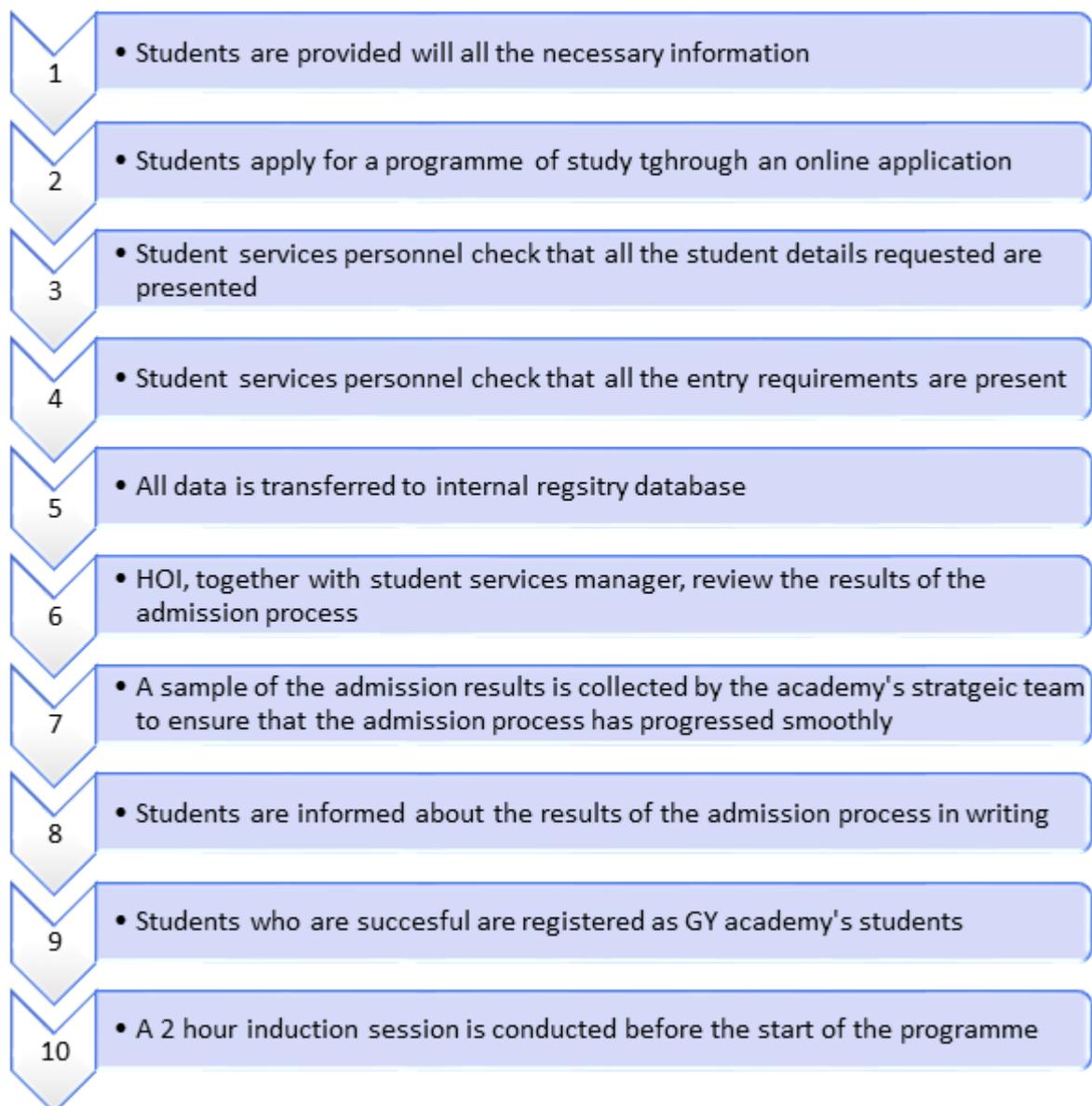
In addition, the following information will be made publicly available:

• Selection criteria for the courses/programs
• Intended learning outcomes
• Qualification awarded, including information on the EQF/MQF level and ECTS/ECVET learning credits
• The teaching, learning and assessment procedures used;
• Pass rates
• Further learning opportunities available to the students

The Head of Institution is responsible for publishing material through GY Academy's website, Facebook profile and any other public information media. This will be updated when needed and, in any case, not less than monthly, in line with section 4 of GY IQA Document.

B3   Admission and registration

The admission and registration functions of the academy follow a defined step by step procedure and explained in the diagram below.

1	• Students are provided will all the necessary information
2	• Students apply for a programme of study tghrough an online application
3	• Student services personnel check that all the student details requested are presented
4	• Student services personnel check that all the entry requirements are present
5	• All data is transferred to internal regsitry database
6	• HOI, together with student services manager, review the results of the admission process
7	• A sample of the admission results is collected by the academy's stratgeic team to ensure that the admission process has progressed smoothly
8	• Students are informed about the results of the admission process in writing
9	• Students who are succesful are registered as GY academy's students
10	• A 2 hour induction session is conducted before the start of the programme

The process that involves the acquisition of information and an assessment of eligibility is carried out by GY Internal staff according to procedures specified above. In particular, among other information,the candidate is asked for personal data and valid and official identification document with photo in order to proof her/his identity both physically as well as online (by means of a webcamthrough a live videocall, when the case).In case GY has doubts related to the officiality of some specific document the "sending Institution" will be directly contacted by GY staff.

Upon registration a 2 hour induction session will also be delivered to students during the first week at the academy to reinforce all the important information.It will delivered asa group meeting both in the traditional as well as in the online programmes (in the latter case, will be deliveredvia Virtual Learning Platform or other available online media)

B4   Learning, teaching and assessment

GY academy adopts a **student centred approach** in the design, implementation and evaluation of all its learning activity. This approach requires the development of communities of practice with the involvement of students, teaching staff and non-academic personnel focusing on a student centred approach.

To implement this approach successfully, GY academy applies an **inclusion policy** that ensures that no member of the academy is discriminated against. GY academy will ensure that students with special needs are also provided with the necessary support during their studies. The inclusion policy therefore is overarching in the sense that it aims to support all students irrespective of creed, religion, gender, sexual orientation and ability. Moreover, the academy's policy is to ensure a fair treatment to all concerned and applies a zero-tolerance policy to any form of abuse. The HOI is directly responsible for the implementation of this policy, and all decision necessary are taken by the HOI with the support of student service manager and personnel. The inclusion policy allows GY to adopt specific procedures in order to achieve its aim of student-centered learning as explained in the table below.

Domain	Description
Teaching, delivery and assessments	Teaching staff are responsible of this domain by ensuring that diverse methods in teaching and assessment are used. Project based learning, instructional methods, case studies and workshops are the main teaching methods. Assessment methods include projects, portfolios, written assignments and examinations. GY academy will also support the continuous professional development of teachers through the organization of seminars focusing on pedagogy, quality assurance and assessment. (refer to section C2) In addition, teachers will be observed and monitored as part of the IQA processes of the academy GY Academy is free to specify which of its courses and modules have mandatory or non-mandatory attendance (e.g. in terms of contact hours) and/or whether there is a minimum percentage of class participation needed. It will be specified in the "Student Manual" of any course edition.

	Please see section C.5 "Online/blended Learning" for specifications or changesrelated to the online delivery of programmes.
Resources	The HOI is responsible to allocate resources to students and teaching staff according to specific program needs that are identified during the curriculum development process. Students will be provided with this information during their induction session. (explained in SectionA).
	Learning resources at GY academy include access to electronic library, dedicated books, magazines and journals. GY academy will ensure that all students have access of such resources through effective academic management and support.In particular will be encouragedaccess to the scientific production in the "open science" perspective (https://ec.europa.eu/digital-single-market/en/policies/75993/3509).
	Beyond the resources made available in the traditional way, each teacher will be able to share (e.g. uploading on the VLP for online programmes) different types of virtual resources (videos, Podcasts, Digital Papers and so on) according to the related pedagogical strategy.
	Students will be also be provided with programme handbook which contains lecture notes, formative assessments and summative assessments. As per Section A4 (above), an annual spot-check by the CEO/Academic Head will be provided and, as a result of such evaluations,she/he could take proper actions in order to ensure the quality of resources,
	Technical and media support is also provided by student services personnel at the academyThis support will be easily deliveredthrough traditional or digital channels which might be: email, chat, forums, phone, video-call and so on.
Dedicated support	Under the direction of the student services manager, a team of student services personnel provide support to students in the form of guidance, counselling and coaching. This service is offered on an ad hoc basis upon request by students.As far as online programmes, a tutor will be available for students in order to address any kind of technical, administrative and academic problems or issues through direct digital channels.
	While all students receive academic related support from their respective tutors, the student services

	personnel also offer additional support to academic studies in the form of mentoring and facilitation. This support will be easily available through digital channels which might be: email, chat, forums, phone, video-call and so on.
Assessment	GY academy applies the following structure for grading modules of study and programmes. Modules of study are assessed by means of projects, portfolios, written assignments and/or examinations. Assessments are graded against a pre-set rubric which contains percentage marks.The rubric will containassessment criteria. In addition, all assessment will be internally verified both before being issued and after being corrected. The latter will be based on a sample basis. Criteria for assessment will be published in advance. On completion of all assessments for a specific module, students obtain the following grades on the basis of the percentage mark obtained: Grade 1 [85% or over] Grade 2 [60 to 84%] Grade 3 [45 to 64%] Fail [0 to 44%] In the case of a fail, students are offered the opportunity to re-sit/re-submit once the assessments of the module. Moreove, students have the right to complain and/or appeal on grades and evaluation directly with the HOI,both in the case of traditional or online programmes. On completion of all modules of study, all the percentage marks are weighted (based on the total ECTS value). The total sum obtained is then converted to a percentage performance. Overall programme performance is then graded as follows: Distinction [90% or over] Merit [70 to 89%] Pass [50 to 69%] All assessments will also contain feedback directly from respective tutors in a written format.

	In mitigating circumstance (such as illness, death in family and others) students are expected to communicate directly with their respective tutor in advance and will be dealt with on ad hoc basis with consultation with the Academic Head of GY academy.
Discipline and appeals	All students following courses at GY academy are required to observe good conduct regulations. GY academy adopts a zero policytowards cheating and plagiarism. Beyond the traditional ways to identify cheating and plagiarism, the VLP have a a unique identity and set of credentials in the system so that when the student logs in, all activity (including submitting their coursework or projects, engaging in virtual communication or other types of assessment) is logged against her/his unique identity.Moreover, in case of suspected plagiarism, the teacher could employ plagiarism-checking software (e.g. turnitin.com) in order to evaluate the authenticity of student's work. In the case that plagiarism is detected, the teacher will evaluate the severity of the action to take.As first action, the assessment will be considered invalid, and student/s would need to resubmit assessment and/or re-do the examination/tests.As the teacher consider student's action more severe, she/he will ask for the HOI to evaluate it and take a decision accordingly. Students whose conduct is not satisfactory may be expelled from the academy by the HOI. Students have the right to complain and/or appeal on any decision directly with the HOI. The HOI will collect all the necessary evidence before taking any decision/s and/or corrective action/s In the event of a compliant, the HOI will analyses all the information and decided on a case by case basis. Information will be relayed back to student in a written form. The above procedures will be also applied in case of intolerance and discrimination as outline in the IQA policy.

B5   Certification

On successful programme completion, students are awarded a **certificate of performance wh**ich is classified according to the total performance of all the

modules. As explained in the table above in section B4, the programme performance is categorised into three:

Distinction [90% or over]
Merit   [70 to 89%]
Pass   [50 to 69%]

On successful course completion, students receive documentation explaining context, MQF level, amount of learning credit, content and status of the qualification gained in line with NCFHE regulations.GY academy will provide a certificate to students that will also contain the following information:

- Level of programme
- Title of qualification
- Performance category
- Amount of credit
- Name of student
- Signatures (HOI and President)
- Programme learning outcomes (At the back of the certificate)

Section C
Administrative affairs

C1   Introduction

Education and training organisations also require an **administrative structure to support all the learning activity**. Under the direction of the HOI, the academy's Chief operation officer conducts tasks of administrative nature which can be categorised into three; the engagement of staff (Section C2),the management of information (Section C3) and Financial affairs (Section C4).

C2   Staff engagement

GY academy adopts a **clear, fair and transparent recruitment process** that leads to adequate conditions of employment and professional development of its staff. In order to ensure that the above is achieved, a call for expression for teaching staff is issued. The call of expression will be made publicly available and will also contain **minimum eligibility criteria**for interested candidates which includes:

- A minimum of MQF Level 6 qualification in the subject area
- A minimum of 3 years teaching experience.
  Relevant IT Skills and qualification or experience in digital teaching will be considered an asset.

Candidates that apply for a teaching assignment at GY academy undergo an interview as part of the selection process. Successful candidates are offered a **contract for service** that will cover all the necessary tasks of the teaching assignment which includes:

- Subject specific development of module/s of study
- Identification of suitable resources
- Development of teaching, learning and assessment strategies
- Development of all learning material and assignments
- Delivery of learning content
- Support to students on academic matters
- Corrections of assignments
- Review of programmes
- Attendance to management and staff meetings

Feedback will be provided to staff on the basis of dedicated meetings. GY academy also supports teaching staff through **in-house training** on pedagogy and education and training in general. The strategic team (whose members don't necessarily have relevant knowledge or teaching experience in online environment, eventually employing experts in developing relevant in-house training where appropriate) is responsible for the development and implementation of in-house training and will cover the following themes:

- Quality assurance
- Curriculum development and evaluation
- Theories of learning and implementation of learning
- Assessment techniques
- Project based learning

Each of the above themes will be addressed by **workshops and seminars**(vis-à-vis or online) or by sending relevant guidelines (devised, revised and kept up to date by the strategic team, eventually employing external experts)specifically for teaching staff at GY academy. The duration of each workshop and seminar will vary according to the respective theme. The table below provides an indication of the CPD duration and method.

Theme	Method
Quality assurance	Seminar
Curriculum development and evaluation	Workshop
Theories of learning	Seminar
Assessment techniques	Workshop
Project based learning	Workshop

C3   Information management

The operations manager/COO of the academy will ensure that the information collected during the admission and registration stage as well as students progression datais adequately processed and stored in the academy's information databasehosted by a device present at GY Academy in Malta (storing data of both traditional and online programmes students). The information database contains a **profile for each student** which is then linked to a **class database structure** with specific information.

The table below provides a summary of the main data collected and processed by the academy. GY academy will ensure that all data is complain with the new **GDPR** that will come into effect as from May 2018.

Student Profile Information	Class Profile Information
Name and Surname Address Passport/ID Number Entry qualifications CV Specific information Personal reports	Attendance rates Assessment performance Pass rates Retention rates Student satisfaction rates* Tracer studies*

All the information listed above (excluding those marked by *) will be collected and processed by the operations manager using simple in-built tools of the database. Student satisfaction rates will be determined by means of a questionnaire at the end of each moduleThe questionnaire will be deliveredthrough an online form in case of online modules. Data will be **analysed and a quarterly report** is forwarded to HOI. Such data will be collected by means of questionnaires, focus groupsand semi-structured interviews.

Tracer studies will be conducted 1 year after students complete their programme of study in order to determine employment rates and identify career paths.

All student and class records(as detailed in the table above) of both traditional and online programme students will remain at GY Academy in Malta and contents will remain available for 40 years.

C4   Financial affairs

GY academy's financial policy is to ensure that all matters related to finance and accounting will be regulated in accordance with the laws of Malta and in alignment with the National Quality Assurance Framework. GY Academy will be capitalised through a company set and operating in Malta (GY Academy Limited) which will ensure the required **financial capital and reserves** to maintain operations in the event of unpredicted circumstances.

All **financial transactions** of GY Academy will be recorded and maintained in Malta as per regulated accounting practices. GY Academy will operate on a 3 year**business plan** which will be monitored constantly by the GY Board and updated at least once a year. This will ensure that all operations are functioning effectively in order to sustain educational activities of the academy. Accounts will be kept and **audited annually** by a certified auditor.

C5   Online/Blended Learning

GY academy will be offering online and blended learning from the offices based in Malta. Through a commercial agreement with TheStudentCampus, a virtual learning environment will be offered to GY's students to follow specific programmes.

The virtual learning platform has been selected according to all of the teaching and learning facilitations needed as well as according to the integrity, reliability and continuous availability of the technological infrastructure, both hardware and software. The contract with the selected provider reflects those points.When a related problem is met (i.e. service interruptions, website inacessibility etc), it should be communicated to the tutor who (being properly instructed for) will immediately inform the External Provider help center in order to address it as soon as possible.

The system is designed to be accessible via all devices such as PCs, Laptops, tablets and mobile phones where applicable as well as a stable Internet connection and a browser (the system is best viewed using Google Chrome or Mozilla Firefox). Accessibility options for students with specials are applied according to the student's hardware and browser setup(e.g. for visually impaired persons, properbrowser plug-ins could be suggested in order to have a more comfortable view opportunity).Actually, available accessibility options are freely availablein a very great number and suited for several types of improved accessibility. Moreover, student with special needs can even communicate their requests to the tutor, who could address them or ask for help to the CEO. The CEO could call an internal commission (composed by the Head of Academic Affairs, the CEO and the tutor)whichwill discuss the possible employment of proper tools/technologies on a case by case basis. Based on the recommendation received the CEO will take the final decision. Moreover, Students whose needs for technical or other support may arise during evenings and weekends or whenever their tutor is unavailable can access the VLP help section providing videos and tutorials.

GY intends to utilised a flipped classroom methodology when it comes to online/blended learning whereby the traditional contact hours are reflected by (mostly) asynchronous delivery methods.
Lectures could mix theory and action learning methodologies such as term project assignment, i.e. case studies, papers, analytical works and so on. Lectures could have the format of a classical online "individual talk" or tutorials as well as discussion groups or work groups. Guest lecturers as well as webinars or online labs experiences could cover different topics.Online workshop, webinars, synchronous/asynchronous forums or other course works could be proposedin

an active way, namely giving the student the possibility to interact via online chat, videochat, synchronous or asynchronous messaging systems. A feedback to student could be provided on an individual as well as on a group basis.
"Peer learning" will be strongly encouraged and proper virtual environment will be available to this end(Peer Learning, depending on the programmes,could be supported through synchronous or asynchronous forums or chatsand video-chats).

A tutor will direct and supervise the learning process of a programme..Tutor competencies posses the necessary ICT and pedagogical skills to support students in their learning journey and will be easily available through her/his virtual contacts and addresses.The Head of Institution or The Head of Academic Affairs and International Development will recruit tutors, assessing their competences, skills and knowledge to be in line with the general minimum qualifications and with online qualifications or experiences related to the particular programme features. The Head of Academic Affairs and International Development will beresponsible for possible tutor training as well as in order to figure out any possible problem she/he might have while working. Teachers involved in online programmes will be initially instructed with a GY internal learning module and will be updated in case of system improvements or changes (e.g. the introduction of an innovative teaching tool within the VLP). Moreover, the tutor will be continuously available for help on possible issues related to online teaching.

GY academy is not changing its admission process and will keep to the declared process as stated in an earlier section of this IQA document. Once a user is enrolled for an online programme, he/she will have a unique identity and set of credentials in the system for authentication. When a user logs in using the credentials provided(namely using assignedlogin and password that uniquely identify the student; no IP monitoring should be performed for authentication to let a student the maximum connection flexibility and freedom), all activity, including submission of work and communication is logged against this unique identity.
Assessment (including submitting learner coursework or projects, engaging in virtual communication or other types of assessment) will be logged and tracedin the same way, in order to minimise plagiarism and cheating. Other technical requirements depend on the type of assessment, e.g. in case of an oral examination, a webcam can be used in order to keep the assessor's eyes on the student.The teacher/s will be responsible for minimising plagiarism and cheatingattemptswithin her/his course. To this end she/he could employ tools, data logs and traces made available by the VLP provider as well. The teacher will report to the CEO in case of severe plagiarism and cheating as previously detailed in the present document.

Programmes will be monitored, reviewedand, when the case,updatedat least once a year to benefit from the latest technologies available for virtual teaching and learning.In order to do that, a proper person or staff will be commissioned directly by the CEO. In case GY decides to use other online systems for its programmes, GY will duly inform the NCFHE.

END OF DOCUMENT